

B.Ed. 1st Year

PAPER II

CONTEMPORARY INDIA AND EDUCATION

DR. (MRS.) MONIKA SOOD



**Centre for distance and Online Education
Himachal Pradesh University
Gyan Path, Summerhill, Shimla - 171005**

Paper II CONTEMPORARY INDIA AND EDUCATION

Course objectives:

Marks: 100 (80 + 20)

The student teachers will be able to:

1. Understand the Constitutional Provisions for Education in India.
2. Understand the Fundamental Rights, Duties and Directive Principles of the State Policy.
3. Understand the aims of Education as per Constitutional Values.
4. Develop competencies to understand the various issues related to Education and remedial measures.
5. Understand the Constitutional provisions for inequality, discrimination and marginalization in UEE
6. Realize the importance of Right to Education and the provision made for realizing it.
7. Understand the importance of Education for the marginalized groups.
8. Acquaint with the policy initiatives, educational policies and programme in Contemporary India.
9. Acquaint with the emerging concerns and Educational development in India.

Unit –1: Education and the Indian Constitution

Indian Constitution: Preamble, Rights and Duties, Directive Principles of the State Policy and Aims of Education as per Constitutional Values; Constitutional Provisions for Education: Article 14, 15, 21A, 45, 46 and 51A (K).

Unit –2: Inequality, Discrimination and Marginalization in Universalization of Education

1. Equality of Educational Opportunities: Meaning, Objectives and Scope
2. Discrimination: Meaning, Factors and Constitutional Safeguards
3. Right to Education: Historical Development, Provisions, Issues and Challenges in Implementation.
4. Education of the Marginalized Groups (Women and Socially Disadvantaged) : Status, Issues and Constitutional Provisions.

Unit –3: Policy Initiatives for Universalization of Elementary Education

1. Kothari Commission (1964-66) and NPE (1986, 1992) and Recommendations for UEE.
2. Operation Black Board: Concept and Provision
3. DPEP and SSA: Objectives, Provisions, Implementation and Evaluation.
4. MDM: Objectives, Implementation and Problems

Unit –4: Emerging Concerns and Education

1. Education for Environmental Conservation: Global Environmental Crises, Local Environmental Issues, Steps for Environmental Conservation and Regeneration.
2. Liberalization, Globalization and Privatization and their Impact on Indian Education
3. Social Basis of Education in the Context of Society, Culture and Modernity
4. Community Participation and Educational Development

Activities (Any One of the following)

1. Presentation on various National Educational Policies.
2. Preparation of reports on the State and Centrally Sponsored Schemes of Education like SSA, RMSA, MDM.
3. Conduct surveys on Educational problems at school level.

SUGGESTED READINGS

Aggarwal J.C.(1984). Implementation of the Major Recommendations of the Education Commission 1964-66 and The New Pattern of Education India: New Delhi: Arya Book Depot.

Bhakshi P.M., (1998). The Constitution of India, New Delhi: Universal Law Publishing Company,

Bakshi, P.M. Basu, (2010). Constitution of India (2nd ed.) Delhi: Universal law Publishing Co. The Constitution of India Bare Act (2010). Delhi: Universal law Publishing Co.

Raval, K.C., (2010). Bharatiya Bandharan, Ahmedabad; S.B.D. Publication

Jain, M. P. (2010). Constitutional Law of India, Delhi: Universal Law Publishing Co.

Shukla, V. N. (1996). Constitution of India, Delhi; Prentice Hall of India.

Govt. of India (1986). National Policy of Education, MHRD, New Delhi. Govt. of India (1992). Programme of Action (NPE). MHRD, New Delhi.

Jayapalan, N. (2002): problems of Indian Education, Delhi: H.B. Bhargava Publications.

NCERT (1986). School Education in India- Present Status and Future Needs, New Delhi: NCERT Publication.

Jan Oosthoek, Barry K.Gills (2013). The Globalization of Environmental Crisis. New York: Routledge, Publication.

Chandra Ramesh, (2004). Globalisation, Liberalisation, Privatisation and Indian Polity: Education. Delhi: Isha books Publication.

Frank R. Pfetsch, Christoph Rohloff (2013). National and International Conflicts, 1945-1995: New Empirical. New York : Routledge, Publication.

Tiwari, Shubha (2007). Education in India. New Delhi: Atlanta Publication.

Websites

DPEP (india.gov.in/my.../district-primary-education-programme-dpep)

DPEP (www.educationforallinindia.com/page81.html)

SSA (ssa.nic.in/)

SSA (mhrd.gov.in/?q=sarva)MDM(mdm.nic.in/) MDM(mhrd.gov.in/?q=mid)

MDM (www.archive.india.gov.in/sectors/education/index.php?id=7)

RMSA(www.rmsaindia.org/)

RMSA(mhrd.gov.in/?q=rmsa) RMSA (indiacode.nic.in>coiweb)

Constitution of India (www.amagon.in>introduction_constitution)

CONTEMPORARY INDIA AND EDUCATION
Paper II
Contents

UNIT NO.	TITLE OF UNIT	PAGE NO.
1.	INDIAN CONSTITUTION: PREAMBLE, RIGHTS AND DUTIES	6
2.	DIRECTIVE PRINCIPLES OF THE STATE POLICY	22
3.	AIMS OF EDUCATION AS PER CONSTITUTIONAL VALUES	28
4.	CONSTITUTIONAL PROVISIONS FOR EDUCATION: ARTICLE 14, 15, 21A, 45, 46 AND 51A (K).	35
5.	EQUALITY OF EDUCATION OPPORTUNITIES: MEANING, OBJECTIVES AND SCOPE	41
6.	DISCRIMINATION: MEANING, FACTORS AND CONSTITUTIONAL SAFEGUARDS	52
7.	RIGHT TO EDUCATION: HISTORICAL DEVELOPMENT, PROVISIONS, ISSUES AND CHALLENGES IN IMPLEMENTATION	66
8.	EDUCATION OF THE MARGINALIZED GROUPS (WOMEN AND SOCIALLY DISADVANTAGED): STATUS, ISSUES AND CONSTITUTIONAL PROVISIONS.	85
9.	KOTHARI COMMISSION (1964-66), NPE (1986,1992) AND RECOMMENDATIONS FOR UEE	103
10.	OPERATION BLACK BOARD: CONCEPT AND PROVISION	133
11.	DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP) AND SARVA SHIKSHA ABHIYAN (SSA) OBJECTIVES, PROVISIONS, IMPLEMENTATION AND EVALUATION	139
12.	MID DAY MEAL: OBJECTIVES, IMPLEMENTATION AND PROBLEMS	152
13.	EDUCATION FOR ENVIRONMENTAL CONSERVATION	157
14.	LIBERALIZATION, GLOBALIZATION AND PRIVATIZATION AND THEIR IMPACT ON INDIAN EDUCATION	181
15.	SOCIAL BASIS OF EDUCATION IN THE CONTEXT OF SOCIETY, CULTURE AND MODERNITY	199
16.	COMMUNITY PARTICIPATION AND EDUCATIONAL DEVELOPMENT	230

UNIT 1

INDIAN CONSTITUTION: PREAMBLE, RIGHTS AND DUTIES

Structure

- 1.1 Introduction
- 1.2 Learning objectives
- 1.3 Indian Constitution
Self- check Exercise-1
- 1.4 Preamble of the constitution
Self- check Exercise-2
- 1.5 Rights as per Indian Constitution
Self- check Exercise-3
- 1.6 Duties as per Indian Constitution
Self- check Exercise-4
- 1.7 Summary
- 1.8 Glossary
- 1.9 Answers to self- check Exercise
- 1.10 References / Suggested Readings
- 1.11 Terminal Questions

1.1 INTRODUCTION:

The 'preamble' to the Constitution of India is a brief introductory statement that sets out the guiding purpose and principles of the document. The hopes and aspiration of the people as well as the ideals before our nation are described in the preamble in clear cut words. It may be considered as the soul of Constitution. The preamble can be referred to as the preface which highlights the essence of the entire Constitution. It was adopted on 26 November 1949 by the Constituent and came into effect from 26th January, 1950.

1.2 LEARNING OBJECTIVES

After going through this lesson, learners will be able to:

- Give the meaning of Preamble to the Constitution of India:
- Describe the Fundamental Rights, Fundamental Duties of the State Policy.
- Find out the relationship between the Fundamental Rights and Fundamental Duties.

1.3 INDIAN CONSTITUTION

It is based on the Objectives Resolution which was drafted and moved in the Constituent Assembly by Jawaharlal Nehru on 13 December 1946. The preamble-page, along with other pages of the original Constitution of India, was designed and decorated solely by renowned painter Beohar Rammanohar Sinha of Jabalpur who was at Shantiniketan with acharya Nandalal Bose at that time. Nandalal Bose endorsed Beohar Rammanohar Sinha's artwork without any alteration whatsoever.

As such, the page bears Beohar Rammanohar Sinha's short signature Ram in Devanagari lower-right corner.

Dr.Ambedkar said:"It was, indeed, a way of life, which recognizes liberty, equality and fraternity as the principles of life and which cannot be divorced from each other: Liberty cannot be divorced from equality; equality cannot be divorced from liberty. Nor can liberty and equality be divorced from fraternity. Without equality, liberty would produce the supremacy of the few over the many. Equality without liberty would kill individual initiative. Without fraternity, liberty and equality could not become a natural course of things."

The Indian Constitution, adopted on January 26, 1950, is the supreme law of India. It lays down the framework that defines the political principles, establishes the structure, procedures, powers, and duties of government institutions, and sets out fundamental rights, directive principles, and the duties of citizens. Here are some key aspects:

1. **Preamble:** It outlines the objectives of the Constitution and reflects the aspirations and values of the Indian society, emphasizing justice, liberty, equality, and fraternity.
2. **Fundamental Rights:** Articles 12 to 35 cover the fundamental rights guaranteed to every citizen, including the right to equality, freedom, against exploitation, to freedom of religion, cultural and educational rights, and constitutional remedies.
3. **Directive Principles of State Policy:** Articles 36 to 51 guide the state in making policies and laws, aiming to create social and economic conditions under which citizens can lead a good life.
4. **Fundamental Duties:** Added by the 42nd Amendment in 1976, these are the moral obligations of all citizens to help promote a spirit of patriotism and to uphold the unity of India.
5. **Union and its Territory:** Articles 1 to 4 describe the name and territory of the Union, establishing the structure of the Indian Union and its states.
6. **Union and State Executive:** Articles 52 to 78 describe the powers and duties of the President, Vice-President, Prime Minister, Council of Ministers, and Attorney General. Articles 153 to 167 cover similar positions at the state level.
7. **Union and State Legislature:** Articles 79 to 122 for the Union and Articles 168 to 212 for the States define the structure, functioning, and powers of Parliament and State Legislatures.
8. **Judiciary:** Articles 124 to 147 cover the Supreme Court of India, and Articles 214 to 231 deal with High Courts in states. It ensures the independence of the judiciary and lays down the procedure for the appointment of judges.
9. **Emergency Provisions:** Articles 352 to 360 provide for the declaration of emergency and the resultant changes in the federal structure, affecting fundamental rights and the powers of the Union and State governments.
10. **Amendment of the Constitution:** Article 368 grants the power to amend the Constitution and its procedure, enabling the Constitution to be a living document that can evolve with changing times.

11. **Schedules:** The Constitution originally had eight schedules, which have been expanded to twelve, detailing various forms of administrative and legislative details.

12. **Federal Structure with Unitary Bias:** The Indian Constitution establishes a federal system with a strong centralizing tendency to maintain unity and integrity, especially in emergency situations.

The Indian Constitution is the longest written constitution of any country in the world and has undergone numerous amendments to address the changing needs and circumstances of the nation.

SELF CHECK EXERCISE-1

Q.1 Which amendment added the words "socialist" and "secular" to the Preamble of the Indian Constitution?

- a) First Amendment
- b) Twenty-fourth Amendment
- c) Forty-second Amendment
- d) Forty-fourth Amendment

Q.2 The Preamble of the Indian Constitution begins with which phrase?

- a) "In the name of God"
- b) "We, the people of India"
- c) "On this day"
- d) "Liberty, Equality, Fraternity"

1.4 PREAMBLE TO THE CONSTITUTION 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”.

MEANING:

The Preamble reflects the philosophy as well as fundamental values of Indian Constitution. It clarifies four important aspects

- 1. It mentions that the Constitution derives its Authority from the people of India
- 2. It declares India to be sovereign, socialist, secular, democratic and republic country.
- 3. It clarifies the objectives of the Constitution are Justice, Liberty, Equality and Fraternity.
- 4. It states the date of Adoption i.e., 26 November 1949

Enacting formula

The enacting words, "We, the people of India ...in our constituent assembly ...do here by adopt, enact and give to ourselves this constitution", signify the democratic

principle that power is ultimately rested in the hands of the people. It also emphasizes that the constitution is made by and for the Indian people and not given to them by any outside power (such as the British Parliament). The phrase "we the people" emphasizes the concept of popular sovereignty as lay down by J. J. Rousseau: All the power emanates from the people and the political system will be accountable and responsible to the people.

Sovereign

The word sovereign means supreme or independence. 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. She allies in peace and war. The Popular sovereignty is also one of the basic structure of constitution of India. Hence, Citizens of India also enjoy sovereign power to elect their representatives in elections held for parliament, state legislature and local bodies as well. People have supreme right to make decisions on internal as well as external matters. No external power can dictate the government of India. India's membership of the commonwealth or of the United Nations does not impose any external limit on her sovereignty. The Commonwealth is a free association of sovereign Nations. It is no longer British Commonwealth. India does not accept the British Queen as the head of state. The sovereignty empowers India to either acquire a foreign territory or cede a part of its territory in favour of a foreign state.

Socialist

Even before the term was added by the 42nd Amendment in 1976, the Constitution had a socialist content in the form of certain Directive Principles of State Policy. The term socialist here 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 as two wheels of economic development.

Secular

Secular means the relationship between the government and the people which is determined according to constitution and law. By the 42nd Amendment, the term "Secular" was also incorporated in the Preamble. Secularism is the basic structure of the Indian constitution. The Government respects all religions. It does not uplift or degrade any particular religion. There is no such thing as a state religion for India. In S.R. Bommaivs. UOI (1994) The SC of India held "A state which does not recognize 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. Explaining the meaning of secularism as adopted by India, Alexandra Owics has written, "Secularism is a part of the basic of the Indian Constitution and it means equal freedom and respect for all religions."

Democratic

The first part of the preamble "We, the people of India" and, its last part "give to ourselves this Constitution" clearly indicate the democratic spirit involved even in the Constitution. India is a democracy. 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 18 years 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

As opposed to a monarchy, in which the head of state is appointed on hereditary basis for a lifetime or until he abdicates from the throne, a democratic republic is an entity in which the head of state is elected, directly or indirectly, for a fixed tenure. The President of India is elected by an electoral college for a term of five years. The post of the President of India is not hereditary. Every citizen of India is eligible to become the President of the country. The leader of the state is elected by the people.

Justice

The term 'justice' in the preamble refers to three varying aspects - Political, Social and Economic which are secured through different provisions of Fundamental Rights & Directive Principles of State Policy.

Liberty

The ideal of Liberty refers to the freedom on the activities of Indian nationals. This is found to be an important tool in ensuring democratic framework. All the citizens are secured with liberty of thought, expression, belief, faith & worship through the Fundamental Rights which are justifiable in nature. However, liberty does not mean freedom to do anything, and it must be exercised within the constitutional limits.

Equality

This envisages that no section of the society enjoys special privileges and individuals are provided with adequate opportunities without any discrimination. Again, there are three dimensions of Equality - Political, Economic & Civic.

Fraternity

This refers to a feeling of brotherhood & a sense of belonging with the country among its people. It embraces psychological as well as territorial dimensions of National Integration. It leaves no room for regionalism, communalism, casteism etc. which hinders the Unity of the State.

AMENDABILITY:

It has been clarified by the Supreme Court of India that being a part of Constitution, the Preamble can be subjected to Constitutional Amendments exercised under article 368, however, the basic structure cannot be altered.

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".

SELF CHECK EXERCISE-2

Q.1 Who moved the Objectives Resolution in the Constituent Assembly that laid the foundation for the Preamble?

Q.2 What term is used in the Preamble to describe the highest power residing with the people?

1.5 RIGHTS AS PER INDIAN CONSTITUTION

History

The Fundamental Rights and Directive Principles had their origins in the Indian independence movement, which strove to achieve the values of liberty and social welfare as the goals of an independent Indian state. The development of constitutional rights in India was inspired by historical documents such as England's Bill of Rights, the United States Bill of Rights and France's Declaration of the Rights of Man. The demand for civil liberties formed an important part of the Indian independence movement, with one of the objectives of the Indian National Congress (INC) being to end discrimination between the British rulers and their Indian subjects. This demand was explicitly mentioned in resolutions adopted by the INC between 1917 and 1919. The demands articulated in these resolutions included granting to Indians the rights to equality before law, free speech, trial by juries composed at least half of Indian members, political power, and equal terms for bearing arms as British citizens.

The experiences of the First World War, the unsatisfactory Montague-Chelmsford reforms of 1919, and the rise to prominence of M. K. Gandhi in the Indian independence movement marked a change in the attitude of its leaders towards articulating demands for civil rights. The focus shifted from demanding equality of status between Indians and the British to assuring liberty for all Indians. The Commonwealth of India Bill, drafted by Annie Beasant in 1925, specifically included demands for seven fundamental rights – individual liberty, freedom of conscience, free expression of opinion, freedom of assembly, non-discrimination on the ground of sex, free elementary education and free use of public spaces. In 1927, the INC resolved to set up a committee to draft a "Swaraj Constitution" for India based on a declaration of rights that would provide safeguards against oppression. The 11-member committee, led by Motilal Nehru, was constituted in 1928. Its report made a number of recommendations, including proposing guaranteed fundamental rights to all Indians. These rights resembled those of the American Constitution and those adopted by post-war European countries, and several of them were adopted from the 1925 Bill. Several of these provisions were later replicated in various parts of the Indian Constitution, including the Fundamental Rights and Directive Principles.

In 1931, the Indian National Congress, at its Karachi session, adopted a resolution committing itself to the defence of civil rights and economic freedom, with the stated objectives of putting an end to exploitation, providing social security and

implementing land reforms. Other new rights proposed by the resolution were the prohibition of State titles, universal adult franchise, abolition of capital punishment and freedom of movement. Drafted by Jawaharlal Nehru, the resolution, which later formed the basis for some of the Directive Principles, placed the primary responsibility of carrying out social reform on the State, and marked the increasing influence of socialism and Gandhian philosophy on the independence movement. The final phase of the Independence movement saw a reiteration of the socialist principles of the 1930s, along with an increased focus on minority rights – which had become an issue of major political concern by then – which were published in the Sapru Report in 1945. The report, apart from stressing on protecting the rights of minorities, also sought to prescribe a "standard of conduct for the legislatures, government and the courts".

During the final stages of the British Raj, the 1946 Cabinet Mission to India proposed a Constituent Assembly to draft a Constitution for India as part of the process of transfer of power. The Constituent Assembly of India, composed of indirectly elected representatives from the British provinces and Princely states, commenced its proceedings in December 1946, and completed drafting the Constitution of India by November 1949. According to the Cabinet Mission plan, the Assembly was to have an Advisory Committee to advise it on the nature and extent of fundamental rights, protection of minorities and administration of tribal areas. Accordingly, the Advisory Committee was constituted in January 1947 with 64 members, and from among these a twelve-member sub-committee on Fundamental Rights was appointed under the chairmanship of J.B. Kripalani in February 1947. The sub-committee drafted the Fundamental Rights and submitted its report to the Committee by April 1947, and later that month the Committee placed it before the Assembly, which debated and discussed the rights over the course of the following year, adopting the drafts of most of them by December 1948. The drafting of the Fundamental Rights was influenced by the adoption of the Universal Declaration of Human Rights by the U.N. General Assembly and the activities of the United Nations Human Rights Commission, as well as decisions of the U.S. Supreme Court in interpreting the Bill of Rights in the American Constitution. The Directive Principles, which were also drafted by the sub-committee on Fundamental Rights, expounded the socialist precepts of the Indian independence movement, and were inspired by similar principles contained in the Irish Constitution. The Fundamental Duties were later added to the Constitution by the 42nd Amendment in 1976.

The Fundamental Rights, Directive Principles of State Policy and Fundamental Duties are sections of the Constitution of India that prescribe the fundamental obligations of the State to its citizens and the duties of the citizens to the State. These sections comprise a constitutional bill of rights for government policy-making and the behaviour and conduct of citizens. These sections are considered vital elements of the constitution, which was developed between 1947 and 1949 by the Constituent Assembly of India.

The Fundamental Rights are defined as the basic human rights of all citizens. These rights, defined in Part III of the Constitution, apply irrespective of race, place of birth,

religion, caste, creed or sex. They are enforceable by the courts, subject to specific restrictions. The Directive Principles of State Policy is guidelines for the framing of laws by the government. These provisions, set out in Part IV of the Constitution.

FUNDAMENTAL RIGHTS:

The Fundamental Rights, embodied in Part III of the Constitution, guarantee civil rights to all Indians, and prevent the State from encroaching on individual liberty while simultaneously placing upon it an obligation to protect the citizens' rights from encroachment by society. Seven fundamental rights were originally provided by the Constitution – right to equality, right to freedom, right against exploitation, right to freedom of religion, cultural and educational rights, right to property and right to constitutional remedies. However, the right to property was removed from Part III of the Constitution by the 44th Amendment in 1978.

The purpose of the Fundamental Rights is to preserve individual liberty and democratic principles based on equality of all members of society. Dr Ambedkar said that the responsibility of the legislature is not just to provide fundamental rights but also and rather more importantly, to safeguard them.

They act as limitations on the powers of the legislature and executive, under Article 13, and in case of any violation of these rights the Supreme Court of India and the High Courts of the states have the power to declare such legislative or executive action as unconstitutional and void. These rights are largely enforceable against the State, which as per the wide definition provided in Article 12, includes not only the legislative and executive wings of the federal and state governments, but also local administrative authorities and other agencies and institutions which discharge public functions or are of a governmental character. However, there are certain rights – such as those in Articles 15, 17, 18, 23, 24 – that are also available against private individuals. Further, certain Fundamental Rights – including those under Articles 14, 20, 21, 25 – apply to persons of any nationality upon Indian soil, while others – such as those under Articles 15, 16, 19, 30 – are applicable only to citizens of India.

The Fundamental Rights are not absolute and are subject to reasonable restrictions as necessary for the protection of public interest. In the *Kesavananda Bharati v. State of Kerala* case in 1973, the Supreme Court, overruling a previous decision of 1967, held that the Fundamental Rights could be amended, subject to judicial review in case such an amendment violated the basic structure of the Constitution. The Fundamental Rights can be enhanced, removed or otherwise altered through a constitutional amendment, passed by a two-thirds majority of each House of Parliament. The imposition of a state of emergency may lead to a temporary suspension any of the Fundamental Rights, excluding Articles 20 and 21, by order of the President. The President may, by order, suspend the right to constitutional remedies as well, thereby barring citizens from approaching the Supreme Court for the enforcement of any of the Fundamental Rights, except Articles 20 and 21, during the period of the emergency. Parliament may also restrict the application of the Fundamental Rights to members of the Indian Armed Forces and the police, in order to ensure proper discharge of their duties and the maintenance of discipline, by a law made under Article 33.

Right to Equality

The Right to Equality is one of the chief guarantees of the Constitution. It is embodied in Articles 14–16, which collectively encompass the general principles of equality before law and non-discrimination, and Articles 17–18 which collectively further the philosophy of social equality. Article 14 guarantees equality before law as well as equal protection of the law to all persons within the territory of India. This includes the equal subjection of all persons to the authority of law, as well as equal treatment of persons in similar circumstances. The latter permits the State to classify persons for legitimate purposes, provided there is a reasonable basis for the same, meaning that the classification is required to be non-arbitrary, based on a method of intelligible differentiation among those sought to be classified, as well as have a rational relation to the object sought to be achieved by the classification.

Article 15 prohibits discrimination on the grounds only of religion, race, caste, sex, place of birth, or any of them. This right can be enforced against the State as well as private individuals, with regard to free access to places of public entertainment or places of public resort maintained partly or wholly out of State funds. However, the State is not precluded from making special provisions for women and children or any socially and educationally backward classes of citizens, including the Scheduled Castes and Scheduled Tribes. This exception has been provided since the classes of people mentioned therein are considered deprived and in need of special protection.

Article 16 guarantees equality of opportunity in matters of public employment and prevents the State from discriminating against anyone in matters of employment on the grounds only of religion, race, caste, sex, descent, place of birth, place of residence or any of them. It creates exceptions for the implementation of measures of affirmative action for the benefit of any backward class of citizens in order to ensure adequate representation in public service, as well as reservation of an office of any religious institution for a person professing that particular religion.

The practice of untouchability has been declared an offence punishable by law under Article 17, and the Protection of Civil Rights Act, 1955 has been enacted by the Parliament to further this objective.

Article 18 prohibits the State from conferring any titles other than military or academic distinctions, and the citizens of India cannot accept titles from a foreign state. Thus, Indian aristocratic titles and titles of nobility conferred by the British have been abolished. However, awards such as the Bharat Ratna have been held to be valid by the Supreme Court on the ground that they are merely decorations and cannot be used by the recipient as a title.

Right to Freedom

The Right to Freedom is covered in Articles 19–22, with the view of guaranteeing individual rights that were considered vital by the framers of the Constitution, and these Articles also include certain restrictions that may be imposed by the State on individual liberty under specified conditions.

Article 19 guarantees six freedoms in the nature of civil rights, which are available only to citizens of India. These include the freedom of speech and

expression, freedom of assembly without arms, freedom of association, freedom of movement throughout the territory of India, freedom to reside and settle in any part of the country of India and the freedom to practice any profession. All these freedoms are subject to reasonable restrictions that may be imposed on them by the State, listed under Article 19 itself. The grounds for imposing these restrictions vary according to the freedom sought to be restricted, and include national security, public order, decency and morality, contempt of court, incitement to offences, and defamation. The State is also empowered, in the interests of the general public to nationalise any trade, industry or service to the exclusion of the citizens.

The freedoms guaranteed by Article 19 are further sought to be protected by Articles 20–22. The scope of these articles, particularly with respect to the doctrine of due process, was heavily debated by the Constituent Assembly. It was argued, especially by Benegal Narsing Rau, that the incorporation of such a clause would hamper social legislation and cause procedural difficulties in maintaining order, and therefore it ought to be excluded from the Constitution altogether. The Constituent Assembly in 1948 eventually omitted the phrase "due process" in favour of "procedure established by law". As a result, Article 21, which prevents the encroachment of life or personal liberty by the State except in accordance with the procedure established by law, was, until 1978, construed narrowly as being restricted to executive action. However, in 1978, the Supreme Court in the case of *Maneka Gandhi v. Union of India* extended the protection of Article 21 to legislative action, holding that any law laying down a procedure must be just, fair and reasonable, and effectively reading due process into Article 21. In the same case, the Supreme Court also ruled that "life" under Article 21 meant more than a mere "animal existence"; it would include the right to live with human dignity and all other aspects which made life "meaningful, complete and worth living". Subsequent judicial interpretation has broadened the scope of Article 21 to include within it a number of rights including those to livelihood, clean environment, good health, speedy trial and humanitarian treatment while imprisoned. The right to education at elementary level has been made one of the Fundamental Rights under Article 21A by the 86th Constitutional amendment of 2002.

Article 20 provides protection from conviction for offences in certain respects, including the rights against *ex post facto* laws, double jeopardy and freedom from self-incrimination. Article 22 provides specific rights to arrested and detained persons, in particular the rights to be informed of the grounds of arrest, consult a lawyer of one's own choice, be produced before a magistrate within 24 hours of the arrest, and the freedom not to be detained beyond that period without an order of the magistrate. The Constitution also authorises the State to make laws providing for preventive detention, subject to certain other safeguards present in Article 22. The provisions pertaining to preventive detention were discussed with scepticism and misgivings by the Constituent Assembly, and were reluctantly approved after a few amendments in 1949. Article 22 provides that when a person is detained under any law of preventive detention, the State can detain such person without trial for only three months, and any detention for a longer period must be authorised by an

Advisory Board. The person being detained also has the right to be informed about the grounds of detention, and be permitted to make a representation against it, at the earliest opportunity.

Right against Exploitation

The Right against Exploitation, contained in Articles 23–24, lays down certain provisions to prevent exploitation of the weaker sections of the society by individuals or the State. Article 23 provides prohibits human trafficking, making it an offence punishable by law, and also prohibits forced labour or any act of compelling a person to work without wages where he was legally entitled not to work or to receive remuneration for it. However, it permits the State to impose compulsory service for public purposes, including conscription and community service. The Bonded Labour system (Abolition) Act, 1976, has been enacted by Parliament to give effect to this Article. Article 24 prohibits the employment of children below the age of 14 years in factories, mines and other hazardous jobs. Parliament has enacted the Child Labour (Prohibition and Regulation) Act, 1986, providing regulations for the abolition of, and penalties for employing, child labour, as well as provisions for rehabilitation of former child labourers.

Right to Freedom of Religion

The Right to Freedom of Religion, covered in Articles 25–28, provides religious freedom to all citizens and ensures a secular state in India. According to the Constitution, there is no official State religion, and the State is required to treat all religions impartially and neutrally. Article 25 guarantees all persons the freedom of conscience and the right to preach, practice and propagate any religion of their choice. This right is, however, subject to public order, morality and health, and the power of the State to take measures for social welfare and reform. The right to propagate, however, does not include the right to convert another individual, since it would amount to an infringement of the other's right to freedom of conscience. Article 26 guarantees all religious denominations and sects, subject to public order, morality and health, to manage their own affairs in matters of religion, set up institutions of their own for charitable or religious purposes, and own, acquire and manage property in accordance with law. These provisions do not derogate from the State's power to acquire property belonging to a religious denomination. The State is also empowered to regulate any economic, political or other secular activity associated with religious practice. Article 27 guarantees that no person can be compelled to pay taxes for the promotion of any particular religion or religious institution. Article 28 prohibits religious instruction in a wholly State-funded educational institution, and educational institutions receiving aid from the State cannot compel any of their members to receive religious instruction or attend religious worship without their (or their guardian's) consent.

Cultural and Educational Rights

The Cultural and Educational rights, given in Articles 29 and 30, are measures to protect the rights of cultural, linguistic and religious minorities, by enabling them to conserve their heritage and protecting them against discrimination. Article 29 grants any section of citizens having a distinct language, script culture of its own, the right

to conserve and develop the same, and thus safeguards the rights of minorities by preventing the State from imposing any external culture on them. It also prohibits discrimination against any citizen for admission into any educational institutions maintained or aided by the State, on the grounds only of religion, race, caste, language or any of them. However, this is subject to reservation of a reasonable number of seats by the State for socially and educationally backward classes, as well as reservation of up to 50 percent of seats in any educational institution run by a minority community for citizens belonging to that community.

Article 30 confers upon all religious and linguistic minorities the right to set up and administer educational institutions of their choice in order to preserve and develop their own culture, and prohibits the State, while granting aid, from discriminating against any institution on the basis of the fact that it is administered by a religious or cultural minority. The term "minority", while not defined in the Constitution, has been interpreted by the Supreme Court to mean any community which numerically forms less than 50% of the population of the state in which it seeks to avail the right under Article 30. In order to claim the right, it is essential that the educational institution must have been established as well as administered by a religious or linguistic minority. Further, the right under Article 30 can be availed of even if the educational institution established does not confine itself to the teaching of the religion or language of the minority concerned, or a majority of students in that institution do not belong to such minority. This right is subject to the power of the State to impose reasonable regulations regarding educational standards, conditions of service of employees, fee structure, and the utilisation of any aid granted by it.

Right to Constitutional Remedies

The Right to Constitutional Remedies empowers citizens to approach the Supreme Court of India to seek enforcement, or protection against infringement, of their Fundamental Rights. Article 32 provides a guaranteed remedy, in the form of a Fundamental Right itself, for enforcement of all the other Fundamental Rights, and the Supreme Court is designated as the protector of these rights by the Constitution. The Supreme Court has been empowered to issue writs, namely habeas corpus, mandamus, prohibition, certiorari and quo warranto, for the enforcement of the Fundamental Rights, while the High Courts have been empowered under Article 226 – which is not a Fundamental Right in itself – to issue these prerogative writs even in cases not involving the violation of Fundamental Rights. The Supreme Court has the jurisdiction to enforce the Fundamental Rights even against private bodies, and in case of any violation, award compensation as well to the affected individual. Exercise of jurisdiction by the Supreme Court can also be *suomotu* or on the basis of a public interest litigation. This right cannot be suspended, except under the provisions of Article 359 when a state of emergency is declared.

to enforceable by the courts, but the principles on which they are based are fundamental guidelines for governance that the State is expected to apply in framing and passing laws.

The Fundamental Duties are defined as the moral obligations of all citizens to help promote a spirit of patriotism and to uphold the unity of India. These duties, set out in Part IV–A of the Constitution, concern individuals and the nation. Like the Directive Principles, they are not legally enforceable.

SELF-CHECK EXERCISE-3

Q.1 Which Article of the Indian Constitution guarantees equality before the law and equal protection of the laws within the territory of India?

- A) Article 14
- B) Article 15
- C) Article 16
- D) Article 17

Q.2 In which case did the Supreme Court of India hold that any law laying down a procedure must be just, fair, and reasonable, effectively reading due process into Article 21?

- A) Golaknath case
- B) Kesavananda Bharati case
- C) Beru Bari case
- D) Maneka Gandhi case

Q.3 The Right against Exploitation is covered under Articles _____ and _____ of the Indian Constitution.

Q.4 The Forty-fourth Amendment of the Constitution removed the right to _____ from the list of Fundamental Rights in 1978.

Q.5 Which Article in the Indian Constitution provides for the right to constitutional remedies?

Q.6 What is the term used to describe compulsory service for public purposes, permitted under Article 23 of the Indian Constitution?

1.6 DUTIES AS PER INDIAN CONSTITUTION FUNDAMENTAL DUTIES

The Fundamental Duties of citizens were added to the Constitution by the 42nd Amendment in 1976, upon the recommendations of the Swaran Singh Committee that was constituted by the government earlier that year. Originally ten in number, the Fundamental Duties were increased to eleven by the 86th Amendment in 2002, which added a duty on every parent or guardian to ensure that their child or ward was provided opportunities for education between the ages of six and fourteen years. The other Fundamental Duties obligate all citizens to respect the national symbols of India, including the Constitution, to cherish its heritage, preserve its composite culture and assist in its defence. They also obligate all Indians to promote the spirit of common brotherhood, protect the environment and public property, develop scientific temper, abjure violence, and strive towards excellence in all spheres of life. Citizens are morally obligated by the Constitution to perform these duties. However, like the Directive Principles, these are non-justifiable, without any legal sanction in case of their violation or non-compliance. There is reference to such

duties in international instruments such as the Universal Declaration of Human Rights and International Covenant on Civil and Political Rights, and Article 51A brings the Indian Constitution into conformity with these treaties.

The Fundamental Duties noted in the constitution are as follows:

—It shall be the duty of every citizen of India —

- To abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- To cherish and follow the noble ideals which inspired our national struggle for freedom;
- To uphold and protect the sovereignty, unity and integrity of India;
- To defend the country and render national service when called upon to do so;
- To promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- To value and preserve the rich heritage of our composite culture;
- To protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- To develop the scientific temper, humanism and the spirit of inquiry and reform;
- To safeguard public property and to abjure violence;
- 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; who is a parent or guardian to provide opportunities for education to his child or ward, as the case may be, between the age of six and fourteen years.

SELF-CHECK EXERCISE -4

Q.1 The Fundamental Duties of citizens were added to the Indian Constitution by which amendment?

- A) 42nd Amendment
- B) 44th Amendment
- C) 45th Amendment
- D) 86th Amendment

Q.2 Which Fundamental Duty was added by the 86th Amendment in 2002?

- A) To protect and improve the natural environment
- B) To promote harmony and the spirit of common brotherhood
- C) To provide opportunities for education to children between the ages of six and fourteen years
- D) To develop the scientific temper

Q.3 The Swaran Singh Committee recommended the addition of _____ to the Indian Constitution.

Q.4 The Fundamental Duty to "defend the country and render national service when called upon to do so" is aimed at upholding and protecting the _____ of India.

Q.5 Which committee's recommendations led to the inclusion of the Fundamental Duties in the Indian Constitution?

Q.6 How many Fundamental Duties are currently listed in the Indian Constitution?

1.7 SUMMARY

The Indian Constitution, adopted on January 26, 1950, is the cornerstone of India's legal framework, establishing the country as a sovereign, socialist, secular, and democratic republic. It ensures a parliamentary system of governance and outlines the structure, powers, and functions of various government entities. Fundamental Rights, enshrined in Articles 12 to 35, guarantee civil liberties such as equality, freedom of speech, and religious freedom, protecting citizens against state actions. Complementing these are the Directive Principles of State Policy, which guide the government in creating conditions for social and economic justice. The 42nd Amendment added Fundamental Duties, emphasizing citizens' responsibilities, including respecting the Constitution, national symbols, and promoting harmony. These elements collectively aim to foster a just, equitable, and progressive society while balancing individual rights with civic duties.

1.8 GLOSSARY

Preamble: An introductory statement in the Constitution that outlines its objectives and reflects the aspirations of the people.

Fundamental Rights: Basic human rights guaranteed to all citizens, including the right to equality, freedom, against exploitation, to freedom of religion, cultural and educational rights, and the right to constitutional remedies.

Fundamental Duties: Obligations of citizens added by the 42nd Amendment in 1976, intended to promote patriotism and uphold the unity and integrity of the nation.

1.9 ANSWERS TO SELF- CHECK EXERCISES

Exercise-1

Answer 1: c) Forty-second Amendment

Answer 2: b) "We, the people of India"

Exercise-2

Answer1: Jawaharlal Nehru

Answer 2: Sovereign

Exercise-3

Answer1: A) Article 14

Answer2: D) Maneka Gandhi case

Answer3: 23; 24

Answer4: property

Answer5: 32

Answer6: Conscription

Exercise-4

Answer1: A) 42nd Amendment

Answer2: C) To provide opportunities for education to children between the ages of six and fourteen years
Answer3: Fundamental Duties
Answer4: sovereignty, unity, and integrity
Answer5: Swaran Singh Committee
Answer6: Eleven

1.10 REFERENCES / SUGGESTED READINGS

Aggarwal, J.C. (2007). *Modern Indian Education*. New Delhi: Shipra Publications.
Government of India (1966). *Education and national development. Report of the Education Commission (1964-66)*. New Delhi: Ministry of Education.
Rao, Digumurti Bhaskara and Harshitha, Digumanti (2000). *Education in India*. New Delhi: A.P.S. Publication.
Singh, D.P & Ritu Mor. (2013). *Community Participation in School Education*, Shipra Publications, New Delhi.
Varghese, N.V. (1993) *A Manual for Planning Education at District Level* New Delhi, NIEPA (Mimeo).

1.11 TERMINAL QUESTIONS

- Q.1 Discuss the significance of the Preamble to the Indian Constitution.
Q.2 Explain the Fundamental Rights provided by the Indian Constitution.

UNIT-2

DIRECTIVE PRINCIPLES OF THE STATE POLICY

Structure

- 2.1 Introduction
- 2.2 Learning objectives
- 2.3 Directive Principal of the Policy
Self- check Exercise-1
- 2.4 Summary
- 2.5 Glossary
- 2.6 Answers to self- check Exercise
- 2.7 References / Suggested Readings
- 2.8 Terminal Questions

2.1 INTRODUCTION

The Directive Principles of State Policy (DPSP) constitute a distinctive and significant part of the Indian Constitution, embodied in Part IV (Articles 36-51). Inspired by the Irish Constitution and Gandhian philosophy, these principles were included to guide the state in the formulation and implementation of policies aimed at achieving social and economic democracy. Unlike the Fundamental Rights, which are enforceable by the courts, the Directive Principles are non-justiciable, meaning they are not legally enforceable by any court. However, they are fundamental in the governance of the country

2.2 LEARNING OBJECTIVES

After going through this lesson, learners will be able to:

-Describe the Directive Principles of the state policy.

2.3 DIRECTIVE PRINCIPLES OF THE STATE POLICY

The Directive Principles of State Policy, embodied in Part IV of the Constitution, are directions given to the State to guide the establishment of an economic and social democracy, as proposed by the Preamble. They set forth the humanitarian and socialist instructions that were the aim of social revolution envisaged in India by the Constituent Assembly. The State is expected to keep these principles in mind while framing laws and policies, even though they are non-justifiable in nature. The Directive Principles may be classified under the following categories: ideals that the State ought to strive towards achieving; directions for the exercise of legislative and executive power; and rights of the citizens which the State must aim towards securing.

Key Features of the Directive Principles:

1. **Economic and Social Justice:** The state should strive to promote the welfare of the people by securing and protecting a social order in which justice (social, economic, and political) informs all the institutions of national life.
2. **Right to Work, to Education, and to Public Assistance:** The state should make effective provisions for securing the right to work, education, and public assistance in cases of unemployment, old age, sickness, and disablement.

3. **Living Wage and Decent Standard of Life:** The state should ensure that workers, both agricultural and industrial, have the right to a living wage, conditions of work ensuring a decent standard of life, and full enjoyment of leisure and social and cultural opportunities.
4. **Equal Justice and Free Legal Aid:** The state should promote equal justice and provide free legal aid to ensure that opportunities for securing justice are not denied to any citizen by reason of economic or other disabilities.
5. **Participation of Workers in Management:** The state should take steps to ensure the participation of workers in the management of industries.
6. **Promotion of Education and Economic Interests of SC, ST, and Other Weaker Sections:** The state should promote the educational and economic interests of Scheduled Castes (SC), Scheduled Tribes (ST), and other weaker sections.
7. **Uniform Civil Code:** The state should endeavor to secure for the citizens a uniform civil code throughout the territory of India.
8. **Provision for Early Childhood Care and Education:** The state should provide early childhood care and education for all children until they complete the age of six years.
9. **Promotion of International Peace and Security:** The state should promote international peace and security, maintain just and honorable relations between nations, foster respect for international law, and encourage settlement of international disputes by arbitration.

Despite being non-justifiable, the Directive Principles act as a check on the State; theorised as a yardstick in the hands of the electorate and the opposition to measure the performance of a government at the time of an election.

Article 37, while stating that the Directive Principles are not enforceable in any court of law, declares them to be "fundamental to the governance of the country" and imposes an obligation on the State to apply them in matters of legislation.

Thus, they serve to emphasise the welfare state model of the Constitution and emphasise the positive duty of the State to promote the welfare of the people by affirming social, economic and political justice, as well as to fight income inequality and ensure individual dignity, as mandated by Article 38.

Article 39 lays down certain principles of policy to be followed by the State, including providing an adequate means of livelihood for all citizens, equal pay for equal work for men and women, proper working conditions, reduction of the concentration of wealth and means of production from the hands of a few, and distribution of community resources to "subserve the common good". These clauses highlight 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.

Articles 41–43 mandate the State to endeavour to secure to all citizens the right to work, a living wage, social security, maternity relief, and a decent standard of living. These provisions aim at establishing a socialist state as envisaged in the Preamble. Article 43 also places upon the State the responsibility of promoting cottage industries, and the federal government has, in furtherance of this, established several Boards for the promotion of khadi, handlooms etc., in coordination with the state governments. Article 39A requires the State to provide free legal aid to ensure that opportunities for securing justice are available to all citizens irrespective of economic or other disabilities. Article 43A mandates the State to work towards securing the participation of workers in the management of industries.

The State, under Article 46, is also mandated to promote the interests of and work for the economic uplift of the scheduled castes and scheduled tribes and protect them from discrimination and exploitation. Several enactments, including two Constitutional amendments, have been passed to give effect to this provision.

Article 44 encourages the State to secure a uniform civil code for all citizens, by eliminating discrepancies between various personal laws currently in force in the country. However, this has remained a "dead letter" despite numerous reminders from the Supreme Court to implement the provision. Article 45 originally mandated the State to provide free and compulsory education to children between the ages of six and fourteen years, but after the 86th Amendment in 2002, this has been converted into a Fundamental Right and replaced by an obligation upon the State to secure childhood care to all children below the age of six. Article 47 commits the State to raise the standard of living and improve public health, and prohibit the consumption of intoxicating drinks and drugs injurious to health. As a consequence, partial or total prohibition has been introduced in several states, but financial constraints have prevented its full-fledged application. The State is also mandated by Article 48 to organise agriculture and animal husbandry on modern and scientific lines by improving breeds and prohibiting slaughter of cattle. Article 48A mandates the State to protect the environment and safeguard the forests and wildlife of the country, while Article 49 places an obligation upon the State to ensure the preservation of monuments and objects of national importance.

Article 50 requires the State to ensure the separation of judiciary from executive in public services, in order to ensure judicial independence, and federal legislation has been enacted to achieve this objective.

The State, according to Article 51, must also strive for the promotion of international peace and security, and Parliament has been empowered under Article 253 to make laws giving effect to international treaties.

Importance:

- **Guiding Principles:** They act as a guiding principle for the state to frame policies and laws aimed at creating a just society.
- **Moral Obligation:** They place a moral obligation on the state to work towards achieving the principles outlined in the Constitution.
- **Benchmarks for Governance:** They serve as benchmarks against which the performance of the government can be assessed.

Though not legally enforceable, the DPSPs are crucial in guiding the governance of the country and have inspired several legislative and policy initiatives aimed at social and economic development.

Influence on Governance and Policy-Making:

1. **Land Reforms and Agrarian Policies:** Inspired by the DPSPs, various land reform measures were introduced to abolish the zamindari system and redistribute land to the landless. The aim was to reduce economic disparities and ensure land ownership for all.
2. **Labour Welfare:** The DPSPs advocate for the welfare of workers, leading to the enactment of numerous labour laws. These include laws on minimum wages, work conditions, and social security benefits, ensuring better working conditions and rights for workers.
3. **Education and Health:** The principles have driven the state to focus on providing free and compulsory education to children and improving public health. The Right to Education Act, 2009, and various health schemes are outcomes of these directives.
4. **Poverty Alleviation:** The DPSPs have significantly influenced policies aimed at poverty alleviation and improving the standard of living. Programs such as the Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA) and the Pradhan Mantri Awas Yojana are direct results of these principles.
5. **Economic Policies:** The state's economic policies, including plans for industrialization, rural development, and social infrastructure, are framed keeping the DPSPs in mind. These policies aim at reducing economic inequality and ensuring balanced regional development.
6. **Social Legislation:** The DPSPs have inspired several social legislations aimed at securing social justice. Laws related to prohibition, environmental protection, and prohibition of child labour are rooted in these principles.

Challenges and Criticisms:

1. **Non-Justiciability:** The non-enforceable nature of the DPSPs has often been criticized, as it limits their effectiveness. Despite their significance, their implementation largely depends on the political will of the ruling government.
2. **Conflicts with Fundamental Rights:** At times, there have been conflicts between the DPSPs and Fundamental Rights. While Fundamental Rights are justiciable, DPSPs are not, leading to debates on the priority of individual rights over collective social good.
3. **Slow Implementation:** The progress in achieving the goals set by the DPSPs has been slow. Many directives, especially those related to social and economic equality, remain unmet even after decades of independence.

SELF-CHECK EXERCISE-1

Q.1 Article ____ of the Indian Constitution mandates the State to provide free legal aid to ensure that opportunities for securing justice are available to all citizens irrespective of economic or other disabilities.

A. 39

- B. 41
- C. 43A
- D. 39A

Q.2 Which article commits the State to raise the standard of living and improve public health, and prohibits the consumption of intoxicating drinks and drugs injurious to health?

- A. Article 45
- B. Article 47
- C. Article 48
- D. Article 49

2.4 SUMMARY

The Directive Principles of State Policy (DPSP) are guidelines or principles laid down in the Constitution of India for the government to follow while framing laws and policies. These principles are enumerated in Part IV of the Indian Constitution, from Articles 36 to 51. They are non-justiciable, meaning they are not legally enforceable by the courts for their violation. However, they are fundamental in the governance of the country, aiming to create social and economic conditions under which citizens can lead a good life.

2.5 GLOSSARY

Directive Principles of State Policy (DPSP): Guidelines or principles in the Indian Constitution aimed at establishing social and economic democracy in the country. Found in Part IV (Articles 36-51) of the Constitution.

Non-Justiciable: Provisions that are not enforceable by any court of law. DPSPs are non-justiciable, meaning that they cannot be challenged or enforced in a court.

Governance: The process of decision-making and the process by which decisions are implemented (or not implemented) in managing the affairs of a state.

Legislative Initiatives: Actions taken by the legislative branch of government to enact new laws or amend existing ones in line with the principles outlined in the DPSPs.

2.6 ANSWERS TO SELF- CHECK EXERCISE

Exercise-1

Answer1: D. 39A

Answer2: B. Article 47

2.7 REFERENCES / SUGGESTED READINGS

Aggarwal, J.C. (2007). *Modern Indian Education*. New Delhi: Shipra Publications.

Government of India (1966). *Education and national development. Report of the Education Commission (1964-66)*. New Delhi: Ministry of Education.

Rao, Digumurti Bhaskara and Harshitha, Digumanti (2000). *Education in India*. New Delhi: A.P.S. Publication.

Singh, D.P & Ritu Mor. (2013). Community Participation in School Education, Shipra Publications, New Delhi.

Varghese, N.V. (1993) A Manual for Planning Education at District Level New Delhi, NIEPA (Mimeo).

2.8 TERMINAL QUESTION

Q.1 Discuss the Directive Principles of State Policy (DPSP) in the Indian Constitution. Explain their significance and how they have influenced governance and policy-making in India.

UNIT-3

AIMS OF EDUCATION AS PER CONSTITUTIONAL VALUES

Structure

- 3.1 Introduction
- 3.2 Learning Objectives
- 3.3 Aims of Education as per Constitutional values
Self- check Exercise-1
- 3.4 Summary
- 3.5 Glossary
- 3.6 Answers to self- check Exercise
- 3.7 References / Suggested Readings
- 3.8 Terminal Questions

3.1 INTRODUCTION

The aims of education, as aligned with constitutional values, are to foster a society where every individual is equipped with the knowledge, skills, and ethical grounding necessary to participate actively and responsibly in a democratic nation. Education should promote values such as equality, justice, freedom, and respect for human rights. It should cultivate critical thinking, encourage diversity, and inspire a commitment to civic duty and social responsibility. By integrating these constitutional values, education seeks to nurture well-rounded individuals who can contribute to the nation's progress and uphold the principles enshrined in the constitution.

3.2 LEARNING OBJECTIVES

After going through this lesson, learners will be able to:

- Describe the aims of Education as per Constitutional values.

3.3 AIMS OF EDUCATION AS PER CONSTITUTIONAL VALUES:

Education aims to ensure holistic individual development and societal progress by promoting social justice, national integration, democratic values, and critical thinking. It fosters respect for diversity and empowers individuals with essential knowledge and skills. Additionally, education promotes a scientific temper, environmental awareness, and human dignity while supporting overall physical, mental, emotional, and moral growth. These aims strive to create informed, responsible, and compassionate citizens contributing to a just and equitable society. Following are some main aims:

Major Constitutional Provisions on Education in India

- Some of the major constitutional provisions on education in India are as follows:
- There are some changes regarding the 42nd Amendment to the Constitution. During 1976 our constitution was amended in many of its fundamental provisions. Under the Constitution of India, the Central Government has been specifically vested with several educational responsibilities.

Below are given constitutional provisions on Education:

1. Free and Compulsory Education:

- The Constitution makes the following provisions under Article 45 of the Directive Principles of State Policy that, "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 expression 'State' which occurs in this Article is defined in Article 12 to include "The Government and Parliament of India and the Government and the Legislature of each of the States and all local or other authorities within the territory of India or under the control of the Government of India." It is clearly directed in Article 45 of the Constitution that the provision of Universal, Free and Compulsory Education becomes the joint responsibility of the Centre and the States.
- In the Constitution it was laid down that within 10 years, i.e., by 1960 universal compulsory education must be provided for all children up to the age of 14, But unfortunately, this directive could not be fulfilled. Vigorous efforts are needed to achieve the target of 100 percent primary education. The Central Government needs to make adequate financial provisions for the purpose. At the present rate of progress, it may, however, be expected that this directive may be fulfilled by the end of this century.

2. Education of Minorities:

- Article 30 of the Indian Constitution relates to certain cultural and educational rights to establish and administer educational institutions.
- **It lays down:**
 - (i) All minorities whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
 - (ii) The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

3. Language Safeguards:

- Article 29(1) states "Any section of the citizen, residing in the territory of India or any part thereof having a distinct language, script or culture of its own, shall have the right to conserve the same." Article 350 B provides for the appointment of special officer for linguistic minorities to investigate into all matters relating to safeguards provided for linguistic minorities under the Constitution.

4. Education for Weaker Sections:

- Article 15, 17, 46 safeguard the educational interests of the weaker sections of the Indian Community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes. Article 15 states, "Nothing in this article or in clause (2) of Article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and the scheduled tribes."
- Under Article 46 of the Constitution, the federal government is responsible for the economic and educational development of the Scheduled Castes and Scheduled Tribes

- It states. "The state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular, of the Scheduled castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation." It is one of the Directive Principles of State Policy.

5. Secular Education:

- India is a secular country. It is a nation where spirituality based on religion, had always been given a high esteem. Under the Constitution, minorities, whether based on religion or language, are given full rights to establish educational institutions of their choice. Referring to the constitutional provisions that religious instructions given in institutions under any endowment or Trust, should not be interfered with even if such institutions are helped the State.
- Article 25 (1) of the Constitution guarantees all the citizens the right to have freedom of conscience and the right to profess, practice and propagate religion.
- Article 28 (1) states, "No religious instruction shall be provided in any educational institution if wholly maintained out of state fund."
- Article 28 (2) states, "Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or Trust which requires that religious instruction shall be imparted to such institution."
- Article 28 (3) states, "No person attending any educational institution by the state or receiving aid out of state funds, shall be required to take part in any religious instruction that may be imported in such institutions or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person a minor, his guardian has given his consent thereto."
- Article 30 states, "The state shall not, in granting aid to 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."

6. Equality of Opportunity in Educational Institutions:

- Article 29(1) 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."
- The Fundamental Rights of the Indian Constitution has also adopted the fourfold ideal of justice, Liberty, Equality and Fraternity. Our Constitution laid down that in the eyes of law, everyone should have an equal status, to no one the justice be denied, everyone should have liberty of thought, expression.
- The fundamental right of equality clearly signifies that in the eyes of law no distinction can be made on the basis of any position, caste, class or creed. Side by side the right of equality of opportunities to all is also provided. The equality of opportunity is meaningless, unless there are equal opportunities for one's education.
- The well-known Kothari Commission, 1964-66 recommended that Central Government should undertake the responsibility in education for the equalization of

educational opportunities with special reference to the reduction of inter-state differences and the advancement of the weaker section of the community.

7. Instruction in Mother -Tongue:

- There is diversity of languages in our country. After the dawn of Independence, Mother- Tongues have received special emphasis as medium of instruction and subjects of study. In the Constitution of India, it has been laid down that the study of one's own language is a fundamental right of the citizens.
- Article 26 (1) states, "Any section of the citizens, residing in the territory of India or any part thereof, having a distinct language, script or culture of its own, shall have the right to converse the same."
- Article 350 A directs, "It shall be endeavour of every state and every local authority to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups."
- Secondary Education Commission, 1952-53 recommended that the mother tongue or the regional language should generally be the medium of instruction throughout secondary school stage subject to the provision that for linguistic minorities, special facilities should be made available. Kothari Commission, 1964-66 has also said that at college and university stage, mother-tongue should be the medium. The medium of instruction at school level is already mother-tongue. This is not a new proposal.

8. Promotion of Hindi:

- The Indian Constitution makes provision for the development and promotion of Hindi as national language. Article 351 enjoins the Union, the duty to promote the spread of the Hindi language.
- Hindi accepted as the Official Language of India as laid down by the Constitution in following words:
- "It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression of all the elements of the composite culture of India." In practice, Hindi is already largely in use as a link language for the country. The educational system should contribute to the acceleration of this process in order to facilitate the movement of student and teacher and to strengthen national Unity.

9. Higher Education and Research:

- Parliament has the exclusive rights to enact legislation in respect of institutions and Union Agencies mentioned in entries 63, 64, 65, and 66 of List. The entries which give authority to the Government of India in education are mentioned below:
- Entry 63 of the Union List:
- The institutions known at the commencement of this Constitution as the Banaras Hindu University, the Aligarh Muslim and the Delhi University, and any other institution declared by Parliament by law to be an Institution of National importance.
- Entry 66 of the Union List:

- Co-ordination and determination of standards in institution for higher education or research and scientific and technical institutions.

10. Women's Education:

- One of the unique features of Modern Indian Education is the tremendous advancement of Women's Education. Education of the girls is considered to be more important than that of the boys.
- **The Constitution makes the following provisions under different articles:**
 - Article 15(1) provides that the State shall not discriminate any citizen on groups only of sex.
 - Article 15 (3) reads:" Nothing in this article shall prevent the State from making any special provision for women and children."
 - The well-known National Policy on Education was concerned about the status and education of women in the country. It envisages that education would be used as a strategy for achieving a basic change in the status of women. It opined that the national system of education must play a positive role in this direction.
 - The Policy states, "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women."

11. Education in the Union Territories:

- Article 239 of the Constitution states, "Save as otherwise provided by Parliament by Law, every Union Territory shall be administered by the president acting to such extent as he thinks fit through an administrator to be appointed by him with such designation as he may specify."

12. Educational and cultural relations with foreign countries:

- Entry 13 of the Union List reads. Participation in international conferences, associations and other bodies and implementing decisions made there at.

AIMS OF EDUCATION AS PER CONSTITUTIONAL VALUES:

1. **Promote Social Justice:** Ensure equitable access to education for all, irrespective of caste, creed, gender, or economic background.
2. **Foster National Integration:** Cultivate a sense of unity and national pride among students.
3. **Encourage Democratic Values:** Instill the principles of democracy, including participation, equality, and justice.
4. **Develop Critical Thinking:** Enhance students' ability to think critically and independently.
5. **Cultivate Respect for Diversity:** Encourage respect for cultural, religious, and linguistic diversity.
6. **Empower Through Knowledge:** Provide students with the knowledge and skills necessary for personal and societal development.
7. **Promote Scientific Temper:** Foster a spirit of inquiry and scientific temper among students.

8. **Encourage Environmental Awareness:** Instill a sense of responsibility towards environmental conservation and sustainable development.
9. **Enhance Human Dignity:** Develop a sense of self-worth and respect for the dignity of others.
10. **Support Holistic Development:** Promote the physical, mental, emotional, and moral development of individuals.

SELF CHECK EXERCISE-1

Q.1 According to Article ____ of the Indian Constitution, "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."

- A. 30
- B. 29
- C. 45
- D. 15

Q.2 Article ____ of the Indian Constitution provides that all minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

- A. 30
- B. 29
- C. 28
- D. 15

Q.3 Which article in the Indian Constitution guarantees that no religious instruction shall be provided in any educational institution wholly maintained out of state funds?

- A. Article 25
- B. Article 28(1)
- C. Article 29(1)
- D. Article 30

Q.4 Which article in the Indian Constitution directs the State to promote with special care the educational and economic interests of the weaker sections of the people, particularly the Scheduled Castes and Scheduled Tribes?

- A. Article 15
- B. Article 17
- C. Article 46
- D. Article 28

Q.5 Which article of the Indian Constitution mandates the promotion of Hindi as the official language?

3.4 SUMMARY

The aims of education in India, aligned with constitutional values, are to foster a just, equitable, and progressive society. Education seeks to promote social justice and equality by ensuring inclusive access for all, particularly marginalized groups such as Scheduled Castes (SCs), Scheduled Tribes (STs), and other disadvantaged communities. It aims to develop a democratic society by instilling civic responsibility,

understanding of rights and duties, and encouraging active participation in democratic processes. Additionally, education promotes national integration and unity by respecting diverse cultures and upholding secular values. It supports the holistic development of individuals, including their intellectual, physical, moral, and ethical growth, while also focusing on economic development and self-reliance by equipping students with necessary skills and fostering scientific thinking. Education also emphasizes human rights and global citizenship, educating students about their rights and global issues. Constitutional provisions such as Article 21A, which guarantees free and compulsory education for children aged 6 to 14 years, Article 45, advocating for early childhood care and education, and Article 46, focusing on the upliftment of SCs, STs, and weaker sections, guide these aims. Implementation is supported by initiatives like the Right to Education Act (RTE) of 2009, the National Education Policy (NEP), the Mid-Day Meal Scheme, and the Sarva Shiksha Abhiyan (SSA), all working towards realizing these educational goals and building a fair and progressive society.

3.5 GLOSSARY

Social Justice: The concept of ensuring fair treatment and equitable opportunities for all individuals, particularly marginalized and disadvantaged groups.

Equality: The principle that all individuals should have the same rights and opportunities, regardless of their caste, creed, gender, or socio-economic status.

Democratic Society: A society in which individuals have the right to participate in decision-making processes and where democratic values, such as freedom and equality, are upheld.

3.6 ANSWERS TO SELF- CHECK EXERCISE

Exercise-1

Answer1: C. 45

Answer2: A. 30

Answer3: B. Article 28(1)

Answer4: C. Article 46

Answer5: 351

3.7 REFERENCES / SUGGESTED READINGS

Aggarwal, J.C. (2007). *Modern Indian Education*. New Delhi: Shipra Publications.

Government of India (1966). *Education and national development. Report of the Education Commission (1964-66)*. New Delhi: Ministry of Education.

Rao, Digumurti Bhaskara and Harshitha, Digumanti (2000). *Education in India*. New Delhi: A.P.S. Publication.

Singh, D.P & Ritu Mor. (2013). *Community Participation in School Education*, Shipra Publications, New Delhi.

Varghese, N.V. (1993) *A Manual for Planning Education at District Level* New Delhi, NIEPA (Mimeo).

3.8 TERMINAL QUESTIONS

Q1. What are the aims of education as per the constitutional values? Explain in detail.

UNIT-4

CONSTITUTIONAL PROVISIONS FOR EDUCATION: ARTICLE 14, 15, 21A, 45, 46 AND 51A (K).

- 4.1 Introduction
- 4.2 Learning Objectives
- 4.3 Constitutional Provisions for Education: Article 14, 15, 21A
Self- check Exercise-1
- 4.4 Constitutional Provisions for Education: Article 45, 46, 51A (K)
Self- check Exercise-2
- 4.5 Summary
- 4.6 Glossary
- 4.7 Answers to self- check Exercise
- 4.8 References / Suggested Readings
- 4.9 Terminal Questions

4.1 INTRODUCTION

The Indian Constitution provides a robust framework for education through several key articles that ensure the right to education, promote equality, and safeguard the interests of marginalized groups. These provisions are crucial for shaping the educational landscape of India and ensuring that educational opportunities are accessible to all citizens. The relevant constitutional provisions include Articles 14, 15, 21A, 45, 46, and 51A(k), each addressing different aspects of education and equality.

4.2 LEARNING OBJECTIVES

After going through this lesson, learners will be able to:

Enlist the Constitutional provisions for Education: article 14, 15, 21a, 45, 46 and 51a (k).

Explain the constitutional provisions for education

4.3 CONSTITUTIONAL PROVISIONS FOR EDUCATION: ARTICLE 14, 15, 21A, ARTICLE 14:

"The State shall not deny to any Person Equality **BEFORE THE LAW OR EQUAL PROTECTION LAWS** with in the territory of India."

This provision aims at establishing Equality of status in the preamble and guarantees to all persons, including women and children, the right to equality in law. Article 14 is general provision & has to be read subject to the other provisions within the part-III on Fundamental rights. Hence, any law making provision for women and children under Article 15 (3) cannot be challenged on the ground of contravention of Article 14. The special provisions made under these provisions must be within reasonable limits.

Article 14 of the Indian Constitution guarantees the right to equality before the law and equal protection of the laws. In the context of education, this article ensures that

all citizens have equal access to educational institutions and resources, prohibiting discrimination based on religion, race, caste, sex, or place of birth. It lays the foundation for ensuring fairness and justice in the educational sector.

ARTICLE 15:

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, on grounds only of religion, race, caste, sex place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to –
a) access to shops, public restaurants, hotels & place of public entertainment; or b) the use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partially out of state funds or dedicated to the use of the general public.
3. Nothing in this Article shall prevent the state from making any special provisions for women and children

SPECIAL PROVISIONS FOR CHILDREN: Article 15(3) empowers the state to make special provision for children. The constitution makers had known that the India of their vision would not be a reality, if the children of the country are not matured and educated. For this and to prevent exploitation by different profit makers for their personal gain, the constitution makers incorporated. Under Part III Fundamentals Rights the following provisions. Article 15(3) empowers the state to make special provisions for children under this clause and it is an exception for children under this clause and it is an exception to the rule against discrimination provided by clauses (1) & (2) of Article 15. Special provisions may be made either by legislation or by executive order. Article 21-A: The Constitution (86th amendment) Act, 2002 added this Article 21-A has made education for all children of the age of 6 to 14 years a fundamental right. For the success of democratic system of Government, education is one of the basic elements. Education gives a person human dignity & develops himself & contributes to the development of the country. The makers of the constitution realising the importance of education have imposed a duty on the state under Article 45 as one of the directive principle of State policy to provide free & compulsory education to all children between the age of 6 to 14 years. The Supreme Court during 1993 in Unnikrishnan Case declared that right to education for the children of the age 6 to 14 is a fundamental right. Even after this, there was no improvement, but the Government enacted constitution (86th 7 Amendment) Act, 2002 which would make education a Fundamental Right. The question arises as to how this right would be implemented since the population of the country has considerably increased & the number of Children of age from 6 to 14 years is in crores.

Article 15 prohibits discrimination on grounds of religion, race, caste, sex, or place of birth. It includes specific provisions that allow the state to make special provisions for the advancement of socially and educationally backward classes, including Scheduled Castes (SCs) and Scheduled Tribes (STs). This article supports affirmative action and measures designed to uplift and empower disadvantaged groups in the educational domain.

ARTICLE 21A:

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010.

Present Act has its history in the drafting of the Indian constitution at the time of Independence but is more specifically to the Constitutional Amendment of 2002 that included the Article 21A in the Indian constitution making Education a fundamental Right. This amendment, however, specified the need for a legislation to describe the mode of implementation of the same which necessitated the drafting of a separate Education Bill.

A rough draft of the bill was composed in year 2005. It received much opposition due to its mandatory provision to provide 25% reservation for disadvantaged children in private schools. The sub-committee of the Central Advisory Board of Education which prepared the draft Bill held this provision as a significant prerequisite for creating a democratic and egalitarian society. Indian Law commission had initially proposed 50% reservation for disadvantaged students in private schools. On 7 May 2014, The Supreme Court of India ruled that Right to Education Act is not applicable to Minority institutions.

The Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools (except the minority institutions) to reserve 25% of seats for the poor and other categories of children (to be reimbursed by the state as part of the public-private partnership plan). Children are admitted in to private schools based on caste-based reservations. It also prohibits all unrecognized schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission. The Act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school drop-outs to bring them up to par with students of the same age.

SELF-CHECK EXERCISE-1

Q.1 Which article of the Indian Constitution makes education for all children of the age of 6 to 14 years a fundamental right?

- a) Article 14
- b) Article 15
- c) Article 21A
- d) Article 45

Q.2 The Right of Children to Free and Compulsory Education Act (RTE) was enacted by the Parliament of India on ____.

Q.3 Which article of the Indian Constitution prohibits discrimination in access to shops, public restaurants, and places of public entertainment?

4.4 CONSTITUTIONAL PROVISIONS FOR EDUCATION: ARTICLE 45, 46 AND 51A (K).

Article 45.

The State shall endeavor 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 .

Article 46:

Article 46 focuses on the promotion of the educational and economic interests of Scheduled Castes (SCs), Scheduled Tribes (STs), and other weaker sections of society. It mandates the state to protect these groups from social injustice and exploitation and to ensure their access to educational opportunities that can help them advance socially and economically. 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.

Article 51A:

Article 51A was also amended and after clause (J), the clause (k) was added which says: “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.”.

As per the above amendments, the 86th Amendment Act came up with the following:

- It made Right to Education a Fundamental Right for Children from Age 6-14.
- It made education for all children below 6 years a Directive Principle for State Policy (DPSP).
- It made the opportunities for education to child a Fundamental duty of the parents of the children.

Thus, we see that Right to Education is acquired by a child when he / she attains the age of 6 years. The day this 86th Amendment Act was passed, a huge crowd of 70,000 people gathered at the capital and demanding that education be made a fundamental right also for children up to six years of age.

SELF-CHECK EXERCISE-2

Q.1 Article 46 of the Indian Constitution is concerned with the promotion of educational and economic interests of which groups?

- a) Women and children
- b) Scheduled Castes, Scheduled Tribes, and Other Weaker Sections
- c) Minorities based on religion or language
- d) Linguistic minorities

Q.2 Article 45 of the Directive Principles of State Policy originally mandated that the State shall provide free and compulsory education for all children until they complete the age of ____.

Q.3 What is the fundamental duty of parents or guardians under Article 51A(k)?

4.5 SUMMARY

These constitutional provisions collectively establish a framework for equitable and inclusive education in India. They ensure that education is accessible to all, promote affirmative action for marginalized groups, and emphasize the importance of early childhood education and the development of a scientific temper. By laying down these principles, the Indian Constitution aims to create an educational environment that supports individual growth and societal advancement.

4.6 GLOSSARY

Article 14: Right to Equality: Guarantees that every individual is entitled to equal protection under the law and prohibits discrimination by the state on grounds of religion, race, caste, sex, or place of birth.

Article 15: Prohibition of Discrimination: Prohibits discrimination against individuals on grounds of religion, race, caste, sex, or place of birth. Allows for special provisions for the advancement of socially and educationally backward classes.

Article 21A: Right to Free and Compulsory Education: Mandates that the state shall provide free and compulsory education to all children aged 6 to 14 years, ensuring the fundamental right to elementary education.

Article 45: Provision for Early Childhood Care and Education: Directs the state to provide early childhood care and education to all children until they complete the age of six years, emphasizing the importance of early learning.

Article 46: Promotion of Educational and Economic Interests: Focuses on the promotion of the educational and economic interests of Scheduled Castes (SCs), Scheduled Tribes (STs), and other weaker sections of society, protecting them from social injustice and exploitation.

Article 51A(k): Fundamental Duties: Enjoins every citizen to develop a scientific temper, humanism, and the spirit of inquiry and reform, highlighting the role of education in fostering critical thinking and societal progress.

4.7 ANSWERS TO SELF- CHECK EXERCISES

Exercise-1

Answer1: c) Article 21A

Answer2: 4 August 2009

Answer3: 15

Exercise-2

Answer1: b) Scheduled Castes, Scheduled Tribes, and Other Weaker Sections

Answer2: fourteen years

Answer3: Education

4.8 REFERENCES / SUGGESTED READINGS

Aggarwal, J.C. (2007). *Modern Indian Education*. New Delhi: Shipra Publications.

Government of India (1966). *Education and national development. Report of the Education Commission (1964-66)*. New Delhi: Ministry of Education.

Rao, Digumurti Bhaskara and Harshitha, Digumanti (2000). *Education in India*. New Delhi: A.P.S. Publication.

Singh, D.P & Ritu Mor. (2013). *Community Participation in School Education*, Shipra Publications, New Delhi.

Varghese, N.V. (1993) *A Manual for Planning Education at District Level* New Delhi, NIEPA (Mimeo).

4.9 TERMINAL QUESTIONS

Q.1 What are different constitutional provisions for education? Explain in detail.

UNIT-5

EQUALITY OF EDUCATION OPPORTUNITIES: MEANING, OBJECTIVES AND SCOPE

Structure

- 5.1 Introduction
- 5.2 Learning objectives
- 5.3 Equality of educational opportunities: Meaning, Need and suggestions
Self- check Exercise-1
- 5.4 Equality of educational opportunities: Objectives
Self- check Exercise-2
- 5.5 Equality of educational opportunities: Scope
Self- check Exercise-3
- 5.6 Summary
- 5.7 Glossary
- 5.8 Answers to self- check Exercise
- 5.9 References / Suggested Readings
- 5.10 Terminal Questions

5.1 INTRODUCTION:

Educational equity is dependent on two main factors. The first is fairness, which implies that factors specific to one's personal conditions should not interfere with the potential of academic success. The second important factor is inclusion, which refers to a comprehensive standard that applies to everyone in a certain education system. These two factors are closely related and are dependent on each other for true academic success of an educational system.

The growing importance of education equity is based on the premise that now, more than ever before, an individual's level of education is directly correlated to the quality of life he or she will live in the future. Therefore, an academic system that practices educational equity is a strong foundation of a society that is fair and thriving. However, inequity in education is challenging to avoid, and can be broken down into inequity due to socioeconomic standing, race, gender or disability.

It is an accepted working policy of all the democratic nations to make provision for equal opportunities. As Dr. Radhakrishnan had pointed out long back "Democracy only provides that all men should have equal opportunities for the development of their unequal talents".

The Indian Constitution also as per the articles 15, 16, 17, 38 and 48, guarantee that the State shall not discriminate between persons on account of their religion or region and caste or class. The Preamble of the Constitution also assures equality to all the citizens. It means that our Constitution is committed to the principle of equality and accepted it as an article of faith.

It is in tune with this spirit of the constitution the Education Commission has observed thus: "One of the important social objectives of education is to equalise

opportunity, enabling the backward or underprivileged classes and individuals to use education as a lever for the improvement of their condition.

Every society that values social justice and is anxious to improve the lot of the common man and cultivate all available talent must ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building up of an egalitarian and human society by which the exploitation of the weak will be minimised.”

5.2 LEARNING OBJECTIVES

After going through this lesson, you will be able to:

- Describe the need for equalisation of educational opportunities.
- Enlist the suggestions for reorganising educational system for providing equality of educational opportunity in India.
- Write the objectives of educational opportunities.
- Enlist the scope of educational opportunities.

5.3 EQUALITY OF EDUCATIONAL OPPORTUNITIES: MEANING NEED AND SUGGESTIONS

Equalization of Educational Opportunity refers to the efforts and measures taken to ensure that all individuals have fair and equitable access to quality education, regardless of their socio-economic status, gender, race, ethnicity, disability, or geographical location. This concept embodies the principle that every person should have the chance to receive an education that enables them to reach their full potential and participate fully in society.

Key Elements:

1. **Fair Access:** Ensuring that all children can enroll in and attend school without facing barriers such as poverty, discrimination, or geographical isolation.
2. **Quality Education:** Providing a standard of education that is high and consistent across different regions and populations.
3. **Resource Allocation:** Distributing educational resources, such as funding, teachers, and facilities, in a manner that addresses disparities and promotes equity.
4. **Inclusive Curriculum:** Designing a curriculum that is inclusive and reflective of the diverse backgrounds and needs of all students.
5. **Support Services:** Offering additional support to students who face particular challenges, such as those with disabilities or those from disadvantaged backgrounds.
6. **Community and Parental Involvement:** Engaging families and communities in the educational process to support student success.
7. **Monitoring and Accountability:** Continuously assessing and improving policies and practices to ensure that educational opportunities are truly equitable.

Overall Goal:

The overarching goal of equalizing educational opportunity is to create a more just and equitable society by providing every individual with the tools and opportunities

they need to succeed academically and, ultimately, in their personal and professional lives. This, in turn, helps to reduce social inequalities and promotes social cohesion and economic development.

Need for Equalisation of Educational Opportunities:

The equalisation of educational opportunities is essentially linked with the equality notions in the social system. The social system which intends to provide equal opportunities for the advancement of all has to make provision for equal educational opportunities also. The need for emphasising the equality of opportunity in the education arises for various reasons. They may be cited here.

1. Equality of educational opportunities is needed for the establishment of egalitarian society based on social equality and justice;
2. It contributes to the search for talents among all the people of a nation;
3. It is essential to ensure rapid advancement of a nation;
4. It is needed for the successful functioning of a democracy. Educated and enlightened people alone can ensure a meaningful democracy, and
5. It helps to develop a closer link between manpower needs of a society and the availability of the skilled personnel.

Problems Concerning Equality of Opportunities in Education:

Education is of great help in establishing equality and ensuring social justice no doubt. But the system of education itself can add to the existing inequalities, or at least perpetuate the same. This has been the major problem in providing equal educational opportunity for all. Inequalities of educational opportunities arise for the following reasons.

Causes for the Inequalities of Educational Opportunities:

1. Inequalities of educational opportunity occur due to the poverty of a large number of people. The poor cannot afford to meet the expenses of education.
2. Children in rural areas studying in poorly equipped schools have to compete with the children in urban areas where there are well-equipped schools. The poor exposure of rural children may lead to their poor performance.
3. In the places where no primary, secondary or collegiate educational institutions exist, children do not get the same opportunity as those who have all these in their neighbourhood.
4. Wide inequalities also arise from differences in home environments. A child from a rural household or slum does not have the same opportunity as a child from an upper-class home with educated parents.
5. There is wide sex disparity in India. Hence, girls' education is not given the same encouragement as boys.
6. Education of backward classes including scheduled castes and tribes and economically backward sections is not at par with that of forward communities or classes.

SUGGESTIONS FOR REORGANISING EDUCATIONAL SYSTEM FOR PROVIDING EQUALITY OF EDUCATIONAL OPPORTUNITY IN INDIA:

The Government of India has been striving to achieve the target of providing equal educational opportunities to all the people. Some suggestions could be cited in this regard. These suggestions may be of some help in reaching the target.

1. In order to reap the fruits of education and also to remove the prejudices and biases, adult illiteracy has to be removed by launching appropriate programmes.
2. By following a “policy of protective discrimination” all efforts must be made to increase the opportunities for education to all the weaker sections of the society like the scheduled castes, scheduled tribes, backward communities and even women.
3. Honest attempts be made to provide compulsory education to all the children at least up to 14 years. No one should be made to suffer for want of educational opportunity and facilities.
4. The higher educational chances should be extended to all on merit.
5. Education Commission suggests that for equalisation of educational opportunity the following measures may be adopted:
 - (a) Education should be made tuition free for all immediately at the primary and secondary levels and in course of time, at the university level at least for the needy deserving students;
 - (b) Free textbooks and writing materials should be supplied at the primary stage;
 - (c) Transport facilities should be provided to reduce cost on hostels and scholarships;
 - (d) Facilities for the students to earn a part of their educational expenses, that is, “earn while you learn” schemes should be developed;
 - (e) There should be liberal schemes for scholarships;
 - (f) Wide differences that are found in the educational development in different states and districts must be minimised to a desirable extent.

In the industrialised countries the idea of equality of opportunity is very firmly rooted. Halsey believes that the principle of equality has a powerful and a persistent appeal. He further points out that “its influence is reinforced in advanced society by the impersonal demands of the economy for efficiency, for a fluid labour force, and for rational allocation of jobs by tests of fitness to fill them.”

SELF- CHECK EXERCISE-1

Q.1 Which of the following factors is NOT mentioned as a cause for inequalities in educational opportunities in India?

- a) Poverty
- b) Rural-Urban Disparities
- c) Language Barriers
- d) Home Environment

Q.2 According to the Education Commission, which of the following measures is suggested to equalize educational opportunities in India?

- a) Increase tuition fees at primary and secondary levels
- b) Eliminate scholarships for students
- c) Make education tuition-free for all at primary and secondary levels
- d) Reduce the number of schools in rural areas

Q.3 Which part of the Indian Constitution is referred to as the "cornerstone of the Constitution" and together with the Directive Principles of State Policy constitutes the conscience of the Constitution?

- a) Part I
- b) Part II
- c) Part III
- d) Part IV

Q.4 Article 18 of the Indian Constitution deals with:

- a) Equality before law
- b) Abolition of untouchability
- c) Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth
- d) Abolition of titles

Q.5 Which article of the Indian Constitution abolishes "untouchability" and makes its practice in any form a punishable offense?

- a) Article 14
- b) Article 16
- c) Article 17
- d) Article 46

Q.6 Who was the first leader to invoke the conscience of the upper castes regarding the social malady of untouchability and rename the untouchables as "Harijans"?

- a) Jawaharlal Nehru
- b) B. R. Ambedkar
- c) Sardar Vallabhbhai Patel
- d) Mahatma Gandhi

5.4 EQUALITY OF EDUCATIONAL OPPORTUNITIES: OBJECTIVES

The concept of equality of educational opportunities aims to ensure that all individuals, regardless of their background or circumstances, have equal access to quality education. This objective is foundational for building a just and equitable society. The key objectives include:

1. **Universal Access to Education:** Ensure that every child, irrespective of socio-economic status, caste, religion, or geographical location, has access to education. This includes overcoming barriers such as poverty, discrimination, and remote locations to provide educational facilities and resources to all.
2. **Elimination of Discrimination:** Address and eliminate all forms of discrimination in educational institutions. This includes removing biases based on caste, gender, religion, and socio-economic status to create an inclusive and supportive learning environment for all students.
3. **Promotion of Inclusivity and Diversity:** Foster an educational environment that embraces diversity and inclusivity. This involves implementing policies that support the integration of students from various backgrounds and ensuring that educational materials and practices reflect diverse perspectives.

4. **Provision of Equal Resources and Facilities:** Ensure that educational resources, facilities, and opportunities are distributed equitably across different regions and communities. This includes providing adequate infrastructure, teaching materials, and trained educators to all schools, particularly those in underprivileged areas.
5. **Support for Marginalized and Disadvantaged Groups:** Implement special measures and affirmative actions to support marginalized groups such as Scheduled Castes (SCs), Scheduled Tribes (STs), and economically disadvantaged students. This includes scholarships, reservations, and tailored educational programs to help these groups overcome historical disadvantages.
6. **Improvement of Quality in Education:** Enhance the quality of education across all schools and regions. This includes setting and maintaining high educational standards, improving curriculum and pedagogy, and ensuring effective teaching practices to provide a high-quality education to all students.
7. **Encouragement of Gender Equality:** Promote gender equality in education by addressing and eliminating gender-based disparities. This involves creating equal opportunities for both boys and girls, addressing gender biases, and supporting female students to ensure they receive equal educational opportunities.
8. **Development of Critical Thinking and Life Skills:** Provide students with not only academic knowledge but also critical thinking skills, creativity, and life skills necessary for personal and professional success. This includes fostering a holistic education that prepares students for the challenges of life beyond the classroom.
9. **Empowerment through Education:** Empower individuals through education to enable them to participate fully in societal and economic activities. This includes preparing students for active citizenship, leadership roles, and contributing positively to their communities.
10. **Monitoring and Evaluation:** Continuously monitor and evaluate educational policies and practices to ensure they are effective in promoting equality of educational opportunities. This involves assessing the impact of educational programs, identifying gaps, and making necessary adjustments to achieve equitable outcomes.

By achieving these objectives, the goal is to create an educational system that is fair, inclusive, and capable of providing every individual with the opportunity to succeed and contribute to society.

SELF- CHECK EXERCISE-2

Q.1 What is the primary objective of ensuring universal access to education?

- a) To increase the number of private schools
- b) To ensure every child, regardless of background, has access to education
- c) To reduce government funding for education
- d) To focus only on urban educational facilities

Q2. Which objective focuses on removing biases and creating an inclusive learning environment?

- a) Provision of Equal Resources and Facilities
- b) Promotion of Inclusivity and Diversity

c) Support for Marginalized and Disadvantaged Groups

d) Improvement of Quality in Education

Q3. How does the objective of supporting marginalized and disadvantaged groups aim to help these students?

a) By reducing the number of scholarships available

b) By implementing special measures like scholarships and reservations

c) By eliminating all forms of government support

d) By increasing tuition fees for these students

Q4. Which objective seeks to enhance the quality of education across all schools and regions?

a) Universal Access to Education

b) Encouragement of Gender Equality

c) Improvement of Quality in Education

d) Development of Critical Thinking and Life Skills

Q5. What is the goal of the objective that promotes gender equality in education?

a) To provide separate educational facilities for boys and girls

b) To ensure equal educational opportunities and address gender-based disparities

c) To reduce the number of female teachers

d) To focus solely on improving male students' performance

Q6. Which objective involves preparing students for active citizenship and leadership roles?

a) Empowerment through Education

b) Support for Marginalized and Disadvantaged Groups

c) Provision of Equal Resources and Facilities

d) Elimination of Discrimination

Q7. What does the objective of monitoring and evaluation aim to achieve?

a) To assess the impact of educational programs and make necessary adjustments

b) To reduce the number of educational institutions

c) To eliminate all forms of public school funding

d) To focus only on high-performing students

5.5 EQUALITY OF EDUCATIONAL OPPORTUNITIES: SCOPE

The scope of equalization of educational opportunity encompasses a wide range of activities, policies, and interventions aimed at ensuring fair access to quality education for all individuals. This scope can be understood through various dimensions:

1. **Legislative and Policy Framework:**

- **Inclusive Education Policies:** Developing national and regional policies that mandate equal access to education for all children, including those from marginalized and disadvantaged groups.

- **Anti-Discrimination Laws:** Enacting and enforcing laws that prohibit discrimination in education based on race, gender, disability, socioeconomic status, or other factors.

2. **Access and Enrollment:**

- **Universal Enrollment Programs:** Implementing programs to ensure all children, especially those in rural and underserved areas, are enrolled in school.
 - **Early Childhood Education:** Expanding access to early childhood education to give all children a strong start in their educational journey.
3. **Resource Allocation:**
- **Equitable Funding:** Ensuring that schools in low-income areas receive adequate funding to provide a quality education comparable to schools in wealthier areas.
 - **Infrastructure Development:** Building and maintaining school infrastructure, including classrooms, libraries, laboratories, and sports facilities, to support a conducive learning environment for all students.
4. **Curriculum and Learning Materials:**
- **Standardized Curriculum:** Developing a standardized curriculum that is inclusive, culturally relevant, and designed to meet the needs of diverse learners.
 - **Access to Learning Materials:** Providing all students with access to textbooks, digital resources, and other learning materials necessary for effective education.
5. **Teacher Training and Professional Development:**
- **Teacher Recruitment:** Recruiting qualified teachers and deploying them to underserved areas to address teacher shortages.
 - **Professional Development:** Offering ongoing training and professional development opportunities for teachers to enhance their teaching skills and adapt to diverse classroom needs.
6. **Special Education and Support Services:**
- **Inclusive Classrooms:** Promoting inclusive education by integrating children with disabilities into mainstream classrooms with appropriate support and accommodations.
 - **Support Services:** Providing counseling, mentoring, and other support services to help students overcome personal, social, and academic challenges.
7. **Community and Parental Involvement:**
- **Engagement Programs:** Encouraging active participation of parents and communities in the educational process to support student learning and development.
 - **Partnerships:** Building partnerships with local organizations, businesses, and government agencies to create a supportive network for schools and students.
8. **Monitoring and Accountability:**
- **Data Collection and Analysis:** Collecting and analyzing data on student performance, enrollment rates, and resource allocation to identify and address inequalities.
 - **Accountability Mechanisms:** Establishing mechanisms to hold schools and educational authorities accountable for providing equal educational opportunities.
9. **Technological Integration:**

- **Digital Divide:** Bridging the digital divide by ensuring all students have access to modern technology and the internet, which are increasingly essential for learning.

- **E-Learning Platforms:** Developing and implementing e-learning platforms to provide flexible learning opportunities for students in remote or underserved areas.

10. **Cultural and Linguistic Diversity:**

- **Multilingual Education:** Supporting multilingual education programs that respect and incorporate students' linguistic backgrounds.

- **Cultural Inclusivity:** Ensuring that the curriculum and teaching methods are culturally inclusive and sensitive to the diverse backgrounds of students.

By addressing these various dimensions, the scope of equalization of educational opportunity aims to create an educational system where all students, regardless of their background, have the chance to succeed and contribute to society.

SELF- CHECK EXERCISE-3

Q1. Which of the following is a key aspect of ensuring universal enrolment in education?

- a) Increasing tuition fees
- b) Building and maintaining schools in remote and underserved areas
- c) Limiting the number of schools in urban areas
- d) Reducing government funding for education

Q2. What does the scope of affirmative action in education typically include?

- a) Decreasing the number of scholarships available
- b) Implementing reservations and quotas in educational institutions
- c) Eliminating all forms of financial aid
- d) Increasing the cost of education for disadvantaged students

Q3. To promote non-discrimination in education, which of the following measures is important?

- a) Increasing tuition fees for certain groups
- b) Addressing and preventing biases based on caste, gender, religion, and disability
- c) Limiting access to educational resources
- d) Focusing only on academic performance

Q4. What is a primary objective of early childhood education within the scope of equality?

- a) Ensuring that early childhood care and education are available only to affluent families
- b) Providing early childhood care and education to all children, especially those from disadvantaged backgrounds
- c) Reducing the number of pre-primary schools
- d) Increasing the age limit for early childhood education

Q5. Which of the following is a key component of monitoring and evaluating educational programs?

- a) Reducing the number of schools
- b) Collecting and analysing data on educational access and outcomes
- c) Eliminating teacher training programs
- d) Decreasing funding for educational initiatives

5.6 SUMMARY

Equalization of educational opportunity refers to efforts and measures to ensure every individual, regardless of socio-economic status, gender, race, ethnicity, disability, or geographical location, has fair and equitable access to quality education. It aims to provide all students with the chance to reach their full potential and actively participate in society. The primary objectives are to ensure access for all by guaranteeing universal enrollment and removing barriers to education; improve the quality of education through a standardized curriculum and qualified teachers; ensure equitable resource allocation, including fair distribution of funding and resources; promote inclusive education by integrating children with disabilities and respecting cultural diversity; support disadvantaged groups with financial aid, mentoring, and counseling; encourage community and parental involvement through active participation and partnerships; and continuously monitor and evaluate through data collection and institutional accountability. The scope encompasses legislative and policy frameworks, ensuring access and enrollment, equitable resource allocation, inclusive curriculum and learning materials, teacher training and professional development, special education and support services, community involvement, monitoring and accountability, technological integration, and support for cultural and linguistic diversity. These efforts aim to create an equitable educational system where all individuals can succeed and contribute to society.

5.7 GLOSSARY

Early Childhood Education: Educational programs and care provided to children before they enter primary school, typically covering ages from birth to six years. It aims to lay a strong foundation for lifelong learning and development.

Gender Equality: Ensuring that all individuals, regardless of gender, have equal access to educational opportunities and resources. This involves addressing and eliminating gender-based disparities in education.

Monitoring and Evaluation: The processes of continuously assessing educational programs and policies to determine their effectiveness in achieving desired outcomes and making necessary adjustments. This includes collecting data and analyzing educational access and outcomes.

Non-Discrimination: The principle of ensuring that no individual is treated unfairly or unjustly based on characteristics such as caste, gender, religion, or disability. It involves creating an inclusive and equitable learning environment.

5.8 ANSWERS TO SELF- CHECK EXERCISES

Exercise-1

Answer 1: d) Home Environment

Answer 2: c) Make education tuition-free for all at primary and secondary levels

Answer 3: c) Part III

- Answer 4: d) Abolition of titles
Answer 5: c) Article 17
Answer 6: d) Mahatma Gandhi

Exercise-2

- Answer1 b) To ensure every child, regardless of background, has access to education
Answer2 b) Promotion of Inclusivity and Diversity
Answer3 b) By implementing special measures like scholarships and reservations
Answer4 c) Improvement of Quality in Education
Answer5 b) To ensure equal educational opportunities and address gender-based disparities
Answer6 a) Empowerment through Education
Answer7 a) To assess the impact of educational programs and make necessary adjustments

Exercise-3

- Answer1 b) Building and maintaining schools in remote and underserved areas
Answer2 b) Implementing reservations and quotas in educational institutions
Answer3 b) Addressing and preventing biases based on caste, gender, religion, and disability
Answer4 b) Providing early childhood care and education to all children, especially those from disadvantaged backgrounds
Answer5 b) Collecting and analyzing data on educational access and outcomes

5.9 REFERENCES / SUGGESTED READINGS

- Aggarwal, J.C. (2007). *Modern Indian Education*. New Delhi: Shipra Publications.
Government of India (1966). *Education and national development. Report of the Education Commission (1964-66)*. New Delhi: Ministry of Education.
Rao, Digumurti Bhaskara and Harshitha, Digumanti (2000). *Education in India*. New Delhi: A.P.S. Publication.
Singh, D.P & Ritu Mor. (2013). *Community Participation in School Education*, Shipra Publications, New Delhi.
Varghese, N.V. (1993) *A Manual for Planning Education at District Level* New Delhi, NIEPA (Mimeo).

5.10 TERMINAL QUESTIONS

- Q.1 Discuss the various factors contributing to inequalities in educational opportunities in India. How do these factors affect students from marginalized communities, and what measures can be taken to address these disparities?

UNIT-6

DISCRIMINATION: MEANING, FACTORS AND CONSTITUTIONAL SAFEGUARDS

Structure

- 6.1 Introduction
- 6.2 Learning outcomes
- 6.3 Meaning and factors related to Discrimination
Self- check Exercise-1
- 6.4 Constitutional rights and safeguards against Discrimination
Self- check Exercise-2
- 6.5 Summary
- 6.6 Glossary
- 6.7 Answers to self- check Exercise
- 6.8 References / Suggested Readings
- 6.9 Terminal Questions
- 6.1 INTRODUCTION**

Discrimination in education is a pervasive issue that continues to hinder the attainment of equal educational opportunities for all students. Despite significant progress and global initiatives aimed at fostering inclusivity, many students still face systemic barriers that prevent them from accessing quality education. These barriers often stem from socio-economic status, gender, race, ethnicity, disability, and geographic location, creating a landscape of inequality that disproportionately affects marginalized and disadvantaged groups.

Students from low-income families frequently encounter difficulties such as underfunded schools, inadequate learning materials, and insufficient access to advanced courses and extracurricular activities. Gender-based discrimination can manifest in various ways, including biased expectations, gender-segregated classrooms, and a lack of support for girls pursuing STEM fields. Racial and ethnic minorities often experience lower educational attainment due to cultural biases, language barriers, and discriminatory disciplinary practices. Students with disabilities face significant challenges in accessing appropriate accommodations, inclusive teaching practices, and specialized support services.

Geographical disparities further exacerbate educational inequality, with rural and remote areas typically suffering from a lack of qualified teachers, poor infrastructure, and limited technological resources. These multifaceted forms of discrimination not only impede academic achievement but also diminish students' confidence, aspirations, and overall well-being.

Addressing discrimination in education requires a comprehensive and multifaceted approach. This involves implementing inclusive policies and practices, ensuring equitable distribution of resources, and fostering a school culture that celebrates diversity and promotes respect. Educators, policymakers, and communities must work together to identify and dismantle the systemic barriers that perpetuate discrimination, creating an environment where all students can thrive.

Understanding and addressing the root causes of educational discrimination is crucial for building a more equitable and inclusive educational system. By ensuring that every student, regardless of their background, has access to high-quality education, we can empower individuals to reach their full potential, contribute meaningfully to society, and drive social and economic progress. In doing so, we pave the way for a future where equality and justice in education are not merely aspirational goals but lived realities for all.

6.2 LEARNING OBJECTIVES

After going through this lesson, you will be able to:

Give the meaning of discrimination, factors and constitutional safeguards.

Describe the Constitutional rights and safeguards provided to the minorities in India.

6.3 MEANING AND FACTORS RELATED TO DISCRIMINATION

“Protective Discrimination”

Our Central Government, and which received annual grants-in-aid of at least Rs.200,000 should invariably provide for reservation of SCs and STs in posts and services. The general rule which exempted the scientific and technical posts society has always been full of inequalities. It was a caste ridden, stratified hierarchical society, and a particular segment of the society had been denied the bare human rights. Their education, wages, living conditions, social status was dictated by the whims of upper strata of society, reducing them to destitution. The economic backwardness brought social awkwardness which consequently made them downtrodden and thus depriving them even of the dignity of life. In a society compartmentalised on caste basis, upper castes controlled the levers of power enabling them to run their whips, prejudicial to the interests of lower segments of the society. Lower castes had to serve the upper castes without having any say and grievance redressal mechanism. This inhumane and barbaric condition perpetuated for centuries, till "we the people" realised the malady impelling the framers of our constitution to think

Any democratic society faces the challenge of harmonising two essentially contradictory political concepts--one, equality before the law irrespective of religion, caste, creed, race, and gender, and the other, social justice at the cost of the same commitment for equality before the law. Even a developed democracy like the United States is no exception to the rule and has taken recourse to affirmative action to ensure justice for the less privileged sections of the society at the cost of individual merit and equality of all citizens before the law. In India large numbers of people have experienced social discrimination through centuries on account of its peculiar institution called the caste system, efforts have been made to provide redress for these under-privileged sections, through the policy of reservations or quotas for them in jobs, seats in educational institutions and legislatures, and in governmental aid, loans and other developmental assistance.

In all, four under-privileged categories have either received benefits under the scheme or have been seeking such benefits, namely the Scheduled Castes (SCs) and the Scheduled Tribes (STs), the Other Backward Classes (OBCs), the religious minorities or sections thereof, and lately, the women. This project discusses these

categories from a political perspective. Its scope however, is limited to assessing the schemes both under operation as well as under consideration, only at the national level. The experiences of different states have been referred to only occasionally to provide an example or to make a particular point.

MEANING AND BACKGROUND

Protective discrimination is the policy of granting special privileges to the downtrodden and the underprivileged sections of society, most commonly women. These are affirmative action programs, most visible in both the United States and India, where there has been a history of racial and caste discrimination. The practice is most prominent in India, where it has been enshrined in the constitution and institutionalized.

The need to discriminate positively in favour of the socially underprivileged was felt for the first time during the nationalist movement. It was Mahatma Gandhi, himself a devout Hindu and a staunch believer in the caste system, who was the first leader to realise the importance of the subject and to invoke the conscience of the upper castes to this age-old social malady of relegating whole communities to the degrading position of “untouchables”. He also understood the political logic of inducting this large body of people into the political mainstream in order to make the freedom movement broader based. By renaming these untouchables as “Harijans” (people of God) he tried to give this policy a religious sanction so as not to disturb the traditional sensitivities of the caste Hindus more than was really necessary.

The Constitution of independent India which largely followed the pattern of the Government of India Act, 1935, made provisions for positive discrimination in favour of the Scheduled Castes and Scheduled Tribes (SCs & STs) which constituted about 23% of the divided India’s population. Besides reserving parliamentary seats for them they were given advantages in terms of admission to schools and colleges, jobs in the public sector, various pecuniary benefits for their overall development, and so on. The constitution indeed guaranteed the fundamental right of equality of all citizens before the law but it also categorically laid down that nothing in the constitution “shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Schedules Castes and the Scheduled Tribes”.

Some of the constitutional provisions which aimed at positive discrimination are:

Article 17: Abolition of “untouchability” and making its practice in any form a punishable offence.

Article 46: Promotion of educational and economic interests.

Article 16 and 335: Preferential treatment in matters of employment in public services.

330 and 332: Reservation of seats in the Lok Sabha and State Assemblies.

Later, the job-related positive discrimination was extended to government-supported autonomous bodies. A 1974 Government order laid down that all such bodies which employed more than 20 people, and where 50% of the recurring expenditure was met out of grants-in-aid from the Central Government, and which

received annual grants-in-aid of at least Rs.200,000 should invariably provide for reservation of SCs and STs in posts and services. The general rule which exempted the scientific and technical posts from the purview of positive discrimination was applicable to the autonomous bodies too.

FACTORS RELATED TO DISCRIMINATION

Discrimination in education arises from various factors, each contributing to the inequities experienced by different groups of students. These factors can be categorized into several key areas:

Socio-Economic Factors:

1. **Poverty:** Students from low-income families often lack access to essential educational resources, such as textbooks, technology, and extracurricular activities.
2. **Resource Allocation:** Schools in poorer areas frequently receive less funding, leading to overcrowded classrooms, outdated materials, and inadequate facilities.
3. **Parental Education:** The educational background of parents can influence their ability to support their children's learning, impacting students' academic performance and aspirations.

Gender-Based Factors:

1. **Cultural Norms and Stereotypes:** Societal expectations and stereotypes about gender roles can limit educational opportunities, particularly for girls in STEM fields or boys in caregiving professions.
2. **School Policies and Practices:** Gender biases in school policies, such as dress codes or participation in sports, can reinforce stereotypes and limit students' potential.
3. **Sexual Harassment and Violence:** Unsafe school environments due to harassment or violence can significantly hinder the educational experiences of students, particularly girls.

Racial and Ethnic Factors:

1. **Cultural Bias:** Curriculum and teaching methods that do not reflect the diverse cultural backgrounds of students can lead to feelings of alienation and lower engagement.
2. **Discriminatory Discipline Practices:** Racial and ethnic minority students are often subject to harsher disciplinary actions, leading to higher suspension and expulsion rates.
3. **Language Barriers:** Students who are non-native speakers of the dominant language may struggle with language barriers that affect their academic performance and participation.

Disability-Related Factors:

1. **Inadequate Accommodations:** Lack of appropriate accommodations and support services for students with disabilities can impede their ability to learn effectively.
2. **Inclusive Teaching Practices:** Teachers may not be adequately trained to implement inclusive teaching practices, affecting the quality of education for students with disabilities.

3. **Accessibility:** Physical and technological barriers in schools can prevent students with disabilities from fully participating in educational activities.

Geographic Factors:

1. **Rural and Remote Areas:** Students in rural or remote areas often face limited access to quality schools, experienced teachers, and advanced coursework.

2. **Urban Disparities:** Even within urban areas, there can be significant disparities in the quality of education between different neighborhoods, often correlating with socio-economic status.

3. **Transportation Issues:** Lack of reliable transportation can affect students' ability to attend school regularly, particularly in rural areas.

Institutional and Policy-Related Factors:

1. **Funding Inequities:** Unequal distribution of educational funding can exacerbate disparities between wealthy and low-income districts.

2. **Policy Implementation:** Inconsistent implementation and enforcement of educational policies aimed at promoting equity can lead to varying levels of access and quality.

3. **Teacher Quality and Training:** Disparities in teacher quality and access to professional development can affect the effectiveness of instruction, particularly in underserved areas.

Social and Cultural Factors:

1. **Discrimination and Bias:** Prejudice and discrimination by teachers, administrators, and peers can create a hostile learning environment for marginalized students.

2. **Parental Involvement:** Differences in parental involvement due to socio-economic, cultural, or linguistic barriers can affect students' academic success.

3. **Community Support:** The level of community support and resources available to schools can significantly influence educational outcomes.

By understanding these factors, policymakers, educators, and communities can develop targeted strategies to address and mitigate the impacts of discrimination in education, fostering a more inclusive and equitable educational environment for all students.

SELF- CHECK EXERCISE-1

Q1. What does Article 14 of the Indian Constitution guarantee?

- a) Abolition of untouchability
- b) Prohibition of discrimination by the state
- c) Equality before the law
- d) Right to education

Q2. Which Article of the Indian Constitution specifically prohibits discrimination on grounds of religion, race, caste, sex, or place of birth in public employment?

- a) Article 15
- b) Article 16
- c) Article 17
- d) Article 21

Q3. What is the main focus of Article 17 of the Indian Constitution?

- a) Right to equality
- b) Abolition of untouchability
- c) Equal opportunity in public employment
- d) Protection of educational and economic interests of SCs and STs

Q4. How does Article 46 of the Indian Constitution protect Scheduled Castes (SCs) and Scheduled Tribes (STs)?

- a) By ensuring equal access to public places
- b) By promoting their educational and economic interests
- c) By guaranteeing right to personal liberty
- d) By prohibiting discrimination in employment

Q5. Which factor is NOT typically considered a contributing factor to discrimination?

- a) Economic Inequality
- b) Social and Cultural Norms
- c) Technological Advancement
- d) Prejudice and Stereotypes

Q6. What does institutional discrimination refer to?

- a) Discrimination by individuals based on personal biases
- b) Embedded discriminatory practices within policies and procedures
- c) Discrimination in private sector employment
- d) Discrimination due to lack of awareness

Q7. Which of the following is an example of a measure to combat discrimination based on disability?

- a) Increasing tuition fees
- b) Providing accessibility improvements and special education programs
- c) Limiting scholarships
- d) Reducing the number of reserved seats in educational institutions

Q8. Which constitutional article guarantees the right to life and personal liberty and has been interpreted to include the right to live with dignity free from discrimination?

- a) Article 15
- b) Article 16
- c) Article 17
- d) Article 21

6.4 CONSTITUTIONAL RIGHTS AND SAFEGUARDS PROVIDED TO THE MINORITIES IN INDIA

1. Constitutional safeguards for religious and linguistic minorities of India

Though the Constitution of India does not define the word 'Minority' and only refers to 'Minorities' and speaks of those 'based on religion or language', the rights of the minorities have been spelt out in the Constitution in detail.

2. 'Common Domain' and 'Separate Domain' of rights of minorities provided in the Constitution

The Constitution provides two sets of rights of minorities which can be placed in 'common domain' and 'separate domain'. The rights which fall in the 'common domain' are those which are applicable to all the citizens of our country. The rights which fall in the 'separate domain' are those which are applicable to the minorities

only and these are reserved to protect their identity. The distinction between 'common domain' and 'separate domain' and their combination have been well kept and protected in the Constitution. The Preamble to the Constitution declares the State to be 'Secular' and this is a special relevance for the Religious Minorities. Equally relevant for them, especially, is the declaration of the Constitution in its Preamble that all citizens of India are to be secured 'liberty of thought, expression, belief, faith and worship and 'equality of status and of opportunity.'

- **'Common Domain', the Directive Principles of State Policy – Part IV of the Constitution**

The Constitution has made provisions for the Fundamental Rights in Part III, which the State has to comply with and these are also judicially enforceable. There is another set of non-justifiable rights stated in Part IV, which are connected with social and economic rights of the people. These rights are known as 'Directive Principles of State Policy', which legally are not binding upon the State, but are "fundamental in the governance of the country and it shall be the duty of the State to apply these principles in making laws". (Article 37). Part IV of the Constitution of India, containing non-justifiable Directive Principles of State Policy, includes the following provisions having significant implications for the Minorities: -

- i. obligation of the State 'to endeavour to eliminate inequalities in status, facilities and opportunities' amongst individuals and groups of people residing in different areas or engaged in different vocations; [Article 38 (2)]
- ii. obligation of State 'to promote with special care' the educational and economic interests of 'the weaker sections of the people' (besides Scheduled Castes and Scheduled Tribes); [Article 46] and

- **'Common Domain', the Fundamental Duties – Part IVA of the Constitution**

Part IVA of the Constitution, relating to Fundamental Duties as provided in Article 51 A applies in full to all citizens, including those belonging to Minorities. Article 51A which is of special relevance for the Minorities stipulates as under :-

- i. citizens' duty to promote harmony and the spirit of common brotherhood amongst all the people of India 'transcending religious, linguistic and regional or sectional diversities; and
- ii. citizens' duty to value and preserve the rich heritage of our composite culture.'

- **'Common Domain', the Fundamental Rights – Part III of the Constitution**

The Constitution has provided a definite space for both the 'domains' i.e. 'common' as well as 'separate'. In Part III of the Constitution, which deals with the Fundamental Rights is divided into two parts viz. (a) the rights which fall in the 'common domain' and (b) the rights which go to the 'separate domain'. In the 'common domain', the following fundamental rights and freedoms are covered:

- i. people's right to 'equality before the law' and 'equal protection of the laws'; [Article 14]

- ii. prohibition of discrimination against citizens on grounds of religion, race, caste, sex or place of birth; [Article 15 (1) & (2)]
- iii. authority of State to make 'any special provision for the advancement of any socially and educationally backward classes of citizens' (besides the Scheduled Castes and Scheduled Tribes); [Article 15 (4)]
- iv. citizens' right to 'equality of opportunity' in matters relating to employment or appointment to any office under the State – and prohibition in this regard of discrimination on grounds of religion, race, caste, sex or place of birth; [Article 16(1) &(2)]
- v. authority of State to make 'any provision for the reservation of appointments or posts in favour of any backward class of citizens which, in the opinion of the State, is not adequately represented in the services under the State; [Article 16(4)]
- vi. people's freedom of conscience and right to freely profess, practice and propagate religion – subject to public order, morality and other Fundamental Rights; [Article 25(1)]
- vii. right of 'every religious denomination or any section thereof – subject to public order, morality and health – to establish and maintain institutions for religious and charitable purposes, 'manage its own affairs in matters of religion', and own and acquire movable immovable property and administer it 'in accordance with law'; [Article 26]
- viii. prohibition against compelling any person to pay taxes for promotion of any particular religion'; [Article 27]
- ix. people's 'freedom as to attendance at religious instruction or religious worship in educational institutions' wholly maintained, recognized, or aided by the State. [Article 28]

- **'Separate Domain' of Minority Rights**

The Minority Rights provided in the Constitution which fall in the category of 'Separate Domain' are as under: -

- i. right of 'any section of the citizens' to 'conserve' its 'distinct language, script or culture'; [Article 29(1)]
- ii. restriction on denial of admission to any citizen, to any educational institution maintained or aided by the State, 'on grounds only of religion, race, caste, language or any of them'; [Article 29(2)]
- iii. right of all Religious and Linguistic Minorities to establish and administer educational institutions of their choice; [Article 30(1)]
- iv. freedom of Minority-managed educational institutions from discrimination in the matter of receiving aid from the State; [Article 30(2)]
- v. special provision relating to the language spoken by a section of the population of any State; [Article 347]
- vi. provision for facilities for instruction in mother-tongue at primary stage; [Article 350 A]
- vii. provision for a Special Officer for Linguistic Minorities and his duties; and [Article 350 B]
- viii. Sikh community's right of 'wearing and carrying of kirpans; [Explanation 1 below Article 25]

3. India's multi-culturalism interwoven in the Constitution

The various Articles of the Constitution providing rights to the minorities, clearly and firmly point out to only one direction: that of a multi-religious, multi-cultural, multi-lingual and multi-racial Indian society, interwoven into an innate unity by the common thread of national integration and communal harmony. By the yardstick adopted by the framers of the Constitution and crystallized into its provisions the Indian Nation is not just a conglomeration of individual inhabitants of this State; it comprises of two distinct categories of constituents. The two-tier commonwealth of Indian Nation includes, on one hand, every citizen of India individually and, on the other hand, the multitude of religious, linguistic, cultural and ethnic groups among its citizens. The Indian Nation is an enormous coparcenary in which the individual citizens are also members of their own respective branches taking the form of religious, cultural, linguistic and ethnic groups. And all these groups, like all individuals, have the same Fundamental Rights to enjoy and the same Fundamental Duties to discharge.

4. Protection of weaker sections in Indian pluralistic society

The social pluralism of India, as fortified by the unique Constitutional concept of secularism, raises the need for the protection and development of all sorts of weaker sections of the Indian citizenry – whether this 'weakness' is based on numbers or on social, economic or educational status of any particular group. The Constitution, therefore, speaks of Religious and Linguistic Minorities, Scheduled Castes, Scheduled Tribes and Backward Classes and makes – or leaves room for making – for them special provisions of various nature and varying import.

- Part-III of the Indian constitution from article 12 to 32 contains fundamental rights.
- Part-III of the Indian constitution is called corner stone of the constitution and together with part-4 (directive principles and state policy) constitutes the conscience of the Constitution. This chapter of the Constitution has been described as the Magna Carta of India.
- Fundamental Rights are individual rights are enforced against the arbitrary invasion by the state except, in case of Art. 15 (2), Article 17, Article 18(3-4), Article 23 and Article 24 where these can be enforced against private individuals also.
- FRs are not absolute rights and parliament could put reasonable restriction. The grounds for the restriction may be advancement of SCs, STs, OBCs, women and children; general public order; decency, morality, sovereignty & integrity of India; security of state, friendly relations with foreign states, etc.
- According to article 12 'the state' includes the
 1. Government and parliament of India.
 2. Government and legislature of States.
 3. All local or state authorities such as municipalities, panchayats, district boards, improvement trusts, etc. within the territory of India or under the control of Government of India.

Classification of Fundamental rights

Originally Constitution provided for seven Fundamental Rights viz.

1. Right to equality (Article 14-18)
2. Right to freedom (Article 19-22)
3. Right against exploitation (Article 23-24)
4. Right to freedom of religion (Articles 25-28)
5. Cultural & educational rights (Articles 29-30)
6. Right to Property (Article 31)
7. Right to constitutional remedies (Article 32).

But, **Right to property** was removed from the list of the Fundamental Rights by the 44th Constitution amendment Act, 1978 and after amendment, it was made legal right under article 300-A in part-12 of the constitution.

At present there are only six Fundamental rights, six fundamental rights are described below in brief.

Right to Equality (Articles 14-18):

Article 14 (Equality before law):

- Article 14 says that state shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.
- Art. 14 is available to any person including legal persons viz. statutory corporation, companies, etc.
- Art. 14 is taken from the concept of equal protection of laws has been taken from the constitution of USA.
- The concept of rule of law is a negative concept while the concept of equal protection of laws is a positive concept.
- The concept of *equality before law* is equivalent to the second element of the concept of the 'rule of law' propounded by A.D. Dicey, the British jurist. But certain exceptions to it are, the president of India, state governors, Public servants, Judges, Foreign diplomats, etc., who enjoy immunities, protections and special privileges.

Article 15 (Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth):

- Article 15 says that the state shall not discriminate against only of religion, race, sex, place of birth or any of them.
- Under article 15 (3) & (4), government can make special provisions for women & children and for group of citizens who are economically and socially backward.

Article 16 (Equality of opportunities in matters of public employment):

- Article 16 says that there shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state.

Article 17 (Abolition of Untouchability): Article 17 says that *Untouchability* is abolished and its practice in any form is forbidden. the enforcement of any disability arising out of untouchability shall be an offence punishable in accordance with law. **Article 18 (Abolition of titles):**

- Article 18 says that no title, not being a military or academic distinction, shall be conferred by the State. no citizen of India shall accept any title from any foreign state.

- The awards, Bharat Ratna, Padma Vibhushan, Padma Bhushan and Padma Shri called as The national Awards would not amount to title within the meaning of Article 18(i).

Right to Freedom (Articles 19-22):

Article 19 (Protection of certain rights regarding freedom of speech, etc.):

Article 19 says that all citizens shall have the right

1. to freedom of speech and expression.
2. to assemble peacefully and without arms.
3. to form associations or unions.
4. to move freely throughout the territory of India.
5. to practice any profession or to carry on any occupation, trade or business.

Article 20 (Protection in respect of conviction for offences):

Article 20 says that state can impose reasonable restrictions on the groups of security of the state, friendly relations with foreign states, public order, decency, morality, contempt of court, defamation etc.

Article 21 deals with Protection of life and personal liberty.

Article 21A states that that state shall provide free and compulsory education to all children of the age of 6-14 years.

Article 22 deals with protection against arrest and detention in certain cases.

Right Against Exploitation (Articles 23-24):

Article 23 deals with the prohibition of traffic in human beings and forced labour.

Article 24 deals with prohibition of employment of children in factories, etc.

Right to Freedom of Religion (Articles 25-28):

Article 25 deals with freedom of conscience and free profession, practice and propagation of religion.

Article 26 deals with freedom to manage religious affairs.

Article 27 deals with freedom as to payment to taxes for promotion of any particular religion.

Article 28 deals with freedom as to attendance at religious instructions or religious worship in certain educational institutions.

Cultural and Educational Rights (Articles 29-30):

Article 29 deals with the protection of language, script and culture of minorities.

Article 30 deals with the right of minorities to establish and administer educational institutions.

Right to Constitutional Remedies (Article 32):

Article 32 deals with the right to move to the supreme court for the enforcement of Fundamental Rights including the Writs of (i) Habeas corpus, (ii) Mandamus, (iii) Prohibition, (iv) Certiorari and (iv) Quo warranto.

Socialist Principles – Articles 38, 39, 41, 42, 43 and 45

Article 38: It directs the State to secure and protect a social order which stands for the welfare of the people.

Article 38(2): It directs the state to strive for minimising inequalities in income.

Article 39 (a): Citizens (men and women) shall have the right to an adequate means of livelihood.

Article 39 (b): Ownership and control of material resources of the community shall be distributed to as to subserve the common good.

Article 39 (c): Economic system shall operate in a manner that does not result in the concentration of wealth and means of production to the common detriment.

Article 39 (d): Equal pay for equal work, without any sex determination.

Article 39 (e): Health and strength of workers and tender age of children must not be abused.

Article 39 A: Equal justice and free legal aid.

Article 41: Right to work, to education and to public assistance in certain cases.

Article 42: Provision of just and human conditions of work and maternity relief.

Article 43 A: Participation of workers in management of industries.

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

Gandhian Principles and Western Liberal principles:

Gandhian Principles:

Articles 40, 43, 45, 46, 47 and 48 of Indian constitution are Gandhian principles.

Article 40: Organisation of village panchayats

Article 43: To promote cottage industries.

Article 45: The state shall endeavour to provide early childhood care and education for all children until they complete the age of six years.

Article 46: Promotion of education and economic interests of scheduled castes, scheduled tribes and other weaker sections.

Article 47: to bring about the prohibition of intoxicating drinks and drugs that are injurious to health.

Article 48: To Prohibit the slaughter of cows, calves and other milk and drought animals.

Western Liberal Principles:

Articles 44, 45, 49, 50 and 51 of Indian constitution are Western Liberal Principles.

Article 44: uniform civil code.

Article 45: Education to children below 6 years of age.

Article 49: To preserve historical monuments.

Article 50: Separation of judiciary from executive.

Article 51: promote international peace and amity.

SELF- CHECK EXERCISE-2

1. The Constitution of independent India made provisions for positive discrimination in favor of the _____ and _____ which constituted about 23% of the divided India's population.

2. Article 51A of the Indian Constitution stipulates the citizens' duty to promote harmony and the spirit of common _____ amongst all the people of India transcending religious, linguistic, and regional or sectional diversities.

3. Article 29 of the Indian Constitution deals with the protection of _____, script, and culture of minorities.

4. The _____ of the Indian Constitution includes non-justifiable rights connected with the social and economic rights of the people, known as Directive Principles of State Policy.

6.5 SUMMARY

The debate over positive discrimination in India is acrimonious and is increasingly finding expression in violence. But a democracy which is essentially a social contraption is neither dictated by logic nor by ethics. At the root of democratic success is social engineering which is effected through political bargaining. In India the process is on and only the future would tell whether its experiments were in the right direction or not. Social categories are neither static nor monolithic. But in India the hierarchical stratifications have by and large survived for centuries and they continue to be politically relevant. In the given situation the policy of reservation seems to continue for an indefinite period, at least for the SC/STs. But this is the easiest thing that the state could think of. The real challenge for the state should be to make the disadvantaged groups competitive through raising their standards so as to let them be on par with the traditionally successful upper classes. That is cost intensive and for that there has to be a shift in the dynamics of power. The disadvantage would have to come to the fore of politics. The present Dalit movement seems to be straws in the wind indicating this penchant for transformation which is bound to be violent.

The same may not, however, be said about the OBCs. Unlike the SCs and STs the so called OBCs have held political power in different historical periods in different regions of India. They are neither as socially stigmatized nor at the bottom of the economic hierarchy as the scheduled castes. In short they are not such an ostracised lot as the SCs have been. Given this situation the demand for OBC reservation is indeed politically motivated, the logic behind which is largely indefensible. In any case, increasingly the role of the state would be in question. The assumption here is that the Indian society is traditionally violent and vertically and horizontally disintegrative. It is the enormous military power in the hands of the central government, both during the Mughals and the British, that actually contained it. The apologists for state power argue in favour of a militaristic role of the state to maintain societal order while the champions of civil society put the blame squarely on the state for the growing violence in the society. The debate warrants a closer scrutiny against the background of the social acrimony that the policy of reservation has accentuated.

6.6 GLOSSARY

Discrimination: Unfair or unequal treatment of individuals or groups based on attributes such as race, religion, gender, caste, ethnicity, or disability. It results in disadvantages or exclusion from opportunities available to others.

Prejudice: Preconceived opinions or attitudes towards individuals based on their group characteristics, often leading to biased or discriminatory behavior.

6.7 ANSWERS TO SELF- CHECK EXERCISES

Exercise-1

- Answer1 c) Equality before the law
 Answer2 b) Article 16
 Answer3 b) Abolition of untouchability
 Answer4 b) By promoting their educational and economic interests
 Answer5 c) Technological Advancement
 Answer6 b) Embedded discriminatory practices within policies and procedures
 Answer7 b) Providing accessibility improvements and special education programs
 Answer8 d) Article 21

Exercise-2

- Answer1 Scheduled Castes and Scheduled Tribes
 Answer2 Brotherhood
 Answer3 language
 Answer4 Directive Principles

6.8 REFERENCES / SUGGESTED READINGS

Aggarwal, J.C. (2007). *Modern Indian Education*. New Delhi: Shipra Publications.
 Government of India (1966). *Education and national development. Report of the Education Commission (1964-66)*. New Delhi: Ministry of Education.
 Rao, Digumurti Bhaskara and Harshitha, Digumanti (2000). *Education in India*. New Delhi: A.P.S. Publication.
 Singh, D.P & Ritu Mor. (2013). *Community Participation in School Education*, Shipra Publications, New Delhi.
 Varghese, N.V. (1993) *A Manual for Planning Education at District Level* New Delhi, NIEPA (Mimeo).

6.9 TERMINAL QUESTIONS

- Q1. Examine the constitutional safeguards designed to prevent discrimination in education. How effective are these safeguards in promoting educational equity?
 Q2. Discuss the various forms of discrimination in education and their underlying factors.
 Q3. How do these forms of discrimination impact the educational experiences and outcomes of students from marginalized groups?

UNIT-7

RIGHT TO EDUCATION: HISTORICAL DEVELOPMENT, PROVISIONS, ISSUES AND CHALLENGES IN IMPLEMENTATION.

Structure

- 7.1 Introduction
- 7.2 Learning objectives
- 7.3 International legal basis and Assessment of Fulfilment
Self- check Exercise-1
- 7.4 Right to Education: Historical Development and Implementation
Self- check Exercise-2
- 7.5 Constitutional Provisions Regarding Right to Education in India
Self- check Exercise-3
- 7.6 Issues, Challenges and Problems in Implementing the RTE Act
Self- check Exercise-4
- 7.7 Summary
- 7.8 Glossary
- 7.9 Answers to self- check Exercises
- 7.10 References / Suggested Readings
- 7.11 Terminal Questions

7.1 INTRODUCTION

The **right to education** is a universal entitlement to education. This is recognized in the International Covenant on Economic, Social and Cultural Rights as a human right that includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all, in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education, ideally by the progressive introduction of free higher education.

The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these access to education provisions, the right to education encompasses the obligation to rule out discrimination at all levels of the educational system, to set minimum standards and to improve the quality of education.

7.2 LEARNING OBJECTIVES

After going through this unit, learners will be able to:

1. Describe Historical background of Right to Education.
2. Enlist the provision for Right to Education.
3. Explain challenges in implementing the RTE Act.

7.3 INTERNATIONAL LEGAL BASIS AND ASSESSMENT OF FULFILMENT INTERNATIONAL LEGAL BASIS

The right to education is reflected in international law in Article 26 of the Universal Declaration of Human Rights and Articles 13 and 14 of the International Covenant on Economic, Social and Cultural Rights.

The right to education has been reaffirmed in the 1960 UNESCO Convention against Discrimination in Education, the 1981 Convention on the Elimination of All Forms of Discrimination Against Women, and the 2006 Convention on the Rights of Persons with Disabilities

In Europe, Article 2 of the first Protocol of 20 March 1952 to the European Convention on Human Rights states that the right to education is recognized as a human right and is understood to establish an entitlement to education. According to the International Covenant on Economic, Social and Cultural Rights, the right to education includes the right to free, compulsory primary education for all, an obligation to develop secondary education accessible to all in particular by the progressive introduction of free secondary education, as well as an obligation to develop equitable access to higher education in particular by the progressive introduction of free higher education. The right to education also includes a responsibility to provide basic education for individuals who have not completed primary education. In addition to these access to education provisions, the right to education encompasses also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve quality. The European Court of Human Rights in Strasbourg has applied this norm for example in the Belgian linguistic case. Article 10 of the European Social Charter guarantees the right to vocational education

DEFINITION

Education narrowly refers to formal institutional instructions. Generally, international instruments use the term in this sense and the right to education, as protected by international human rights instruments, refers primarily to education in a narrow sense. The 1960 UNESCO Convention against Discrimination in Education defines education in Article 1(2) as: "all types and levels of education, (including) access to education, the standard and quality of education, and the conditions under which it is given."

In a wider sense education may describe "all activities by which a human group transmits to its descendants a body of knowledge and skills and a moral code which enable the group to subsist". In this sense education refers to the transmission to a subsequent generation of those skills needed to perform tasks of daily living, and further passing on the social, cultural, spiritual and philosophical values of the particular community. The wider meaning of education has been recognised in Article 1(a) of UNESCO's 1974 *Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms*. The article states that education implies: "the entire process of social life by means of which individuals and social groups learn to develop consciously within, and for the benefit of, the national and international communities, the whole of their personal capabilities, attitudes, aptitudes and knowledge."

The European Court of Human Rights has defined education in a narrow sense as "teaching or instructions... in particular to the transmission of knowledge and to intellectual development" and in a wider sense as "the whole process whereby, in any society, adults endeavour to transmit their beliefs, culture and other values to the young."

ASSESSMENT OF FULFILMENT

The fulfilment of the right to education can be assessed using the 4 As framework, which asserts that for education to be a meaningful right it must be **available, accessible, acceptable and adaptable**. The 4 As framework was developed by the former UN Special Rapporteur on the Right to Education, Katarina Tomasevski, but is not necessarily the standard used in every international human rights instrument and hence not a generic guide to how the right to education is treated under national law.

The 4 As framework proposes that governments, as the prime duty-bearers, have to respect, protect and fulfil the right to education by making education available, accessible, acceptable and adaptable. The framework also places duties on other stakeholders in the education process: the child, which as the privileged subject of the right to education has the duty to comply with compulsory education requirements, the parents as the 'first educators', and professional educators, namely teachers.

The 4 As have been further elaborated as follows:

- **Availability** – funded by governments, education is universal, free and compulsory. There should be proper infrastructure and facilities in place with adequate books and materials for students. Buildings should meet both safety and sanitation standards, such as having clean drinking water. Active recruitment, proper training and appropriate retention methods should ensure that enough qualified staff is available at each school.
- **Accessibility** – all children should have equal access to school services, regardless of gender, race, religion, ethnicity or socio-economic status. Efforts should be made to ensure the inclusion of marginalized groups including children of refugees, the homeless or those with disabilities in short there should be universal access to education i.e. access to all. There should be no forms of segregation or denial of access to any students. This includes ensuring that proper laws are in place against any child labour or exploitation to prevent children from obtaining primary or secondary education. Schools must be within a reasonable distance for children within the community, otherwise transportation should be provided to students, particularly those that might live in rural areas, to ensure ways to school are safe and convenient. Education should be affordable to all, with textbooks, supplies and uniforms provided to students at no additional costs.
- **Acceptability** – the quality of education provided should be free of discrimination, relevant and culturally appropriate for all students. Students should not be expected to conform to any specific religious or ideological views. Methods of teaching should be objective and unbiased and material available should reflect a wide array of ideas and beliefs. Health and safety should be emphasized within

schools including the elimination of any forms of corporal punishment. Professionalism of staff and teachers should be maintained.

- **Adaptability** – educational programs should be flexible and able to adjust according to societal changes and the needs of the community. Observance of religious or cultural holidays should be respected by schools in order to accommodate students, along with providing adequate care to those students with disabilities.

A number of international NGOs and charities work to realise the right to education using a rights-based approach to development.

SELF- CHECK EXERCISE-1

Q1. Which international document declares that everyone has the right to education and that elementary education should be compulsory and free?

- a) International Covenant on Economic, Social and Cultural Rights (ICESCR)
- b) Universal Declaration of Human Rights (UDHR)
- c) Convention on the Rights of the Child (CRC)
- d) Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW)

Q2. What does Article 13 of the International Covenant on Economic, Social and Cultural Rights (ICESCR) emphasize about education?

- a) Education should be free and compulsory at all levels.
- b) Education should promote the full development of human personality and respect for human rights.
- c) Education should be limited to primary levels.
- d) Education should be regulated by private institutions only.

Q3. Which article of the Convention on the Rights of the Child (CRC) emphasizes the right to free and compulsory primary education?

- a) Article 12
- b) Article 20
- c) Article 28
- d) Article 35

Q4. The Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW) focuses on which aspect of education?

- a) Ensuring free higher education for women
- b) Eliminating discrimination against women in education
- c) Restricting education to gender-specific roles
- d) Promoting education only in rural areas

Q5. Article 24 of the Convention on the Rights of Persons with Disabilities (CRPD) emphasizes the right to education for persons with disabilities by promoting:

- a) Separate educational institutions
- b) Inclusive education and equal access
- c) Limited educational opportunities
- d) Higher education only for persons with disabilities

Q6. What is a key challenge in assessing the fulfilment of the right to education?

- a) Ensuring educational institutions are privately managed
- b) Monitoring and evaluating the quality of education
- c) Restricting access to higher education
- d) Limiting funding for educational infrastructure

7.4 RIGHT TO EDUCATION: HISTORICAL DEVELOPMENT AND IMPLEMENTATION

HISTORICAL DEVELOPMENT:

In Europe, before the Enlightenment of the eighteenth and nineteenth century, education was the responsibility of parents and the church. With the French and American Revolution education was established also as a public function. It was thought that the state, by assuming a more active role in the sphere of education, could help to make education available and accessible to all. Education had thus far been primarily available to the upper social classes and public education was perceived as a means of realising the egalitarian ideals underlining both revolutions. However, neither the American Declaration of Independence (1776) nor the French Declaration of the Rights of Man (1789) protected the right to education as the liberal concepts of human rights in the nineteenth century envisaged that parents retained the primary duty for providing education to their children. It was the states obligation to ensure that parents complied with this duty, and many states enacted legislation making school attendance compulsory. Furthermore, child labour laws were enacted to limit the number of hours per day children could be employed, to ensure children would attend school. States also became involved in the legal regulation of curricula and established minimum educational standards.

In *on Liberty* John Stuart Mill wrote that an "education established and controlled by the State should only exist, if it exists at all, as one among many competing experiments, carried on for the purpose of example and stimulus to keep the others up to a certain standard of excellence." Liberal thinkers of the nineteenth century pointed to the dangers to too much state involvement in the sphere of education, but relied on state intervention to reduce the dominance of the church, and to protect the right to education of children against their own parents. In the latter half of the nineteenth century, educational rights were included in domestic bills of rights. The 1849 *Paulskirchenverfassung*, the constitution of the German Empire, strongly influenced subsequent European constitutions and devoted Article 152 to 158 of its bill of rights to education. The constitution recognised education as a function of the state, independent of the church. Remarkable at the time, the constitution proclaimed the right to free education for the poor, but the constitution did not explicitly require the state to set up educational institutions. Instead the constitution protected the rights of citizens to found and operate schools and to provide home education. The constitution also provided for freedom of science and teaching, and it guaranteed the right of everybody to choose a vocation and train for it.

The nineteenth century also saw the development of socialist theory, which held that the primary task of the state was to ensure the economic and social well-being of the community through government intervention and regulation. Socialist theory

recognised that individuals had claims to basic welfare services against the state and education was viewed as one of these welfare entitlements. This was in contrast to liberal theory at the time, which regarded non-state actors as the prime providers of education. Socialist ideals were enshrined in the 1936 Soviet Constitution, which was the first constitution to recognise the right to education with a corresponding obligation of the state to provide such education. The constitution guaranteed free and compulsory education at all levels, a system of state scholarships and vocational training in state enterprises. Subsequently the right to education featured strongly in the constitutions of socialist states. As a political goal, right to education was declared in F. D. Roosevelt's 1944 speech on the Second Bill of Rights.

IMPLEMENTATION

International law does not protect the right to pre-primary education and international documents generally omit references to education at this level. The Universal Declaration of Human Rights states that everyone has the right to education, hence the right applies to all individuals, although children are considered as the main beneficiaries.

The rights to education are separated into three levels:

- Primary (Elemental or Fundamental) Education. This shall be compulsory and free for any child regardless of their nationality, gender, place of birth, or any other discrimination. Upon ratifying the International Covenant on Economic, Social and Cultural Rights States must provide free primary education within two years.
- Secondary (or Elementary, Technical and Professional in the UDHR) Education must be generally available and accessible.
- Higher Education (at the University Level) should be provided according to capacity. That is, anyone who meets the necessary education standards should be able to go to university.

Both secondary and higher education shall be made accessible "by every appropriate means, and in particular by the progressive introduction of free education".

Compulsory education

The realisation of the right to education on a national level may be achieved through compulsory education, or more specifically free compulsory primary education, as stated in both the Universal Declaration of Human Rights and the International Covenant on Economic, Social and Cultural Rights.

RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE), is an Act of the Parliament of India enacted on 4 August 2009, which describes the modalities of the importance of free and compulsory education for children between 6 and 14 in India under Article 21A of the Indian Constitution. India became one of 135 countries to make education a fundamental right of every child when the act came into force on 1 April 2010.

HISTORY:

Present Act has its history in the drafting of the Indian constitution at the time of Independence but is more specifically to the Constitutional Amendment of 2002 that

included the Article 21A in the Indian constitution making Education a fundamental Right. This amendment, however, specified the need for a legislation to describe the mode of implementation of the same which necessitated the drafting of a separate Education Bill.

A rough draft of the bill was composed in year 2005. It received much opposition due to its mandatory provision to provide 25% reservation for disadvantaged children in private schools. The sub-committee of the Central Advisory Board of Education which prepared the draft Bill held this provision as a significant prerequisite for creating a democratic and egalitarian society. Indian Law commission had initially proposed 50% reservation for disadvantaged students in private schools. 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. The Act makes education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools (except the minority institutions) to reserve 25% of seats for the poor and other categories of children (to be reimbursed by the state as part of the public-private partnership plan). Children are admitted in to private schools based on caste-based reservations. It also prohibits all

unrecognized schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission. The Act also provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. There is also a provision for special training of school drop-outs to bring them up to par with students of the same age. The RTE act requires surveys that will monitor all neighbourhoods, identify children requiring education, and set up facilities for providing it. The World Bank education specialist for India, Sam Carlson, has observed: "The RTE Act is the first legislation in the world that puts the responsibility of ensuring enrolment, attendance and completion on the Government. It is the parents' responsibility to send the children to schools in the US and other countries".

The Right to Education of persons with disabilities until 18 years of age is laid down under a separate legislation- the Persons with Disabilities Act. A number of other provisions regarding improvement of school infrastructure, teacher-student ratio and faculty are made in the Act.

HISTORY OF RIGHT TO EDUCATION/TIMELINE OF IMPORTANT EVENTS:

1950: Constitution of India contained Article 45, as one of the directive principles of State policy, which states that:

"The State shall endeavor 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."

1968: First National Commission for education under Dr. Kothari submits its reports. It introduced several far-reaching changes as uniform curriculum for both boys and girls, mathematics and science as compulsory subjects etc. It also proposed a Common School System.

1976: Constitution amendment making education a concurrent subject (responsibility of both state and center) was passed.

1986: National policy on Education (NPE) endorsing Common School System (CSS) was formulated. Subsequent NPE's endorsed CSS but it has never been implemented.

1993: The Supreme court in the case *Unnikrishnan vs State of Andhra Pradesh* ruled that the right to education is a fundamental right that flows from the Right to life in Article 21 of the Constitution.

1997: Constitution Amendment making Education a fundamental right was introduced.

2002: 86th Constitution Amendment added Article 21A stating that "The State shall provide free and compulsory education to all children of the age six to fourteen years in such a way as the State may, by law, determine." The 86th Amendment also modified Article 45 which reads as "The state shall endeavor to provide early childhood care and education for all children until they complete the age of 6 years".

2005: CABE committee report constituted to draft the Right to Education Bill submits its report.

July 2006: Media reports indicate that federal government is planning to ask all state governments to pass Right to Education bill in their respective legislatures based on a model bill drafted by federal Government. It has shelved plans to introduce a federal bill in this regard.

MAIN PROVISIONS OF THE ACT:

-Every child between the ages of six to fourteen years shall have the right to free and compulsory education in a neighbourhood school, till completion of elementary education - External website that opens in a new window.

-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.

-Where a child above six years of age has not been admitted to any school or though admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or her age.

-The appropriate government and local authority shall establish a school, if it is not established, within the given area in a period of three years from the commencement of this Act. The Central and the State Governments shall have concurrent responsibility for providing funds for carrying out the provisions of this Act.

-As per the provision of the Act, the Central Government has authorised the National Council of Educational Research & Training (NCERT) - External website that opens in a new window as the academic authority to lay down the curriculum and evaluation procedure for elementary education and develop a framework of national curriculum.

This Act is an essential step towards improving each child's accessibility to secondary - External website that opens in a new window and higher education - External website that opens in a new window. The Act also contains specific provisions for disadvantaged groups, such as child labourers, migrant children, children with special needs, or those who have a disadvantage owing to social, cultural, economic, geographical, linguistic, gender or any such factor.

SELF- CHECK EXERCISE-2.

Q.1 Which of the following is NOT typically a factor in assessing the fulfilment of the right to education?

- a) Access and enrolment rates
- b) Quality of education
- c) Administrative and bureaucratic efficiency
- d) Age of students

Q.2 In which year was the Right of Children to Free and Compulsory Education Act (RTE) enacted in India?

- a) 2000
- b) 2005
- c) 2009
- d) 2015

7.5 CONSTITUTIONAL PROVISIONS REGARDING RIGHT TO EDUCATION IN INDIA:

The Right of Children to Free and Compulsory Education Act seeks to provide education to children aged between 6 to 14 years.

This is stated as per the 86th Constitution Amendment Act added Article 21 A. The Act, one of the flagship programmes in the 100-day agenda of the UPA government, also earmarks 25 per cent seats to weaker sections in private schools.

The Right to Education:

The right to education is recognised as a human right by the United Nations and is understood to establish an entitlement to free, compulsory primary education for all children, an obligation to develop secondary education accessible to all children, as well as equitable access to higher education, and a responsibility to provide basic education for individuals who have not completed primary education.

In addition to this access to education provisions, the right to education encompasses also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve the quality of education.

Right to Education in India and Constitutional Provisions:

The Right to Education is not a Fundamental Right in India but 'The Right of Children to free and Compulsory Education Act' is an effort to include this right in the Constitution as a fundamental one. It will support the Fundamental Right of the children from age 6 to 14 years under article 21A of the Constitution to get free elementary education and the eleventh Fundamental Duty under Article 51A that were introduced by the 86th Constitution (Amendment) Act, 2002, along with Article 45 under the category of Directive Principles of the State Policy.

The Act seeks to make access to education more equitable. Vetting of students and parents, and demands for arbitrary capitation fees to secure admission to public schools will be proscribed under the legislation which obliges private schools to make a quarter of their places available to disadvantaged children on a non-fee-paying basis. It mandates school management committees to take charge of neighbourhood schools. It also speaks of a common board that will do away with the differential educational standards in the country.

Relevance of the Right in Indian Context:

For those households with incomes below the official poverty line, the only hope for a future lies in education and resultant empowerment. According to the Government's own data, such households account for 27.5 per cent of India's one billion-plus population.

Independent research and CRY's own experience shows that the number of poor in India is closer to 70 per cent – those for whom day-to-day incomes barely cover living expenses. For this majority of Indians, the Constitutional Amendment in 2001 came with the promise that this liberal democracy will actually assume responsibility for all its citizens.

Some Important Facts and Figures:

Latest government estimates show 70 million children are out of school. This category largely comes from India's poorest – those who cannot and should not be forced to pay for schooling. Estimates show that the private education sector is valued at \$40 billion (Rs 160,000 crore) in India. The HRD Ministry needs to get Section 25 of the Companies Act amended for this.

The world's most developed economies, such as the US, the UK and France allocate 6-7 per cent of their national budgets on public education and health. India by contrast, allocates just 3 per cent for education and around 1 per cent for health.

When we made education a Constitutional right, at par with the right to life, it hardly befitted the spirit of the Constitution to take such a minimalist approach to child rights. The 2009-2010 Budget ratifies the minimalist approach, by not increasing the Sarva Shiksha Abhiyan allocation (it remains, as in the previous year, at Rs 13,100 crore).

To make any real impact on children's lives, the country needs to spend at least 10 per cent of GDP on school education and health. Currently, the spending on schooling is 1.28 per cent (the total government outlay is 3.3 per cent) of GDP.

CRITICAL ASSESSMENT OF THE ACT:

The Act that makes this Constitutional right legal is conspicuously silent on increasing the State outlay for Government schooling. Instead, it shifts the responsibility of 'poor students' to private schools (the 25 per cent reservation clause), which have in the past raised objections to such a proposal.

Instead of the equitable education based on mutual dignity that the Amendment envisaged, such a provision shuts out the poor as a class and further deepens class barriers. In addition, following on the lines of the Constitutional Amendment, the Act limits its ambit to children between the ages of 6 and 14.

Education up to Class 8th is hardly enough either to equip a child with the basic skills needed for gainful employment or even to make an individual equipped to function with a basic degree of self-reliance and empowerment. After all, this is the right to education Act and not the right to literacy and numeracy alone.

By limiting free education between Classes 1 and 8, we are offering low educational standards to all children, a decision that impacts the poorest badly. This selection of the 6-14 age groups is arbitrary and actively countermands the country's promise to its children, of making education available, accessible and acceptable.

SELF- CHECK EXERCISE-3

Q1. Which article of the Indian Constitution was amended by the 86th Amendment Act of 2002 to include the right to free and compulsory education for children aged 6 to 14 years?

- a) Article 21
- b) Article 45
- c) Article 21A

d) Article 29

Q2. What does Article 45 of the Indian Constitution focus on after the 86th Amendment Act of 2002?

- a) Free and compulsory education for children aged 6 to 14 years
- b) Early childhood care and education for children below six years
- c) Promotion of educational and economic interests of SCs and STs
- d) Prohibition of discrimination in public employment

Q3. Which article prohibits discrimination by the State on the grounds of religion, race, caste, sex, or place of birth and allows for special provisions for the advancement of backward classes?

- a) Article 15
- b) Article 16
- c) Article 29
- d) Article 21A

Q4. Article 29 of the Indian Constitution provides protection for which of the following?

- a) Equality of opportunity in public employment
- b) Free and compulsory education for children
- c) The cultural and educational rights of minorities
- d) Early childhood care and education

Q5. Which article guarantees that no minority shall be denied admission to any educational institution maintained by the State on grounds of religion, race, caste, or language?

- a) Article 21A
- b) Article 45
- c) Article 15
- d) Article 29

7.6 ISSUES AND CHALLENGES IN IMPLEMENTING THE RTE ACT

Out-of-school children According to the 2001 census, 8.5 crore children are out of school in India. However, latest figures from the Human Resource Development Ministry put the number at 80 lakhs. This disparity is because the government has been trying to divide the children into two sections.

According to the National Crime Records Bureau, every year around 65,000 children fall victim to trafficking. Only 10% of such cases are registered with the police. Officially, therefore, only 6,500 children are trafficking victims. Besides this, around 1.20 crore children are involved in child labour (2001 census), keeping them out of school.

One of the sections into which the government has tried to divide out-of-school children is those who have never enrolled in school. But here the question arises: if these children have never been enrolled in school how have they been counted? By which agency? And what was the methodology adopted?

The second section includes children who have dropped out of school. Children who do not attend school for three months are considered to have dropped out. In some states the period is 15 days; in others it's one month.

Taking these two sections together, the total number of out-of-school children is around 80 lakhs. Nevertheless, the disparity between the figures of the two departments -- a drop from around 8 crores to 80 lakh -- is nothing short of magic! And even if the 80-lakh figure is correct, it's still a huge number and the children are not out of school because of choice. To believe that the RTE Act will magically put all such kids into classrooms would be naïve.

Some states have claimed that there has been a jump of 120% in school admissions. This has to be taken with a pinch of salt. The 2011 census will make the picture clearer.

A recent survey under the Sarva Shiksha Abhiyan programme in Rajasthan found that 12 lakh children were out of school. Of these, 7.13 lakh children were girls and the rest were boys. Other states must carry out similar studies.

Coordination between various implementing agencies

Every other day we see children working at roadside restaurants, in people's homes, on the roads and in tea stalls. To pick these children up and put them in school is hardly as easy as it sounds. To begin with, rescue of child labourers and punishing the employer is the work of the Labour Ministry and the police. The responsibility of bringing children to schools and providing them quality education is the work of the Human Resource Development Ministry. Then again, monitoring implementation of the RTE Act is the responsibility of the child rights commissions in each state, which are under the Women and Child Development Department. As of now, not all states have even notified the RTE rules. It is crucial therefore that the efforts of all these agencies are coordinated for the larger goal of providing education to all children to become a reality.

Various kinds of schools

It's a strange irony that while on the one hand the government wants to provide quality education to all children, across all barriers, on the other hand it recognises four kinds of schools under the Right to Education Act.

- Government schools.
- Government-aided schools.
- Special schools recognised by the government such as kendriya vidyalayas, navodaya vidyalaya and sainik schools. There are others at the state level too.
- Private schools.

With such a variety of schools, it is only natural that quality of education varies. Once again it boils down to the rich being able to afford better quality education and the poor having to compromise with something inferior.

So what is the need of the day?

For quality education to truly reach every child in the country, it is necessary that the following steps are taken:

- Each state should prepare a set of model rules for implementation of the right to education, with the participation of the community and other stakeholders.

- Although the RTE Act puts the applicable age-group at 6-14, it has been left to the states to decide whether they want to widen this group, say from 0-18 as Kerala has done. States should think about including more children under the Act's ambit.
- With the Act coming into effect, it has been found that there is a shortage of 12-13 lakh teachers in schools. The states must take steps to employ more teachers and not rely on para-teachers to provide children with quality education.
- The government should ensure that all government schools are well-equipped to take in students, so that they are not left with the sole choice of going to private schools.
- School management committees should take it upon themselves to spread awareness about the Act at the community level, in panchayats, so that people are encouraged to send their children to school.
- School management committees should be provided the necessary financial and other support by the state to go about their duties.
- For effective implementation of the RTE Act, states should give some sort of judicial power to the education department.
- The public private partnership (PPP) model in primary education should be avoided at all costs so that there is no commercialisation of education.
- There is a conflict between the child labour law and the Right to Education Act, although both deal with related issues and promote the overall development of children. It is important to bring them in step, to avoid confusion.
- To effectively implement the RTE Act, the Human Resource Development Ministry, Labour Ministry, Women and Child Development Ministry, Panchayati Raj Ministry and Rural Development Ministry have to work together. There should be an umbrella body that brings all these agencies together to work towards a common goal.
- The government must make every effort to become self-sufficient by using the education cess and other taxes to effectively implement the RTE Act. It must not always beg from the private sector.

ISSUES AND PROBLEMS IN IMPLEMENTATION OF RTE:

No doubt the RTE have far reaching consequences for implementing the mission of free and compulsory elementary education. This task, however, is not much easy as it appears. Because, the prevailing harsh socio-cultural and economic ground realities pose daunting challenges for executing RTE.

Human Resource: Though RTE was implemented on April 1, 2010 for whole country, except Jammu & Kashmir, some states have expressed their reservations to some provisions of the Act. There are controversies between the Central and State Governments issues related to the implementation of RTE Act. The MHRD Report (RTE the Second Year) reveals that certain provisions of RTE have not been fully implemented in some of the State and Union Territories. The issues related to funding are also acting as a hurdle in the implementation of the Act. There are certain provisions such as construction of new schools and toilets, has to match up with the requirement of the RTE. And these targets have to be realized by every

State. Due to financial constraints some states expressed their inability to adhere to the RTE norms and standards.

School Management Committee: There are problems in the constitution and functioning of school management committees. Some elementary school teachers desired to improve the selection process of school management committees in the rural area. They want that there should be provision of an observer appointed by the government to conduct the election of school management committees in schools. The school management committee has to play its constructive role in functioning of the school to impart quality and equitable education to children.

Prerequisite of Professionally Qualified Teachers: Teacher development can be defined as a systematized, continuous and coherent process of professional development of teachers in accordance with professional competency standards and framework. Teacher development needs to include training in order to adapt to the evolution of teaching and learning processes and methodology. There is a need to shift 'training' to professional preparedness of teachers. The question about knowledge, attitude and skills an effective teacher should possess is a subject to debate. The fact remains that the quality of education is dependent on the preparation of high-quality teachers.

Enrolment of Children of Economically Weaker Sections: As per the RTE provisions, the unaided private schools are required to reserve 25% seats for children from economically weaker sections of society. No method, however, is prescribed for selection of 25% poor children for admission in unaided private schools. They can choose the children in the way that would benefit them. In spite of this, the private schools have been expressing one or the other excuse for not admitting such children. Their general impression is that due to underprivileged children in their schools they have to compromise discipline and quality of education. The fact is that private schools are elitist and are trying to resist government control over admission. They feel that the rights they are enjoying for years would be taken and the basic character of the private schools would also be demolished. As a result of this resistance in private schools many states are facing problems in implementing relevant provisions of the RTE Act.

Pupil Teacher Ratio: Pupil teacher ratio is one of the maintaining the required PTR because for this country as whole has to recruit more than 13 lakh teachers within a time frame.

Dropouts: The national dropout rate is about 7%. Major reasons of dropout in India are poverty and child labour, lack of toilet for girls in schools, lack of drinking water facility, lack of playgrounds, lack of teachers, caste and gender discrimination, lack of pre-schooling and inadequate learning tools. The high dropout rate pushes us to think about inadequate infrastructure, social biases and gender difference as main causes for it.

Children with Special Needs: RTE has a provision for providing children friendly environment in schools. On analysis of data it was found that more than 50% schools didn't have disabled friendly in the country. This may lead to dropout of

disabled children in schools. This problem is more serious in the schools located in the rural and remote areas of the country.

Single Teacher School: As per the latest data 9% of the elementary schools are still being managed by a single teacher. There are schools in the remote area without any teacher. In some schools the teachers do not come regularly. There is no monitoring of such teachers by bodies such as the government or school management committees. In such a circumstance how right to education can be ensured right to education.

Physical Infrastructure: In second year on RTE(MHRD,2012), some infrastructural issues are addressed, which will help us to understand the linkage between the existing and expecting infrastructure facilities in schools. The report Excellence International Journal of Education and Research undoubtedly indicates that 16% of schools still don't have toilets. This is an alarming number. On one side, provisions are made to bring children to schools and provide them opportunity to stay in the schools, whereas on other hand, they are not able to get the basic facilities like toilets, drinking water, etc. This is an overall situation, if counting will go deeper up to separate toilets for girl children, situation will be more horrible. The teachers have to retain children in school for hours to gather without having the facilities of toilets. Physical and Human resources are needed safe drinking water toilets and nutritious meals.

Quality Concerns: Children are entitled not only for education but also for quality education. Quality in elementary education is one of the vital issues. After implementation of RTE Act, every stakeholder is concerned about quality education. The major challenge is to ensure the availability of professionally qualified and committed teachers in sufficient number to impart child-centred education. Absenteeism of teachers, single teacher school, proxy teachers, etc., is some challenges which need to be addressed seriously to ensure high quality elementary education in the country. RTE's provisions could not become part of total school environment. As a result, the initiative failed to improve classroom processes as envisaged under RTE Act. What happens in a class room plays an important role in overall development of children. Generally, teachers feel that since Continuous and Comprehensive Evaluation (CCE) was introduced, their written work has increased. Maximum time is spent on keeping records. It however does not mean that there is something wrong with CCE. It is rather the way CCE is understood and practiced by the teacher in schools. This is a challenge for the government to attain minimum level of learning in such a situation.

SELF- CHECK EXERCISE-4

Q1. What is a major issue affecting the implementation of the RTE Act in many rural and underserved areas?

- a) Excessive government funding
- b) Infrastructure deficiencies
- c) Overqualified teachers
- d) Too many schools

Q2. Which challenge is associated with improving the quality of education under the RTE Act?

- a) Lack of school buildings
- b) Outdated curricula and ineffective teaching methods
- c) Excessive government regulation
- d) High teacher salaries

Q3. What is a significant challenge related to teacher shortages under the RTE Act?

- a) Overabundance of trained teachers
- b) Insufficient teacher training and professional development
- c) Too many teachers applying for jobs
- d) Teachers' high salaries

Q4. What is essential for ensuring compliance with the RTE Act's provisions?

- a) Strengthening monitoring and evaluation mechanisms
- b) Reducing the number of schools
- c) Limiting the use of technology in classrooms
- d) Increasing tuition fees

Q5. What is a major issue related to financial constraints in implementing the RTE Act?

- a) Excessive government spending on education
- b) Inadequate funding and resource allocation
- c) Overfunding of private schools
- d) Insufficient budget for extracurricular activities

Q6. Which social barrier is a challenge to the implementation of the RTE Act?

- a) High rates of school enrolment
- b) Gender bias and caste discrimination
- c) Excessive educational resources
- d) Low teacher-student ratios

Q7. What challenge is associated with high dropout rates under the RTE Act?

- a) Excessive academic pressure on students
- b) Economic pressures and child labour
- c) Over availability of secondary schools
- d) Strict attendance policies

Q8. Which aspect of the RTE Act poses a challenge for children with disabilities and special needs?

- a) Inadequate funding for private schools
- b) Inclusive education practices and support
- c) Overqualified teachers
- d) Lack of interest in education

7.7 SUMMARY

The noble objective of the right of every child to education can be achieved by collective efforts of all the stakeholders. There is a need for coordination, with strong political will and commitment, between the central and state government agencies. Inaction a law alone cannot guarantee the right to education in the country.

The stakeholders such as, teachers, head of the institutions, village panchayat, school management committee, parents, non-government organizations, and key persons of society can collectively make quality education accessible to every child under the overall umbrella of the central and state governments. Though necessary physical infrastructure/ facilities are desirable; they alone cannot guarantee quality education to every child. For practical shape, the ground level functionaries should be taken into confidence and constructively involved in preparing strategies in this regard. The ground level realities must find place in the preparation and implementation of plan for quality elementary education. The point of emphasis here is that coordinated efforts of all the stakeholders are precondition for the success of any initiative, including right to education. Due to social political, economic and geographical constraints, it is challenge before the country to implement the RTE ACT in true sense. Every literate person should also come forward and spread the usefulness of education to illiterate parents who are unable to appreciate the relevance of education in curbing the social evils. Social inequalities and monopolization by any group should not be permitted at any cost. In order to meet the goals, set by us, India must prioritize and invest in making the Act a reality through dialogue and consultation with key stakeholders within and outside the government. For this all the key stakeholders should work overwhelmingly to remove all psychological and social barriers in the implementation of the Act. The most important challenge, if the ground reality is considered, is the abject poverty which further perpetuates child labour and illiteracy. The poverty coupled with population explosion emerges as the root causes of depriving the children their right to education. If our government is really serious about effective implementation of RTE, then the poverty has to be accepted as a biggest challenge.

7.8 GLOSSARY

Right of Children to Free and Compulsory Education (RTE) Act, 2009:

An Indian law that mandates free and compulsory education for children aged 6 to 14 years. It aims to ensure that every child has access to quality education and that no child is excluded from schooling.

7.9 ANSWERS TO SELF- CHECK EXERCISES

Exercise-1

- Answer 1 b) Universal Declaration of Human Rights (UDHR)
- Answer 2 b) Education should promote the full development of human personality and respect for human rights.
- Answer 3 c) Article 28
- Answer 4 b) Eliminating discrimination against women in education
- Answer 5 b) Inclusive education and equal access
- Answer 6 b) Monitoring and evaluating the quality of education

Exercise-2

- Answer1 d) Age of students
- Answer 2 c) 2009

Exercise-3

- Answer1 c) Article 21A
Answer2 b) Early childhood care and education for children below six years
Answer3 a) Article 15
Answer4 c) The cultural and educational rights of minorities
Answer5 d) Article 29

Exercise-4

- Answer1 b) Infrastructure deficiencies
Answer 2 b) Outdated curricula and ineffective teaching methods
Answer 3 b) Insufficient teacher training and professional development
Answer 4 a) Strengthening monitoring and evaluation mechanisms
Answer 5 b) Inadequate funding and resource allocation
Answer 6 b) Gender bias and caste discrimination
Answer 7 b) Economic pressures and child labor
Answer 8 b) Inclusive education practices and support

7.10 REFERENCES / SUGGESTED READINGS

- Aggarwal, J.C. (2007). *Modern Indian Education*. New Delhi: Shipra Publications.
Government of India (1966). *Education and national development. Report of the Education Commission (1964-66)*. New Delhi: Ministry of Education.
Rao, Digumurti Bhaskara and Harshitha, Digumanti (2000). *Education in India*. New Delhi: A.P.S. Publication.
Singh, D.P & Ritu Mor. (2013). *Community Participation in School Education*, Shipra Publications, New Delhi.
Varghese, N.V. (1993) *A Manual for Planning Education at District Level* New Delhi, NIEPA (Mimeo).

7.11 TERMINAL QUESTIONS

- Q1. Discuss the key provisions of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, and explain how they aim to ensure universal access to quality education for children in India.

UNIT-8

EDUCATION OF THE MARGINALIZED GROUPS (WOMEN AND SOCIALLY DISADVANTAGED): STATUS, ISSUES AND CONSTITUTIONAL PROVISIONS.

Structure

- 8.1 Introduction
- 8.2 Learning objectives
- 8.3 Meaning of Marginalized Groups and Marginalization
Self- check Exercise-1
- 8.4 Status and Issues in women Education in India
Self- check Exercise-2
- 8.5 Need and Importance of Women Education
Self- check Exercise-3
- 8.6 Constitutional Provisions for Women Education
Self- check Exercise-4
- 8.7 Summary
- 8.8 Glossary
- 8.9 Answers to self- check Exercise
- 8.10 References / Suggested Readings
- 8.11 Terminal Questions

8.1 INTRODUCTION

Marginality is an experience that affects millions of people throughout the world. People who are marginalized have relatively little control over their lives, and the resources available to them. This results in making them handicapped in delving contribution to society. A vicious circle is set up whereby their lack of positive and supportive relationships means that they are prevented from participating in local life, which in turn leads to further isolation. This has a tremendous impact on development of human beings, as well as on society at large. As the objective of development is to create an enabling environment for people to enjoy a productive, healthy, and creative life, it is important to address the issue of marginalization. Development is always broadly conceived in terms of mass participation. Marginalization deprives a large majority of people across the globe from participating in the development. It is a complex problem, and there are many factors that cause marginalization. This complex and serious problem need to be addressed at the policy level. This project deals with the problems associated with the groups suffering from marginalization and the ways to reduce them.

8.2 LEARNING OBJECTIVES:

After going through this lesson, learners will be able to:

Give the meaning of marginalized groups and marginalization.

Enlist the various marginalized groups and their problems.

Explain the status, issues and constitutional provisions for women and socially disadvantaged groups.

8.3 MEANING OF MARGINALIZED GROUPS AND MARGINALIZATION:

In general, the term 'marginalization' describes the overt actions or tendencies of human societies, where people who they perceive to undesirable or without useful function, are excluded, i.e., marginalized. These people, who are marginalized, from a GROUP or COMMUNITY for their protection and integration and are known as 'marginalized groups'. This limits their opportunities and means for survival. Peter Leonard defines marginality as, ". . . being outside the mainstream of productive activity and/or social reproductive activity".

The Encyclopaedia 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 centre'. Latin observes that, "'Marginality' is so thoroughly demeaning, for economic well-being, for human dignity, as well as for physical security. Marginal groups can always be identified by members of dominant society, and will face irrevocable discrimination." These definitions are mentioned in different contexts, and show that marginalization is a slippery and multi-layered concept. Marginalization has aspects in sociological, economic, and political debates. Marginalization may manifest itself in forms varying from genocide/ethnic-cleansing and other xenophobic acts/activities at one end of the spectrum, to more basic economic and social hardships at the unitary (individual/family) level.

Of course, the forms of marginalization may vary—generally linked to the level of development of society; culturally, and as (if not more) importantly, with relation to economics. For example, it would generally be true, that there would exist more "marginalized" groups in the Third World", and developing nations, that in the Developed/First-World nations. Indeed, there can be a distinction made, on the basis of the "choice" that one has within this context—those in the Third World who live under impoverished conditions, through no choice of their own (being far removed from the protectionism that exists for people in the First World,) are often left to die due to hunger, disease, and war. One can also add to this various minorities, as well as women... Within the First World, low-income drug addicts stand out as being the most marginalized. This deliberate or chosen marginalization of people carries with it aspects of a so-called "Social Darwinism".

To further clarify the meaning and concept let us discuss certain characteristics of marginalized groups:

Usually a minority group has the following characteristics

- 1) It suffers from discrimination and subordination.
- 2) They have physical and/or cultural traits that set them apart, and which are disapproved of, by a dominant group.
- 3) They share a sense of collective identity and common burdens.
- 4) They have shared social rules about who belongs, and who does not.
- 5) They have a tendency to marry within the group.

Thus, marginalization is a complex as well as shifting phenomenon linked to social status.

Various Marginalized Groups and Their Problems

Most vulnerable marginalized groups in almost every society can be summarized as below:

1. Women -

Under different economic conditions, and under the influence of specific historical, cultural, legal and religious factors, marginalization is one of the manifestations of gender inequality. In other words, women may be excluded from certain jobs and occupations, incorporated into certain others, and marginalized in others. In general they are always marginalized relative to men, in every country and culture. Women (or, men) don't present a homogeneous category where members have common interests, abilities, or practices. Women belonging to lower classes, lower castes, illiterate, and the poorest region have different levels of marginalization than their better off counterparts.

2. People with disabilities -

People with disabilities have had to battle against centuries of biased assumptions, harmful stereotypes, and irrational fears. The stigmatization of disability resulted in the social and economic marginalization of generations with disabilities, and, like many other oppressed minorities, this has left people with disabilities in a severe state of impoverishment for centuries. The proportion of disabled population in India is about 21.9 million. The percentage of disabled population to the total population is about 2.13 per cent. There are interstate and interregional differences in the disabled population. The disabled face various types of barriers while seeking access to health and health services. Among those who are disabled women, children and aged are more vulnerable and need attention.

3. Schedule Castes (Dalits) -

The caste system is a strict hierarchical social system based on underlying notions of purity and pollution. Brahmins are on the top of the hierarchy and Shudras or Dalits constitute the bottom of the hierarchy. The marginalization of Dalits influences all spheres of their life, violating basic human rights such as civil, political, social, economic and cultural rights. A major proportion of the lower castes and Dalits are still dependent on others for their livelihood. Dalits does not refer to a caste, but suggests a group who are in a state of oppression, social disability and who are helpless and poor. Literacy rates among Dalits are very low. They have meager purchasing power and have poor housing conditions as well as have low access to resources and entitlements. Structural discrimination against these groups takes place in the form of physical, psychological, emotional and cultural abuse which receives legitimacy from the social structure and the social system. Physical segregation of their settlements is common in the villages forcing them to live in the most unhygienic and inhabitable conditions. All these factors affect their health status, access to healthcare and quality of life. There are high rates of malnutrition reported among the marginalized groups resulting in mortality, morbidity and anemia. Access to and utilization of healthcare among the marginalized groups is influenced by their socio-economic status within the society.

Caste based marginalization is one of the most serious human rights issues in the world today, adversely affecting more than 260 million people mostly reside in India.

Caste-based discrimination entails social and economic exclusion, segregation in housing, denial and restrictions of access to public and private services and employment, and enforcement of certain types of jobs on Dalits, resulting in a system of modern-day slavery or bonded labour. However, in recent years due to affirmative action and legal protection, the intensity of caste-based marginalization is reducing.

4. Scheduled Tribes

The Scheduled Tribes like the Scheduled Castes face structural discrimination within the Indian society. Unlike the Scheduled Castes, the Scheduled Tribes are a product of marginalization based on ethnicity. In India, the Scheduled Tribes population is around 84.3 million and is considered to be socially and economically disadvantaged. Their percentages in the population and numbers however vary from State to State. They are mainly landless with little control over resources such as land, forest and water. They constitute a large proportion of agricultural laborers, casual laborers, plantation laborers, industrial laborers etc. This has resulted in poverty among them, low levels of education, poor health and reduced access to healthcare services. They belong to the poorest strata of the society and have severe health problems.

5. Elderly or Aged People –

Ageing is an inevitable and inexorable process in life. In India, the population of the elderly is growing rapidly and is emerging as a serious area of concern for the government and the policy planners. According to data on the age of India's population, in Census 2001, there are a little over 76.6 million people above 60 years, constituting 7.2 per cent of the population. The number of people over 60 years in 1991 was 6.8 per cent of the country's population. The vulnerability among the elderly is not only due to an increased incidence of illness and disability, but also due to their economic dependency upon their spouses, children and other younger family members. According to the 2001 census, 33.1 per cent of the elderly in India live without their spouses. The widowers among older men form 14.9 per cent as against 50.1 per cent widows among elderly women. Among the elderly (80 years and above), 71.1 per cent of women were widows while widowers formed only 28.9 per cent of men. Lack of economic dependence has an impact on their access to food, clothing and healthcare. Among the basic needs of the elderly, medicine features as the highest unmet need. Healthcare of the elderly is a major concern for the society as ageing is often accompanied by multiple illnesses and physical ailments.

6. Children –

Children Mortality and morbidity among children are caused and compounded by poverty, their sex and caste position in society. All these have consequences on their nutrition intake, access to healthcare, environment and education. Poverty has a direct impact on the mortality and morbidity among children. In India, a girl child faces discrimination and differential access to nutritious food and gender based violence is evident from the falling sex ratio and the use of technologies to eliminate the girl child. The manifestations of these violations are various, ranging from child

labor, child trafficking, to commercial sexual exploitation and many other forms of violence and abuse. With an estimated 12.6 million children engaged in hazardous occupations (2001 Census), for instance, India has the largest number of child laborers under the age of 14 in the world. Among children, there are some groups like street children and children of sex workers who face additional forms of discrimination. A large number of children are reportedly trafficked to the neighboring countries. Trafficking of children also continues to be a serious problem in India. While systematic data and information on child protection issues are still not always available, evidence suggests that children in need of special protection belong to communities suffering disadvantage and social exclusion such as scheduled casts and tribes, and the poor (UNICEF, India).

7. Sexual Minorities –

Another group that faces stigma and discrimination are the sexual minorities. Those identified as gay, lesbian, transgender, bisexual, kothi and hijra; experience various forms of discrimination within the society and the health system. Due to the dominance of heteronormous sexual relations as the only form of normal acceptable relations within the society, individuals who are identified as having same-sex sexual preferences are ridiculed and ostracized by their own family and are left with very limited support structures and networks of community that provide them conditions of care and support. Their needs and concerns are excluded from the various health policies and programs.

SELF- CHECK EXERCISE-1

Q1. What does the term "marginalized groups" refer to?

- a) Groups that are economically advantaged and have high social status
- b) Groups that are systematically disadvantaged and excluded from mainstream activities
- c) Groups that have equal access to resources and opportunities
- d) Groups that dominate societal institutions and decision-making

Q2. Which of the following is a characteristic of marginalized groups?

- a) High income levels and economic prosperity
- b) Full access to education and healthcare
- c) Systematic exclusion from mainstream social, economic, and political activities
- d) Active participation in all levels of decision-making

Q3. Which of the following is NOT a common cause of marginalization?

- a) Economic inequality
- b) Social and cultural integration
- c) Discrimination based on race, gender, or disability
- d) Political disempowerment

Q4. What is one of the impacts of marginalization on marginalized groups?

- a) Increased economic mobility and wealth
- b) Improved access to quality education and healthcare
- c) Social exclusion and lack of social support
- d) Greater political representation and influence

8.4 STATUS AND ISSUES OF WOMEN EDUCATION

Status of Women Education

Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country. Education is milestone of women empowerment because it enables them to responds to the challenges, to confront their traditional role and change their life. So that we can't neglect the importance of education in reference to women empowerment India is poised to becoming superpower, a developed country by 2020. The growth of women's education in rural areas is very slow. This obviously means that still large womenfolk of our country are illiterate, the weak, backward and exploited. Education of women in the education of women is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. To provide the education to everyone, EFA programme was launched in 2002 by the Government of India after its 86th Constitutional Amendment made education from age 6-14 the fundamental right of every Indian child. But position of girl's education is not improving according to determined parameter for women. To know the present position of women education, this study conducted by us. And study concluded that the rate of women education is increasing but not in proper manner. Keywords: Education for All (EFA), Women Education, Female Literacy Rate, Empowerment, Provisions for Girls Education If you educate a man you educate an individual, however, if you educate a woman you educate whole family.

Education means an all-round drawing out of the best in child and man-body, mind and spirit. The imperative character of education for individual growth and social development is now accepted by everyone. Investment in the education of its youth considered as most vital by all modern nations. Such an investment understandably acquires top priority in developing countries. The end of all education, all training should be man making. The end and aim of all training is to make the man grow. The training by which the current and expression are brought under control and become fruitful is called education. Education plays a vital role in giving human beings proper equipment to lead a gracious and harmonious life. Education is a fundamental means to bring any desired change in society, which is an accepted fact throughout the world. This can be attained only if schools become real centres of learning. Education not only helps in the development of personality of the child but also determines his future. Recent psychological research has shown that favourable attitudes towards life develop in the earliest stages of child growth. Education gives solutions for any type of problems. Through education we promote values and good habits and awareness towards corruption, terrorism and disease. Education helps to continue communication with known and unknown persons through technology and mass media. Education gives strength to the person. They get knowledge and discriminate which is wrong and which is right with the help of education. Through education we inculcate values in the students and readers. Men and Women are just like the two wheels of a chariot. They are equal in importance

and they should work together in life. The one is not superior or inferior to other. Unlike ancient times, though currently in majority of rural areas of India women are treated well, but with the orthodoxy they are cut off from the main stream of social life. The rural society did not respect them and give them the due position. They have to suffer and work inside the houses. Thus, they are completely depended on men. Women constitute almost half of the population in the world. But the hegemonic masculine ideology made them suffer a lot as they were denied equal opportunities in different parts of the world. The rise of feminist ideas has, however, led to the tremendous improvement of women's condition throughout the world in recent times. Access to education has been one of the most pressing demands of these women's rights movements. Women education in India has also been a major preoccupation of both the government and civil society as educated women can play a very important role in the development of the country.

Women Education in India

It is very important to know the historical background, if we are to make a study of status of women in India. It is not easy to find answers for questions like when did women start losing their status or who was responsible for this situation. The position that women occupied in the medieval and later the colonial period is of utmost importance. Women were never put on high pedestal in the Shastras.

Ancient Period

It cannot be clearly stated whether equal rights between men and women prevailed or not during the Vedic period. But available sources show that liberal attitudes and practices pertaining to women did exist. Women were actively involved in religious and social matters. They had some freedom to choose their partner in marriage and a widow was permitted to remarry. As India started taking steps towards civilization, social discrimination increased. Jainism and Buddhism emerged as potent religious reform movements. According to Buddha, women's spiritual capacities were equal to men. "Buddhism began as a religion that treated women as equal to men in their capacity for personal spiritual development." The universal prejudices against women, who are said to be weak-minded, fickle, treacherous and impure are shared by the Jains and expressed in several passages of the canon and in the form of maxims. The high status that women enjoyed during early Vedic period gradually started deteriorating in the late Vedic period. Lineage began to be traced in the male line and sons were the sole heirs to family property. As the economic and social status of sons began to rise, the position of women saw a steep decline. The position of women reached an all-time low during the age of the Dharma shastras. It is during this age that codes of conduct prescribing behaviour norms for women were evolved. This period saw the exclusion of women from both economic and religious sphere. During the period of Dharma shastra, child marriage was encouraged and widow marriage was looked down upon. The birth of girl child was considered as an ill omen and many parents went to the extent of killing the female infants. The practice of Sati became quite wide spread because of the ill treatment meted out to widows. Although in the Vedic period women had access to education in India, they had gradually lost this right. In cultural reality, the women enjoyed a privileged position in

the Vedic period. The women had special customs, rituals and spirituality, with which men were not allowed to interfere.

Medieval Period

The condition of Women in society deteriorated more during the medieval period with the entrance of Muslims. At this point of time several evil practices like child-marriage, sati, and female infanticide were practiced largely. 'Purdah' system was started. These women were also forced to practice 'Zenana'. Rajput women of Rajasthan practiced 'Jauhar'. Polygamy was common in Hindu Kshatriyas. At the same time many women excelled in arts, literature, and music. Women were also rulers in the medieval period. Some of the great women rulers were Razia Sultana, the only women monarch to rule the throne of Delhi. The Gond queen Durgavati ruled for 15 long years, before she lost the battle to Asaf Ali emperor Akbar's general. Chand Bibi also fought the Mughals in 1590's. Nur Jahan is still considered as the most effective ruler. In spite of all these successful women the condition of poor Indian women was the same. At this time, girls were married at a very tender age. Sati was also practiced where women were forced to jump in the burning funeral of their dead husband. Devdasi tradition was common in southern India where girls were married to deity or trees. The Bhakti movement tried to restore women's position. Mirabai was most popular Bhakti movement figure. In this period, education for women was not common at every level, only few girls of rich and famous families could achieve the basic and religious education.

British Period

In the British period there was revival of interest in women's education in India. During this period, various socio religious movements led by eminent persons like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar emphasized on women's education in India. Mahatma Jyotiba Phule and Periyar were leaders of the lower castes in India who took various initiatives to make education available to the women of India.

After Independence

Women's education got a fillip after the country got independence in 1947 and the government has taken various measures to provide education to all Indian women. As a result, women's literacy rate has grown over the three decades and the growth of female literacy has in fact been higher than that of male literacy rate. While in 1971 only 22% of Indian women were literate, by the end of 2001 54.16% female were literate. The growth of female literacy rate is 14.87% as compared to 11.72 % of that of male literacy rate. The constitution of India guarantees the right to equality to all Indian women without discrimination. The literacy rate before independence was 2.6% rose in 1961 to 15.3% and 50% by the year 2001. And now, according to the 2011 Census, the male literacy rate is 82.14 while female literacy rate is 65.46.

Modern Period

Kerala and Mizoram are the only states in India that have achieved universal female literacy rates. The improvement in social and economic status of women is said to be one of the reasons for literacy. In cities the literacy rate is almost equal between girls and boys in the country however the rate in rural areas continues to be less than the

boys. 40% of the centres under NFE, non-formal education programs are set apart for women. According to statistics of women education in India, today 0.3 million NFE centres have primary education to 0.12 million girls out of 7.42 million children. However, in tribal areas there is not much of a gender bias as compared to all other castes, tribal community statistics show lower male ratio in spite of much low income, literacy, education and other facilities several efforts are being made towards women education and empowerment. The government is taking steps to increase the rate of women education and employment.

Issues Related to Women Education

Gender Disparity

Despite progress, a significant gender gap persists in India's education system. Girls are often seen as secondary to boys regarding educational opportunities due to societal norms that prioritize boys' education over girls.

Early Marriage and Child Labor

Many girls are married off at a young age, which truncates their education. Early marriage often results in early pregnancies and domestic responsibilities that prevent girls from continuing their education. Additionally, child labor, particularly among girls, hinders their ability to attend school.

Economic Constraints

Economic barriers play a significant role in limiting girls' access to education. In many low-income families, the cost of education, including fees, uniforms, and books, leads to girls being kept out of school to save money or contribute to household income.

Safety and Security Concerns

Safety concerns, including the risk of harassment and violence while traveling to and from school, deter parents from sending their daughters to school. The lack of secure and nearby schooling facilities exacerbates this issue.

Inadequate Infrastructure

Many schools lack basic amenities such as clean toilets, which disproportionately affects girls once they reach puberty. The absence of separate and sanitary facilities can lead to absenteeism or dropout rates among girls.

Cultural and Social Norms

Deep-rooted patriarchal beliefs and cultural practices often value boys' education over girls'. Societal expectations that girls should focus on domestic roles can lead to a lack of motivation or support for girls to pursue education.

Lack of Female Teachers

The scarcity of female teachers, especially in rural areas, can deter parents from sending their daughters to school. Female teachers can serve as role models and provide a safer, more encouraging environment for girl students.

Quality of Education

The quality of education in many schools, particularly in rural areas, is substandard. This affects both boys and girls, but the impact on girls can be more severe due to the additional hurdles they face in accessing education in the first place.

Government Policies and Implementation Gaps

While there are numerous policies aimed at promoting girls' education, the implementation of these policies is often lacking. Corruption, bureaucratic inefficiencies, and poor governance can result in resources not reaching the intended beneficiaries.

Awareness and Attitude Change

There is a need for greater awareness and attitude change regarding the importance of girls' education. Efforts to sensitize communities about the long-term benefits of educating girls, both for the individual and for society, are crucial in addressing these issues.

Hence addressing these issues requires a multi-faceted approach that includes improving infrastructure, enforcing and implementing supportive policies, ensuring safety, and changing societal attitudes towards girls' education. Empowering women through education is essential for the overall development and progress of the country.

SELF- CHECK EXERCISE-2

Q1. What is one of the main reasons for low enrolment rates among girls in education?

- a) High-quality educational infrastructure
- b) Economic constraints and cost of schooling
- c) Universal access to free education
- d) High levels of community support

Q2. Which of the following factors is NOT typically associated with barriers to women's education?

- a) Socio-cultural norms and early marriages
- b) Availability of scholarships and financial aid
- c) Lack of proper school infrastructure in rural areas
- d) Safety concerns and lack of secure transportation

Q3. What constitutional provision guarantees the right to free and compulsory education for children aged 6 to 14 years in India, including girls?

- a) Article 15
- b) Article 21A
- c) Article 46
- d) Article 29

Q4. What is the primary focus of the Beti Bachao Beti Padhao Scheme?

- a) To promote the education and empowerment of girls
- b) To increase enrolment rates in higher education
- c) To provide free school supplies to all children
- d) To reduce dropout rates in secondary schools

Q5. Which article of the Indian Constitution prohibits discrimination on the grounds of sex and allows for affirmative action in favor of women?

- a) Article 15
- b) Article 21A

- c) Article 46
- d) Article 29

8.5 NEED AND IMPORTANCE OF WOMEN EDUCATION:

Provision of formal and functional education is needed for the women folk, because:

- It would empower them to know and ask for their rights to education, health, shelter, food clothing etc.
- It would empower them to fight against every form of discrimination against their folk, assert themselves about their right to equal treatment with their men counterpart as bonafide citizens of this nation.
- It would enable the women take decisions and accept responsibilities for taking such decisions concerning themselves.
- It would give economic power to the women and there by enable them to contribute their quota to the economic growth of the nation.
- It would empower the women scientifically through exposure to science and technological education for the challenges of the present technological age and information computer technology break through unfolding worldwide.
 - It would help women to reduce maternal and infant mortality through improved nutrition, improved child rearing practice, health care and prevention against killer diseases.
- It would avail women with the opportunity of participating keenly in the world of sophisticated politics and governance as enlightened citizens.

IMPORTANCE OF WOMEN EDUCATION

Napoleon was once asked, what the great need of France was. He answered, "Nation's progress is impossible without trained and educated mothers. If the women of my country are not educated, about half of the people will be ignorant." A woman has to play three roles in the course of her life. Each of these roles expects some duties from her. It is only with the help of education that she would be able to do them successfully. The first duty of a woman is to be a good daughter. The second duty is to be a good wife and third duty is to be a good mother. Education teaches a woman what she should be. It also teaches her how she should do it to be good daughter, a good wife and a good mother. Many men spend their evening time at clubs and societies. But a gentleman with an educated wife will not feel the need of a club or a society. He can share his thoughts with her. He can have her advice in trouble. He can spend his leisure in her pleasant company. An educated lady is a good friend, a clever nurse and a useful adviser to her husband. So she is a true help-mate. She can get her husband's affection and regard. An educated lady is always able to share his sorrows. There is a saying in English "The hand that rocks the cradle rules the world". The meaning is that the mother exercises a very great influence over the lives of her children. She is able to mould their thoughts and character. If she is educated, she will make such impression on the mind of her children that will enable them in the later life to grow into a great man. Jeeja Bai mother of Shivaji wished to make Shivaji a great man. It was Shivaji who overthrew

Mughal Empire and became what his mother wished. It is true that education will enable women to make their parents, husbands and children truly happy. Hence it is very necessary that women should be educated. An educated girl is more important than an educated boy. Women education in India plays a very important role in the overall development of the country. It not only helps in the development of half of the human resources, but in improving the quality of life at home and outside. Educated women not only tend to promote education of their girl children, but also can provide better guidance to all their children. Moreover educated women can also help in the reduction of infant mortality rate and growth of the population. Gender discrimination still persists in India and lot more needs to be done in the field of women's education in India.

SELF- CHECK EXERCISE-3

Q1. What is a primary benefit of women's education in terms of economic empowerment?

- a) Increased reliance on government aid
- b) Improved economic stability and higher earning potential
- c) Reduced access to career opportunities
- d) Decreased participation in the workforce

Q2. How does women's education contribute to improved health outcomes?

- a) By decreasing access to healthcare services
- b) By increasing awareness of preventive health measures and family planning
- c) By reducing knowledge of health practices
- d) By limiting access to medical information

Q3. Which of the following is a direct impact of educating women on child mortality rates?

- a) Increased child mortality rates
- b) No change in child mortality rates
- c) Decreased child mortality rates due to better healthcare and nutrition
- d) Increased reliance on external aid for child health

Q4. What role does women's education play in promoting gender equality?

- a) It reinforces discriminatory practices and societal norms
- b) It challenges and changes discriminatory practices, promoting gender equality
- c) It has no impact on gender equality
- d) It perpetuates traditional gender roles

8.7 CONSTITUTIONAL PROVISIONS:

Article 21A. 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. (EIGHTYSIXTH AMENDMENT ACT, 2002)

Article 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.

Article 45. Provision for free and compulsory education for children. (1) 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. (2) The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years. (EIGHTY-SIXTH AMENDMENT ACT, 2002)

Article 46. Promotion of educational and economic interests of Scheduled Castes, Scheduled Tribes and other weaker sections. The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

Article 51A(k). 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. (EIGHTY-SIXTH AMENDMENT ACT, 2002) The Right of Children to Free and Compulsory Education Act, 2009, commonly known as the Right to Education (RTE) Act, is being seen with much hope to bring about the long-awaited changes in education of children aged 6-14 years, addressing disparities of access and quality. The Act was notified on 27.8.2010 and is in force from 1.4.2010. While stating the duties of appropriate Government authorities at various levels, the Act has also included duties of parents and guardians to get their children /wards admitted for elementary education in neighbourhood schools. The biased parental attitude towards girl child in general and to education of girl's child in particular will hopefully register a change by enforcement of the Act.

Minorities Article 29. Protection of interests of minorities. (1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

(2) 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. **Article 30. Right of minorities to establish and administer educational institutions.** (1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice. (1A) In making any law providing for the compulsory acquisition of any property of an educational institution established and administered by a minority, referred to in clause (1), the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause. (2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

Article 350A. Facilities for instruction in mother-tongue at primary stage. It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may

issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

Article 15 (5) Nothing in this article or in sub-clause (g) of clause (1) of article 19 shall prevent the State from making any special provision, by law, for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes or the Scheduled Tribes in so far as such special provisions relate to their admission to educational institutions including private educational institutions, whether aided or unaided by the State, other than the minority educational institutions referred to in clause (1) of article 30. (NINETY-THIRD AMENDMENT ACT, 2005) Equality Article 14. Equality before law. The State shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.

Article 15. Prohibition of discrimination on grounds of religion, race, caste, sex or place of birth. (1) The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.

(2) No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to—
(a) Access to shops, public restaurants, hotels and places of public entertainment; or
(b) The use of wells, tanks, bathing Ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public.

(3) Nothing in this article shall prevent the State from making any special provision for women and children.

(4) Nothing in this article or in clause (2) of article 29 shall prevent the State from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes.

Article 17. Abolition of Untouchability. “Untouchability” is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of “Untouchability” shall be an offence punishable in accordance with law.

Article 24. Prohibition of employment of children in factories, etc. No child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment Gender and Vulnerable Groups Article 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; (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.

Religion Article 25. Freedom of conscience and free profession, practice and propagation of religion. (1) Subject to public order, morality and health and to the other provisions of this Part, all persons are equally entitled to freedom of conscience and the right freely to profess, practise and propagate religion. (2)

Nothing in this article shall affect the operation of any existing law or prevent the State from making any law (a) Regulating or restricting any economic, financial, political or other secular activity which may be associated with religious practice; (b) Providing for social welfare and reform or the throwing open of Hindu religious institutions of a public character to all classes and sections of Hindus. Explanation I.—the wearing and carrying of kirpans shall be deemed to be included in the profession of the Sikh religion. Explanation II. —In sub-clause (b) of clause (2), the reference to Hindus shall be construed as including a reference to persons professing the Sikh, Jaina or Buddhist religion, and the reference to Hindu religious institutions shall be construed accordingly.

Article 26. Freedom to manage religious affairs. Subject to public order, morality and health, every religious denomination or any section thereof shall have the right (a) To establish and maintain institutions for religious and charitable purposes; (b) To manage its own affairs in matters of religion; Article 28. Freedom as to attendance at religious instruction or religious worship in certain educational institutions.

(1) No religious instruction shall be provided in any educational institution wholly maintained out of State funds.

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

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

Educational Provision Centrally Sponsored Schemes in School Education (CS) Major Schemes for Elementary Education

1.Operation Black Board

2.Teacher Education

3. Education Guarantee Scheme & Alternative and Innovative Education (EGS & AIE)

4. Mid-day Meal Scheme

5. SarvaShikshaAbhiyan (SSA)

6. Kasturba Gandhi BalikaVidyalaya (KGBV)

7. ShikshaKarmi

8. MahilaSamakhya

9. District Primary Education Programme (DPEP)

10. National Programme for Education of Girls at Elementary Level (NPEGEL)

11. LokJumbish

12. Janshala Programme

13. PadheBitiya Badhe Bitiya

14. Ladali Scheme Major Schemes for Secondary Education

1. Access and Equity

2.Quality Improvement in Schools (QIS)

3. ICT in Schools

4. Integrated Education for Disabled Children (IEDC)

5. Vocationalisation of Education

SELF- CHECK EXERCISE-4

Q1. Which Article of the Indian Constitution prohibits discrimination against citizens on the grounds of sex?

- a) Article 14
- b) Article 15
- c) Article 21A
- d) Article 46

Q2. What does Article 21A of the Indian Constitution guarantee?

- a) Right to freedom of speech
- b) Right to free and compulsory education for children aged 6 to 14 years
- c) Right to constitutional remedies
- d) Right to equality before the law

Q3. Which Article of the Indian Constitution focuses on promoting the educational and economic interests of weaker sections, including Scheduled Castes and Scheduled Tribes?

- a) Article 15
- b) Article 21A
- c) Article 46
- d) Article 32

Q4. What is the primary purpose of Article 15 of the Indian Constitution?

- a) To guarantee freedom of speech
- b) To prohibit discrimination based on sex and allow for special provisions for women and children
- c) To provide the right to move the Supreme Court for enforcement of fundamental rights
- d) To ensure equal protection of laws

Q5. Which Article provides the right to approach the Supreme Court for the enforcement of fundamental rights?

- a) Article 14
- b) Article 21A
- c) Article 32
- d) Article 46

8.7 SUMMARY

According to the Country Report of the Government of India, education of girls is the most powerful tool of change of position in society. Education also brings a reduction in inequalities and functions as a means of improving their status within the family. To encourage the education of women at all levels and for dilution of gender bias in providing knowledge and education, established schools, colleges and universities even exclusively for women in the state. To bring more girls, especially from marginalized families of BPL, in mainstream education, the government is providing a package of concessions in the form of providing free

books, uniform, boarding and lodging, clothing for the hostilities mid-day meals, scholarships, free circles and so on. Education for All (EFA) programme and other many educational programmes are providing various facilities to enhance the education for women, so these programmes are very helpful to improving the girl's education in India.

India is poised to emerge as one of the most developed nations by 2020, more literate, knowledgeable and economically at the forefront. No doubt, women will play a vital role in contributing to the country's development. Women power is crucial to the economic growth of any country. In India this is yet to meet the requirements despite reforms. Little has been achieved in the area of women empowerment, but for this to happen, this sector must experience a chain of reforms. Though India could well become one of the largest economies in the world, it is being hindered due to a lack of women's participation. Need of Women Education Women empowerment can only be achieved through the provision of adequate and functional education to the women folk. This is crucial because no matter how rich or vast a nation is, without an effective, efficient, adequate and functional education for all its citizens (men and women) education which is relevant to its immediate needs, goals and objectives, such a nation would find it difficult to stand on its own. The brand of education being advocated is that type of education in which is embedded the spirit of self-realization and all that are needed for the country's overall development like mass literacy, economic empowerment etc. The need for women education is also informed by the fact that purposeful occupational achievement and satisfaction is ensured by deep self-awareness and understanding which can only be achieved through the provision of effective and functional education and guidance & counselling. This, has been noted is likely to guarantee women empowerment with its root based on women struggle to improve their status. The empowerment suggested is such that entails the process of challenging power relations and of gaining wider control over source of power. This, however, cannot be achieved without the provision of reasonable access to formal and functional education to the women folk. This is based on the premise that education has been adjudged to be a viable instrument of change in the positive direction.

8.8 GLOSSARY

Gender Discrimination: Unfair treatment or prejudice against individuals based on their gender. This can manifest in various areas including employment, education, and social interactions.

Women's Rights: The legal, social, and economic rights that women are entitled to, which include the right to education, the right to work, the right to vote, and the right to live free from violence and discrimination.

8.9 ANSWERS TO SELF- CHECK EXERCISES

Exercise-1

Answer1 b) Groups that are systematically disadvantaged and excluded from mainstream activities

Answer2 c) Systematic exclusion from mainstream social, economic, and political activities

Answer3 b) Social and cultural integration

Answer4 c) Social exclusion and lack of social support

Exercise-2

Answer1 b) Economic constraints and cost of schooling

Answer2 b) Availability of scholarships and financial aid

Answer3 b) Article 21A

Answer4 a) To promote the education and empowerment of girls

Answer5 a) Article 15

Exercise-3

Answer1 b) Improved economic stability and higher earning potential

Answer2 b) By increasing awareness of preventive health measures and family planning

Answer3 c) Decreased child mortality rates due to better healthcare and nutrition

Answer4 b) It challenges and changes discriminatory practices, promoting gender equality

Exercise-4

Answer1 b) Article 15

Answer2 b) Right to free and compulsory education for children aged 6 to 14 years

Answer3 c) Article 46

Answer4 b) To prohibit discrimination based on sex and allow for special provisions for women and children

Answer5 c) Article 32

8.10 REFERENCES / SUGGESTED READINGS

Aggarwal, J.C. (2007). *Modern Indian Education*. New Delhi: Shipra Publications.

Government of India (1966). *Education and national development. Report of the Education Commission (1964-66)*. New Delhi: Ministry of Education.

Rao, Digumurti Bhaskara and Harshitha, Digumanti (2000). *Education in India*. New Delhi: A.P.S. Publication.

Singh, D.P & Ritu Mor. (2013). *Community Participation in School Education*, Shipra Publications, New Delhi.

Varghese, N.V. (1993) *A Manual for Planning Education at District Level* New Delhi, NIEPA (Mimeo).

8.11 TERMINAL QUESTIONS

Q.1 Analyze the constitutional provisions related to women's rights in India. How do these provisions aim to address gender disparities and promote equality?

Q.2 Discuss the importance of women's education in promoting gender equality and economic development. Provide examples of how education can impact various aspects of society.

UNIT-9

KOTHARI COMMISSION (1964-66), NPE (1986,1992) AND RECOMMENDATIONS FOR UEE

Structure

- 9.1 Introduction
- 9.2 Learning Objectives
- 9.3 Kothari commission (1964-1966): Indian Education Commission
Self- Check Exercise-1
- 9.4 National Education Policy 1986
Self- Check Exercise-2
- 9.5 Programme of Action 1992
Self- Check Exercise-3
- 9.6 Summary
- 9.7 Glossary
- 9.8 Answer to Self- Check Exercise
- 9.9 References /suggested readings
- 9.10 Terminal Questions

9.1 INTRODUCTION

The Origin of the present system of education which is prevalent in this country today can be traced to the beginning of the nineteenth century when a controversy had been raging over the issue whether oriental learning and science should be spread through the medium of Sanskrit, Arabic or Persian or Western sciences and literature be spread through English as the medium of instruction. The Government conducted surveys of the then prevalent systems of education to suit the needs of the times. Consequent on Lord Macaulay's Minute regarding the educational policy of the future, Lord William Bentick's Government issued a communiqué wherein it was stated *"that the great object of the British Government ought to be the promotion of European literature and science among the natives of India; and that all the funds appropriated for the purpose of education alone"*. The Government Resolution, however, stated that provision should be made for the continuance of schools and colleges where indigenous learning was being imparted. In view of the important role of education in the national development and in building up a truly democratic society the Government considered it necessary to survey and examine the entire field of education in order to realize a well-balanced, integrated and adequate system of national education capable of making a powerful contribution to all aspects of national life. To achieve these objectives speedily, the Government of India in October 1964 set up an Education Commission, under Resolution of July 14, 1964. Indian Education Commission (1964-1966), popularly known as Kothari Commission. The terms of reference of the commission was to formulate the general principles and guidelines for the development of education from primary level to the highest and advise the government on a standardized national pattern of education in India. However, the medical and legal studies were excluded from the purview of the commission. The tenure of the commission was

from 1964 to 1966 and the report was submitted by the commission on 29 June 1966. This concept of universalisation signifies that education is for all and not for a selected few. This also means that education is the birth right of every child (Dash, 2004). Efforts towards universalisation of elementary education in India. India has the oldest education system in the world. In ancient India education was provided in the special schools and main focus was on religious education. But with the incoming of the Britishers in India education system got changed. They devised colonial education as an 'ideological apparatus' to legitimize the privileges of colonizers and their domination. The major ideas to be learnt in this lesson are divided into three sections namely: Indian Education Commission (1964-1966), Kothari Commission; Constitutional, legal and national statements for Universalization of Elementary Education and Kothari Commission Policy Initiatives for Universalization of Elementary Education. The ideas to be learnt are as under: Education is a continuous process which aims to prepare a person to play his role as an enlightened member of the society. In other words, it means all round development of personality of a person. The system of education introduced by the British Government in India was not suitable to needs of free, independent and developing India. Since our independence, India is trying to restructure its education policy to suit the needs of technological and industrial developments. Several Commissions under the chairmanship of well-known educationists have been setup in the past. The last commission on Education was set up under the chairmanship of Dr.D.S. Kothari in 1964. On the basis of its recommendation National Policy on Education was last declared in 1968. Since the adoption of 1968 policy, there has been considerable expansion of education in the country at all levels. Many of the formulation of 1968 policy, however, could not be implemented mainly due to lack of financial and administrative support. The political and socio-economic changes since then and growth of population made the government to think and announce a new education policy. In January 1985, immediately after the new government of Rajiv Gandhi came to power, it was announced that the Government would publish a document on education which would form the base for new education policy for the country. Accordingly, "Challenge of Education—a policy perspective" was published by the Ministry of Education in August, 1985. After studying the views and suggestions received from various quarters, a new education policy was formulated in 1986 and it is known as 'National Policy on Education'. The modified NPE states that 'education for all' should be the main aim of education which would help in the all-round development, material and spiritual. The POA lays a great deal of emphasis on decentralisation of planning and educational management. gives a call to political parties and their 'local level constructive workers' to play an important role in bringing about an upsurge towards UEE (Para 9). It further intends to give an 'effective voice' to women, youth, and the sections of society who have remained deprived of educational opportunities'. While these proposals are welcome, they lose their meaning since the policy adopts strategies and measures that concentrate initiative and decision-making in a few hands and discourage participation. The highly centralized conceptualization, planning and execution of the two focal

strategies adopted by NPE for UEE- i.e. Operation Blackboard and Non-Formal Education- are cases in point.

9.2 LEARNING OBJECTIVES

After reading this unit, the learners will be able to:

Understand Indian Education Commission or Kothari Commission (1964-1966).

Explain Constitutional, legal and national statements for universalization of elementary education.

Discuss Kothari Commission Policy Initiatives for Universalization of Elementary Education.

Understand the New Education Policy 1986 and POA (1992).

Explain NPE (1986) & POA (1992) and various Recommendations for UEE.

9.3 KOTHARI COMMISSION (1964-1966): INDIAN EDUCATION COMMISSION

The Indian Education Commission is the sixth commission in the history of education commissions in India. The unique feature of this commission was to have a comprehensive review of the entire educational system. Another unique feature of this commission was that it was to treat education as the most powerful instrument of national development.

The Government of India, ever since the attainment of independence, have given considerable attention to the development of a national system of education rooted in the basic values and the cherished traditions of the Indian Nation and suited to the needs and aspirations of a modern society. In view of the important role of education in the economic and social development of the country, in the building of a truly democratic society, in the promotion of national integration and unity, for the transformation of the individual in the endless pursuit of excellence and perfection, it is now considered imperative to survey and examine the entire field of education in order to realize within the shortest possible period a well-balanced, integrated and adequate system of national education capable of making a powerful contribution to all spheres of national life.

To achieve these objectives speedily, the Government of India in October 1964, set up an Education Commission, under resolution of July 14, 1964.

Indian Education Commission (1964-1966), popularly known as Kothari Commission, was an ad hoc commission set up by the Government of India to examine all aspects of the educational sector in India, to evolve a general pattern of education and to advise guidelines and policies for the development of education in India.

The Education Commission (1964-66) was unique in several respects and had a number of special features. Of these, two deserve special notice here viz., (1) its comprehensive approach to educational reconstruction; and (2) it attempts to project a blueprint of a national system of education for India.

The destiny of India is now being shaped in her classrooms. This is no mere rhetoric. In a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people. On the quality and number of

persons coming out of our schools and colleges will depend our success in the great enterprise of national reconstruction the principal objectives of which is to raise the standard of living of our people.

In this context, it has become urgent:

- To re-evaluate the role of education in the total programme of national development;
- To identify the changes needed in the existing system of education if it is to play its proper role, and to prepare a programme of educational development based on them; and
- To implement this programme with determination and vigour.

The Commission in particular was to advise the Government on the 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 was, however, not to examine legal and medical education.

The commission, under the chairmanship of Dr. Daulat Singh Kothari, Chairman, University Grants Commission, consisted of sixteen members, eleven being Indians and five foreign experts.

The commission laid an equal stress on national and social integration which implied the creation of an egalitarian, cohesive and integrated society based on a democratic way of life.

Indian education needs a drastic reconstruction, almost a revolution. The commission tried to bring, about major improvement in the effectiveness of Primary education; to introduce work experience as an integral element of general education; to vocationalize secondary education; to improve the quality of teacher education.

The Government of India accordingly resolves to promote the development of education in the country in accordance with the free and compulsory Education principle.

Strenuous efforts should be made for the early fulfilment of the Directive Principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14. Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in school successfully completes the prescribed course.

Task Forces and Working Groups

The main front-line activities were handled by nineteen task forces or working groups, each handling a specific area of activity.

Task Force on Adult Education The group's main objective was the eradication of illiteracy by focusing on adult education.

Task Force on Agriculture Education The group had 15 members of which two were foreign members, J. F. McDougall and R. W. Cummings education.

Task Force on Educational Administration This twelve-member group examined the shortcomings on the educational administration.

Task Force on Educational Finance The task before the group was to examine the existing set up with regard to educational finance and identify ways to overcome the shortfalls.

Task Force on Higher Education The group's objective was to coordinate the higher education system in India and advise on ways of improvement.

Task Force on Manpower The group had twelve members which included R. A. Gopalaswami, Abdul Qadir, K. L. Joshi, M. V. Mathur, J. P. Naik, R. Prasad, T. Sen and S. P. Aggarwal. The group had its mandate to examine the recruitment and training of teaching and non-teaching staff.

Task Force on Techniques and Methods in Education This seventeen-member task force was entrusted with the designing of the functional mechanics of the educational system.

Task Force on Professional, Vocational and Technical Education The group trained its focus on the professional and vocational courses.

Task Force on Science Education The mandate of the group was to focus on the science education excluding medical education.

Task Force on School Education The group worked on the modalities of school education excluding primary education in India.

Task Force on Student Welfare The welfare aspects of the students including scholarships and other measures of incentives were attended to by this group.

Task Force on Teacher Education and Teacher Status The group inspected the proficiency of the teachers and their remuneration packages. One of the tasks before the group was to standardize the public and private sector compensation packages and also to design a machinery for continuous on-job training of the teachers.

Working Group on Educational Buildings This group had its focus on the educational infrastructure and had several construction and infrastructure experts among its fifteen members.

Working Group on Education of the Backward Classes The group had fifteen members and was mandated to focus on the education of the scheduled caste, scheduled tribe and other backward communities in India.

Working Group on Educational Statistics The group provided the statistical tools for the commission and had J. P. Naik, S. P. Aggarwal, R. K. Chhabra, G. P. Khare, D. Natarajan, H. Webster and Gurbax Singh (secretary) as members.

Working Group on Pre-Primary Education This group was intended to work on the primary education and its standardization as the primary education till that time was unorganized with several different schools such as basic primary and Montessori systems in practice.

Working Group on School Community Relations The group composed of L. R. Desai, Hulbe, V. S. Jha, H. B. Majumder, P. N. Mathur, J. P. Naik, M. C. Nanavatty, H. Radhakrishna, K. G. Saiyidain, R. K. Singh and M. P. Balakrishnan (secretary) worked on the extracurricular ambience and activities of the education.

Working Group on School Curriculum This group had one of the major tasks of the commission which included the design and development of a standardized

curriculum to be used across the country. S. Panandikar, J. P. Naik, A. R. Dawood, L. S. Chandrakant, A. J. Perrelli and B. Ghosh (secretary) were the members.

Working Group on Women's Education The group, consisting the chairman, D. S. Kothari and the commission secretary, J. P. Naik, had Durgabai Deshmukh, Rajammal Devadas, P. N. Mathur, S. Panandikar, K. G. Saiyidain, Raksha Saran, Premila V. Thackersey and S. Rajan (Secretary) as members.

Constitutional, Legal and National Statements for Universalization of Elementary Education

Constitutional mandate, 1950: "The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education to all children until they complete the age of 14 years."

National Policy of Education, 1986: "It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty first century."

Unnikrishnan Judgement, 1993 - "Every child/citizen of this country has a right to free education until he completes the age of fourteen years."

- Universalisation of elementary education has been long accepted as a pre-condition to socio-economic and political development of any society.
- Although this has been recognized as a need of an individual, this need has been given an expression of fundamental right in Article 28 of the Convention on the Rights of the Child.
- The Constitution of India does not recognize right to education as a fundamental right but has placed it explicitly in Article 45 under the Directive Principles of the State Policy. This Article places an obligation on the State to endeavour to provide for free and compulsory education to all Children up to the age of 14 years.
- The International Instruments which have been ratified by India including the convention on the Rights of the Child and the International Covenant on Economic, Social and Cultural Rights explicitly provide for Right to Education up to the elementary level or up to 14 years of age.
- The National Policy on education also emphasizes the responsibility of the State in providing educational facilities to all. However, the legal duties on the part of the State are not clearly stated in the Constitution for the domestic status on education.
- The remedies in case of violation of the right are also not clearly stated in the present legal frame works other than the remedies available under writ jurisdiction of the Supreme Court and the High Court.
- The present understanding of compulsory education is limited to right to schooling although the term education means much more than just what is offered in the present school system.

Recommendations of Kothari Commission (1964-66) for Universalization of Elementary Education

The main recommendations of the commission regarding Universalization of Elementary Education summarized as follows:

- The commission emphasized the need to provide universal elementary education of at least seven or eight years to all children on a priority basis.
 - It desired this goal to be reached in all parts of the country by 1986 at the latest. For this purpose, it highlighted the need to provide a primary school within easy walking distance from the house of every child, the establishment of a large number of middle schools, and the organization of a multiple-entry system and non-formal education classes for grown-up children who have to work and learn.
- According to Kothari Commission, the pre-primary class is an advantage which these states possess. The commission recommended that they should try to retain it as such, organize the learning experiences therein on the play-way pattern rather than on the formal pattern, and extend it downwards, wherever possible, to cover a period of two years. The commission also suggests that the other eight States may try to provide pre-primary education of one year or more below class I to the extent possible, subject to the availability of financial resources.
- The first 10 years of schooling, covering a primary stage of seven or eight years and a lower secondary stage of three or two years, will provide a course of general education without any specialization.
 - The primary stage will be Preceded, wherever possible, by pre-primary education of one to three years;
 - The age of admission to class I will ordinarily be not less than 6+;
 - At the end of the Primary stage, a promotion of students will step off the school system and enter working life (about 20 per cent); some more will step out of the stream of general education into different vocational courses whose duration may range from one to three years (about 20 per cent); and those remaining will continue further in the stream of general education (about 60 per cent);
 - The ten years of school education will be followed by all external examination;
 - The standard at the end of the ten years will be broadly comparable in respect of curriculum and level of attainment to the national standard laid down for the end of this stage;
 - At the end of the ten years of school education, a proportion of students will step off the school system and enter working life (about 40 per cent); some more will step out of the stream of general education and enter vocational courses ((about 30 per cent); and those remaining will continue further in the stream of general education whose duration will be one, and ultimately two years ((about 30 per cent).
 - Education Commission (1964-66). Kothari Commission very well recognized the role of education in the national development.
 - The Commission opined that it is the responsibility of educational system to bring the different social groups together.

- It further remarked that instead of removing the class distinctions education is perpetuating them.
- A large proportion of the good schools are private but charge high fees, which are normally beyond the means of many, therefore only the top ten percent of the people send their children to them (Education Commission, 1966).
- The Education Commission (1964-66) recommended a common School system of Public Education (CSS) as the basis of building up the national System of Education with a view to bring the different social classes and groups together and thus promoting the emergence of an egalitarian & integrated society.
- It opined about equalization of educational opportunity to all without any discrimination on the basis of merit and also to provide a prescribed proportion of free studentship to prevent segregation of social classes (Sadgopal, 2008).
- It recommended that all these provisions made for universalisation of elementary education are for the fulfillment of the directive principle contained in Article 45 of the constitution and the state should strive to provide free and compulsory education for all children up to the age of 14 years (Education Commission, 1966).

Recommendations for Fee at Primary / Elementary stage

- The constitution requires the provision of free and compulsory education for all children up to the age of 14 years. Even though the 'compulsory' part of the Directive may take about 20 years to realize, the 'free' part of it should be implemented without delay.
- We, therefore, recommend that all tuition fees at the primary / elementary stage should be abolished as early as possible and preferably before the end of the Fourth Five Year Plan.

Recommendations for Scholarship at Primary / Elementary stage

- Steps should be taken to ensure that, at the end of the lower primary stage (Class IV or V), no 'Promising' child is prevented from continuing his/her studies further on account of non-availability of a school, or of socio-economic difficulties; and to this end, scholarship of an adequate amount will have to be provided to every child that may need it.

Recommendations for 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.

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

(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 or 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 nationwide 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.

SELF- CHECK EXERCISE-1

Q1. Kothari Education Commission was appointed in _____?

- (a) March, 1964 A.D.
- (b) July, 1964 A.D.
- (c) March, 1965 A.D.
- (d) July, 1965 A.D.

Q2. What is the alternative name of the "Education Commission"?

- (a) Kothari Commission
- (b) Radha Krishnan Commission
- (c) Mudaliar Commission
- (d) Hunter Commission

Q3. Which education commission worked during the period of 1964-66?

- (a) Radha Krishnan Commission
- (b) Kothari Commission
- (c) Mudaliar Commission
- (d) Chatterjee Commission

Q4. Which age group of children is the target for universalization of education?

- (a) 6-11 age group
- (b) 6-14 age group
- (c) 6-18 age group
- (d) 0-11 age group

Q5. Fill in the blanks with appropriate word.

- (i) The Education Commission is popularly known as the _____.
- (ii) The Govt. of India appointed a commission by a resolution on _____.
- (iii) _____ was the chairman of the UGC in 1964.
- (iv) The Commission submitted its report on _____

9.4 NPE (1986): Recommendations for UEE

National Policy on Education (1986)

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.

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

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.

In order to meet its challenges and to enter the 21st century successfully the Govt. of India in January 1985 announced that a new policy would be formulated for the country.

After adoption of this New Education Policy, it became known as 'National Policy on Education 1986'.

Speaking spiritually, the man of the 21st century will inherently be the same as that of today. But the scientific, technological, economic and social frame in which he will live and function in future are sure to be different from those of today. It is hoped that the new policy as announced by the government will meet the challenges of the time by improving the quality of education in all directions and making its benefits available to all people.

It is a landmark on the road of the socialistic pattern of society and a Magna Carta of education for the days to come.

The role of Universal Elementary Education (UEE) for strengthening the social fabric of democracy through provision of equal opportunities to all has been accepted since the inception of our Republic. The original Article 45 in the Directive Principles of State Policy in the Constitution mandated the State to endeavour to provide free and compulsory education to all children up to age fourteen in a period of ten years. The National Policy on Education (NPE), 1986/92, states: "*In our national perception,*

education is essentially for all... 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”

The National Policy on Education (NPE) was announced in 1986, to prepare India for the next century. It said, “Neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of the situation.” The 1986 policy goals were: more than 90% of the country’s rural population was within a small distance from schools, a common education structure for states and prioritization of science and mathematics. These had, largely, been achieved, although the financial and organizational support for the education system still faced problems.

The New Education Policy 1986 was formulated with a view to preparing students for the 21st century to face the challenges associated with global developments, emerging technologies and cross-cultural complexities. Some of the Cardinal Principles contained in the National Education Policy 1986 were old but they had been stated in new spirit and perspective.

- The policy laid emphasis on creation of common school system as recommended by Kothari Commission.
- The NPE (1986) reiterated the issues of equality of educational opportunity and free and compulsory education for all children up to 14 years.
- The NPE (1986) opined the National System of Education and envisages a common education structure.
- It also launched the programme of NFE (Non-Formal Education) to solve the problem of children dropping out of school and to adopt an array of meticulously formulated strategies based on micro planning and applied at the grass-root level all over the country, to ensure children’s retention at school.
- The NPE also had a special provision for afternoon centres for girls (Kumar, 2001).
- The NPE tried to justify non-formal education by presenting various arguments. According to the NPE essentialities are organizational flexibility, diversity in learning activities to relate the learner’s needs decentralization of management and relevance of the curriculum.
- Though the NPE took a significant step of proposing new way of increasing enrolment of that particular section of the population which is unable to get school education, but by doing this it paved a way to parallel schools rather than a common school system as proposed by Education Commission 1964-66.
- NPE (1986) stressed on essentiality of NFE for universalisation of elementary education and the reason was that the formal education could not cope up the increasing demands of elementary education for universalisation. Alternative had therefore been developed in the form of NFE, Distance Education, Correspondence Courses etc.
- With the help of NFE, NPE (1986) wants to solve the problem of children withdrawing from education which was the biggest challenge on the path of UEE. But

through this provision the quality of education got diluted where instructors took the place of teacher (Sadgopal, 2001).

- The National Policy on Education (1986) also lead to Operation Blackboard in 1987, which aimed at strengthening the infrastructure in primary schools making them fit places as seats of learning (Pathania, 2009:41).
- The Policy of 1986 was modified in 1992 and was tabled in the parliament on 7th May 1992. The scheme of OB which was launched by 1986 was extended by the 1992 by covering more area under the OB with minimum three rooms, three teachers in which 50% teachers to be women and the scheme OB was extended to upper primary.
- In 1992 Minimum Learning Levels were also introduced. The policy commended MLL to be laid down for each stage of education. This was a very important contribution of the policy towards equity and quality.

Contents of New Education Policy

Table (a)

Part	Subject	Number of Paragraphs
I	<u>Introductory</u>	15
II	<u>The Essence and Role of Education</u>	4
III	<u>National System of Education</u>	13
IV	<u>Education for Equality</u>	13
V	<u>Reorganization of Education at Different Stages</u>	42
VI	<u>Technical and Management Education</u>	20
VII	<u>Making the System Work</u>	3
VIII	<u>Reorienting the Content and Process of Education</u>	25
IX	<u>The Teacher</u>	6
X	<u>The Management of Education</u>	9
XI	<u>Resources and Review</u>	5
XII	<u>The Future</u>	2

Source: J.C. Aggrawal, *Landmarks in the History of Modern Indian Education*, 5th ed., p. 347

National Policy on Education (Policies and Programmes)

Educational policy and progress have been reviewed in the light of the goal of national development and priorities set from time to time. The National Policy on Education (NPE-1986) provides for a comprehensive policy framework for the development of education up to the end of the century and a Plan of Action (POA) 1992, assigning specific responsibilities for organising, implementing and financing its proposals.

Policy (1986) Framework

India's commitment to the spread of knowledge and freedom of thought among its citizens is reflected in its Constitution. The Directive Principle contained in Article 45 enjoins *“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”*.

- Article 29 (i) provides that any citizen having a distinct language, script, special care of the economic and educational interests of the underprivileged sections, particularly, the Scheduled Castes and Scheduled Tribes is laid down as an obligation of the State under article 46.
- In the NPE, almost all the elements that figure in the declaration and framework of the World Conference on Education for All, held in Jomtien in March 1990, are present.
- The policy envisages that the basic learning needs of every person, child, youth and adult should be met through a variety of delivery systems, there is no trade-off between quantity and quality, achievement of minimum levels of learning are as important as participation, the traditional forms of primary education do not actually deliver, supply of services should be matched by generation of demand, and only by returning education to the community and by partnership between the government, civil society and stakeholders can basic education needs be met satisfactorily.
- The policy paved the way for enhanced support to the state governments for school improvement, in service teacher training and non-formal education.
- Around the time the National Education policy (1986) was formulated amendments to the constitution were mooted to vest the local bodies with a constitutional status and entrust them with the delivery of social services such as *primary education*. The process was completed in 1994.
- The Policy (1986) took a serious note of the conditions related to basic facilities and other support systems in the country. It emphasised on elimination of disparities in the education system and on improvement in the quality of publicly funded schools so that irrespective of the socio-economic background every child has access to basic education of a comparable quality.

The policy (1986) and targets

- NPE gives an unqualified priority to universalisation of elementary education (UEE). The thrust in elementary education emphasises (i) universal enrolment and universal retention of children up to 14 years of age, and (ii) a substantial improvement in the quality of education.
- The child-centered approach commended in NPE attempts to build the academic programme and school activities around the child. The Policy 'also recognises that unattractive school environment, unsatisfactory condition of buildings and insufficiency of instructional material function as demotivating factors for children and their parents.
- The Policy, therefore, calls for a drive for a substantial improvement of primary schools and provision of support services. A variety of measures have been proposed for securing participation of girls and of children from the Scheduled Castes and Scheduled Tribes families, other educationally backward sections and minorities.
- Conclusive data is not available regarding the number of working children. However, it has been assumed in the Policy that a large number of out-of-school

children are unable to avail themselves of the benefits of schooling because they have to work to supplement family income or otherwise assist the family.

- NPE proposes taking up of a large and systematic programme of non-formal education for these children and for children of habitations without schools.
- The emphasis in NPE is on Organisation of flexible programmes which are relevant to the needs of the learners and the quality of which is comparable with the corresponding stages of formal education.
- The measures proposed to improvement in quality of elementary education include reform of the content and process of education, improvement in school buildings and other facilities, provision of additional teachers and the comprehensive programme of teacher education. Minimum levels of learning are to be laid down for each stage, which would naturally include laying down such norms for the primary and upper primary stages.
- In addition to UEE, NPE also envisages a common school structure throughout the country. Acknowledging that the 10+2+3 structure has now been accepted in all parts of the country, a suggestion has been made that the primary stage should consist of 5 years, followed by 3 years of upper primary.
- In the past, the targets set for UEE have not corresponded to the investment required for achievement of the goal, nor has it been possible to create the mobilisation which is essential for this purpose. Taking a more practical view of the matter, NPE limits itself to proposing that all children by the time they attain the age of about 11 years will have had five years of schooling, or its equivalent through the non-formal stream, and likewise it will be ensured that free and compulsory education upto 14 years of age is provided to all children by 1995.

Mobilization for UEE - a prerequisite of success

- UEE can come about only as a result of an upsurge - involving all the people concerned. The political parties, particularly their local level constructive workers, will have to play an important role in this regard.
- Involvement of teachers at all stages of planning and implementation of the new strategy will be ensured. This will take the form of systematic consultations with their unions and associations, ensuring that they are fully involved in micro-level planning for UEE.
- As indicated in the section on Management of Education, the local community will be involved in all aspects of UEE. For all practical purposes, the primary schools and non-formal education centres will be accountable to it. Due care will be taken to ensure that women, youth, and the sections of society who have remained deprived of educational opportunities have an effective voice.
- All agencies and individuals who have earned the confidence of the community and who can make a positive contribution to UEE will be involved.

Enrolment in 11-14 age-group

Keeping in view the high transition rate from primary to upper primary stage, enrolment in the 11-14 age-group will automatically increase after universalisation of

primary education. This would be further strengthened as a result of universal provision of upper primary school facilities in the VIII Plan, and by creation of mechanisms for testing the children of non-formal stream for lateral entry into the formal system. These measures will be supplemented by a system of compulsory education legislation.

Common structure

In the meetings of the CABE and NDC in May, 1986, a consensus has already been reached in regard to the need for switching over to a common structure for the first ten years of schooling. The States where the first ten years are divided into four years of primary, three years of upper primary and three years of high school, will attempt to switch over to 5+3+2 pattern by 1995 so that it coincides with the target year for UEE.

Universalisation of Elementary Education (NPE-1986)

Regarding school's Credibility

"That does not finish the picture. We have the education of this future state. I say without fear of my figures being challenged successfully, that today India is more illiterate than it was fifty or a hundred years ago, and so is Burman, because the British administrators, when they came to India, instead of talking hold of things as they were, began to root them out. They scratched the soil and began to look at the root, and left the root like that, and the beautiful tree perished. The village schools were not good enough for the British administrator, so he came out with his programme. Every school must have so much paraphernalia, building, and so forth. Well, there no such schools at all. There are statistics left by a British administrator which show that, in places where they have carried out a survey, ancient schools have gone by the board, because there was no recognition for these schools, and the schools established after the European pattern were too expensive for the people, and therefore they could not possibly overtake the thing. I defy anybody to fulfil a programme of compulsory primary education of these masses inside of a country. This very poor country of mine is ill able to sustain such an expensive method of education. Our state would revive the old village schoolmaster and dot every village with a school both boys and girls". **Mahatma Gandhi**

The Elusive Goal

The constitution has enunciated the following Directive Principle of a State Policy regarding Universalisation of Elementary Education (UEE):

Part IV Directive Principles of State Policy as Article 45 of the Constitution of India 1950.

"The State shall endeavour to provide, within a period of ten years of the commencement of the Constitution, for free and compulsory education of all children up to the age of 14 years."

2001 86th Amendment to the Constitution Article 21 A

"The state shall provide free and compulsory education to all children between 6-14 years of age.

Article 45 changed to: "The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.

Universalisation was to have been achieved by 1960. In 1990, we are still nowhere near the goal of Universalisation of Elementary Education (i.e., up to class eighth),

In accordance with the Constitutional commitment to ensure free and compulsory education for all children up to the age of 14 years, provision of universal elementary education has been a salient feature of the NPE and the Programme of Action 1992. Later, the Unnikrishnan Judgement 1993 also spelt out that, "Every child/citizen of this country has a right to free education until he/she completes the age of fourteen years". The Education Ministers' resolve in 1998 also supports the cause of UEE by stating that Universal Elementary Education should be pursued in the mission mode and that there is a need to pursue a holistic and convergent approach towards UEE. Universalisation was to have been achieved by 1960. In 1990, we are still nowhere near the goal of Universalisation of Elementary Education (i.e., up to class eighth), or for that matter even primary education (i.e., up to class fifth). According to varying estimates available now, almost one-half of all children and two-thirds of the girls in the age group of 6-14 either do not enter the school at all or drop out at an early stage or, to put it better, are 'pushed out' of the school system.

In contrast, 'Universal Declaration of Human Rights' declares that all individuals, irrespective of sex, caste and economic status, have the 'Right to Education'. India rightly subscribed to this famous declaration. Now, time has come to recognise 'Right to Education' as one of the fundamental rights of the Indian citizen for which necessary amendments to the Constitution may have to be made and more importantly, conditions be created in society such that this right would become available for all children of India.

Recommendation

The Right to Education should be examined for inclusion amongst the fundamental rights guaranteed under the Constitution of India. All the socio-economic measures, without which realisation of this right will not be possible, should be taken.

Problems and Issues - An Overview

- The continued failure since independence to fulfil the Constitutional directive of providing education to all children upto the age of 14 years is a teasing reality. Undoubtedly this problem qualifies for being ranked as the most fundamental problem of our educational system.
- The degree of failure is further accentuated in the case of the children of SC/ST and other educationally backward sections of society.
- The focus of the various strategies adopted so far to bring all children into schools has been on the factors which lie within the educational system.
- This is equally true of the NPE/POA. The socioeconomic and cultural factors have played only a marginal role in educational planning.
- It is in this perspective that the Committee presents below an overview of the major issues relating to the problem of universalization both from within and outside the education sector.

Physical Access to School

According to the Fifth All India Educational Survey in 1986, almost 20% of the rural population did not have access to a primary school within the habitation. For instance, it has been shown in the section on Education and women's equality how these norms may not be applicable in the case of girls who are engaged in work both within and outside the home. In such cases, the distance of 1 km. to the primary school and 3 km. to the middle school may be just beyond the threshold which children can cross.

Availability of Schools and Teachers

Inspire of a rise in the total number of schools and teachers between 1965 and 1986, the number of schools and teachers per 10 thousand persons is declining continuously during this period. A comparison of the growth rates of the population with the growth rates respectively for the total number of primary schools and teachers reveals that population rose sharper than the number of both the schools and teachers per 10 thousand persons.

Child Labour

The problem of child labour is inextricably linked to the low participation rate of children in elementary education. There are several estimates regarding the magnitude of this problem.

Curriculum and its Transaction

- a) Viewing the curriculum mostly in the cognitive domain and, there too, by and large in recalling facts at the time of examinations;
- b) Inflexible and unresponsive to the local needs and environment;
- c) Devoid of the component of skill formation;
- d) Lacking in social and cultural in-puts from the community;
- e) Unrelated to the 'world of work' which exercises a strong pull on the life of a large number of children after the age of 10 years;
- f) Transaction mostly through lectures in a non- participative mode;
- g) Near-absence of activity-based learning; and
- h) Discouraging exploration, inquiry, creativity and initiative on the part of the students.

The above deficiencies of the curriculum and its transaction would have to be removed, if UEE is to be made a reality.

Probing the Policy Framework

There are studies which show that, if the present demographic, investment, enrolment and retention patterns persist, universalisation may continue to be an elusive goal even well into the next century.

The NPE has correctly emphasised the following two aspects which are to be part of the 'new thrust' in elementary education (Para 5.5).

- i) universal enrolment and universal retention of children upto 14 years of age, and
- ii) a substantial improvement in the quality of education.

The Committee concurs that the issue of enrolment and retention can not be delinked from the issue of quality improvement as far as UEE is concerned.

- a) Convergence of services in a habitation/village/ mohalla, as has been envisaged, for instance, for ensuring girls, access to school education.

b) Linkage between the school and the community, as discussed earlier has an organic role in UEE. The school, being a part of vast Government machinery, stands alienated from the community whose children it attempts to teach.

Recommendations

i) The Policy Statement in para 5.5 of NPE should be modified to incorporate the following three areas of concern as thrust areas':-

(a) Convergence of services,

(b) Linkage between the school and the community, and

(c) Decentralised and participative mode of educational planning and management.

ii). Formulation of strategies for UEE must consider the three thrust areas listed above along with the two areas already included in para 5.5.

The policy has certainly done well by emphasising child- centred approach to education and by pointing out that it is the 'best motivation for the child to attend school and learn, (Para 5.6).

Recommendation

The Policy Statement on 'Child-Centred Approach' in para 5.6 of NPE should be modified in order to remove the inconsistencies and/or lacunae, as pointed out above.

Reviewing the Resolve

In Para 5.12, the NPE has stated its 'Resolve' for UEE in the following words :

"The New Education Policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro-planning, and applied at the grass-roots level all over the country, to ensure children's retention at school. This effort will be fully coordinated with the network of non-formal education. It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling, or its equivalent through the non-formal stream. Likewise, by 1995 all children will be provided free and compulsory education up to 14 years of age".

The Committee wishes to offer the following comments on the above statement.

While appreciating the emphasis in 'Resolve' on solving the problem of drop-outs and on ensuring retention, it may be noted that no strategy, howsoever 'meticulously formulated' it may be, can be effective as long as enrolment is not similarly stressed. Under today's conditions, if all of the children attending Class I are retained up to Class VIII, it may still amount to provision of schooling to merely 50% of the children and one-thirds of the girls in the relevant age group. 'Obviously this was not intended by the policy.

The phasing of UEE into two stages- Universalisation of Primary Education (UPE) in the first phase and UEE in the second phase- has been interpreted by some as a step towards dilution of the nation's commitment to the Constitutional directive. This negative interpretation is mainly because of the continued failure in moving towards universalisation since independence. Here, even the NPE's 'Resolve' does not remedy the situation. It may be noted that the policy formulated as it was around mid1986 would begin to be implemented only in the academic year of 1987. This left

only three years for schooling until 1990 for children who would have by then attained the age of about 11 years.

In this context the Committee went into the question whether any reliable data regarding attainments emerging from pre NPE years of implementation of NFE programme was available. Based on interactions with the authorities of the Department as well as others, the Committee came to the finding that no such data were available at the time of formulation of NPE.

- **Operation Blackboard**

The NPE recommended the launching of a phased drive, symbolically called Operation Blackboard, as a Centrally Sponsored Scheme aimed at bringing about substantial improvement in the facilities of primary schools run by Government, Local Bodies and Panchayati Raj and recognised aided institutions. It has the following three interdependent components:

- “- Provision, of a building comprising at least two reasonable large all-weather rooms with a deep verandah and separate toilet facilities for boys and girls;
- At least two teachers in every school, as far as possible, one of them a woman; and
- Provision of essential teaching and learning materials including blackboards, maps, charts, toys and equipment for work experience.”

Recommendations

- i) The question of continuance of Operation Blackboard as a centrally sponsored scheme may be treated in the light of recommendations made by the Committee in regard to Centrally Sponsored Schemes as a whole in the Chapter on Decentralisation and Participative Management.
- ii) The State Governments should devolve all decision-making powers concerning operation Blackboard to the Educational Complexes which would seek consultation from DIETs on the one hand, and the concerned school and the Village Education Committee, on the other hand, for planning and implementing the scheme.
- iii) The schools and the Village Education Committees, made fully responsible for UEE in their respective areas, should undertake a micro-planning exercise for working out their requirements under Operation Blackboard and be accountable for its implementation.
- iv) Operation Blackboard must be given the status of one of the priority strategies for UEE, but, at the same time, it should be ensured that investment is made only on those items whose need has been established by the teachers and other related persons on the basis of micro-planning and class room requirements.
- v) For posting women teachers in the villages, it would be best to select them locally, wherever possible, or else make provision for their accommodation, security and other support services.

- **School, Para-school and UEE**

The Committee proposes that each school, Primary or Middle, may be made fully responsible and accountable for UEE in all the villages/habitations/mohallas in the area of its coverage. For this purpose, the Head Master/Head Mistress should be given the necessary authority and funds to organise 'para-schools' both for reaching out to unserved habitations and to sections of child population unable to come to the

school in the day hours. This implies that the school shall decide, on the basis of micro-planning, the specific mix of 'para-schools', adult education, continuing education, or whatever else is considered necessary.

The 'Para-School' shall have the following attributes:

- a) It shall be an integral part of the local Primary or Middle School.
- b) It shall be organised either in response to the spatial need of the unserved habitations or to suit the convenience of children in terms of time.
- c) It shall have all the attributes of the non- formalised school, as proposed earlier in this chapter.

- **Child-Centred Class Room**

A non-formalised child-centred class room requires a certain philosophical orientation and understanding of child behaviour which has so far not informed curriculum planning and educational practice in the prevailing school system.

- **Monitoring and data gathering**

The Committee has already discussed the extent to which the enrolment data are inflated. Similarly, the drop-out rates reported in the official documents, though computed with great care, are based upon enrolment registers in the schools whose reliability is doubtful. These data are further confused by the influence of stagnation in the terminal years and of 'the non-detention policy in vogue in several States. These exercises, however, hardly add to our understanding as these do not provide any information regarding actual attendance, attainments and other critical determinants, such as aptitude for work or attitude towards society.

Recommendation

In order to monitor progress towards UEE, it is essential that we move beyond the stage of enrolment and retention. Data must be gathered on actual attendance in class rooms, attainment in learning and equally, if not more importantly, on aptitude towards productive work and attitude towards society. It is only by perceiving UEE in terms of such attributes of education that the whole exercise would acquire a social significance.

SELF-CHECK EXERCISE-2

Q1. When was National Policy on education formulated?

- (a) Aug, 1986
- (b) Jan, 1986
- (c) March, 1988
- (d) Oct, 1988.

Q2. Regarding Elementary Education, the major objectives of National Policy of Education 1986 are mainly:

- (a) Universal access and enrolment
- (b) Universal retention of children up to 14 years of age
- (c) A sustainable improvement in the quality education to enable all children to achieve the essential levels of learning.
- (d) All the above three

Q3. The National Policy on Education was introduced in

- (a) 1986 (b) 1984 (c) 1990 (d) 2005

Q4. The purpose of new education policy is;

- (a) to provide equal opportunity of education to all
- (b) to improve the whole education system
- (c) to link the education with employment
- (d) to delink the degree with education

9.5 PROGRAMME OF ACTION (1992)/ THE ACHARYA RAMAMURTI COMMITTEE REPORT

In the present analysis, efforts will be made to describe the steps under the National Policy on Education, 1986 and the modifications or changes suggested by the review committee (1992) which have a human rights perspective. The review of different recommendations is being done, along with possible suggestions. These suggestions are expected to be more practical and desirable, in relation to the declared policy objectives in the field of education. The Kothari Commission of 1964 and, subsequently, the National Education Policy, 1986, endorsed the concept of universalization of primary (elementary) education. Further, the Plan of Action 1992, and now the Constitution, also accepted the fundamental right of elementary education. The Rammurthy Committee was appointed on May 7, 1990 and it submitted its report to the Minister of State in the Ministry of Human Resource Development on December 26, 1990. The report was tables in the parliament on January 9, 1991.

NPE was reviewed during 1990-92 by the Acharya Rammurthy Committee (1990) and N Janardan Reddy Committee (1992) and necessary amendments were made, on the basis of which, the Programme of Action (1992) was chalked out and based on its recommendation's provisions were made in the eighth plan.

- In spite of this and the constitutional provision for free-primary education for the age group of 6-14, the same is very much beyond the achievement of the educational system, to date.
- Almost half of the children, in the age group of 6-14, either do not go to school or drop out at an early age.
- Many have to stay out-side the educational system, due to strong economic compulsions. Efforts, over the last 40 years, to remedy this situation, have not met with any significant success.
- According to the Ramamurti Committee, remedies for the above maladies suggested by NPE, 1986, have not worked and will not work. Remedies suggested by the Ramamurti Committee have been at variance with the recommendations of NPE, 1986. However, before critically reviewing the recommendations of the Ramamurti Committee in this respect, it will be pertinent to examine the basic characteristics of 'educational dualism' in our country.
- In view of this, it is quite clear that the creation of the Navodaya School was biased against children from the poorest families, unless adequate care was taken in respect of pre-school and early primary education.

- The Ramamurti Committee, therefore, rightly recommends discontinuation of the 'Navodaya' school model. Further, the recommendation of the committee, for an integrated universal school system at the elementary level, is conceptually very sound. But, unfortunately, the committee has not suggested any concrete programmes for implementation, where it could successfully develop a base for a policy on a human rights perspective.
- Educational investments, in many developing countries, tend to enhance the already advantaged group, rather than the other ones.
- The committee, instead of suggesting total integration points to these types of structural issues, should have, explicitly, mentioned these. But, the Ramamurti Committee's suggestion for integrated education (by integrating the formal and non-formal streams) has been strongly opposed by a section of the press, because such an 'Integrated Universal System' of elementary education has the basic ingredients of disturbance, in the present elitist edifice of education.
- The Ramamurti Committee has suggested non-formalization of the formal school system i.e. the schools open up and change themselves in response to the demands of society.
- The committee has suggested certain things such as flexible working hours, reducing school hours and increasing learning hours to non-formalize schools. But, of course, all these improvements will require significant improvement of the teacherstudent ratio, at all stages. In view of the basic nature and importance of this integration, in the overall improvement of the educational system, generation of resources for upgrading schools and non-formalizing of existing formal schools, through much needed flexibility, must receive utmost attention.
- A close reading of the POA reveals that in its view the rapid expansion, which was not accompanied by sufficient investment of resources', is responsible for 'a deterioration in academic standards' (Para 1, Chapter II). This seems to be rather over-simplification of a fairly complex situation. Many other factors are acknowledged as determinants of the quality of learning in the schools. The Review Committee regards the teachers, the community and the social environment as the key factors for moving towards child centred approach and better standards in education. Provision of additional facilities to the schools (e.g. Operation Blackboard) must be made but it should never be construed to imply that this alone would bring about the desired change in the schools.
- The POA recommends that an attempt should be made to switch over to 5+3+2 pattern by 1995 so that it coincides with the target year for UEE'. It is not at all clear what relationship between the 5+3+2 pattern and UEE is envisaged by the POA. This is, however, a significant matter. According to the Review Committee, the present mode of curriculum development and content planning in the primary and middle schools is determined by what is planned at the +2 level. This results in unnecessarily burdening the child in the elementary school and, at the same time, in not allowing the growth of a holistic and self-sufficient view of the first five and eight years of schooling respectively. In the present stage of social development in most

parts of India, a large majority of children, even with improved strategies of universalisation, would quit schooling after either Class V or Class VIII. It is, therefore, crucial that the curriculum development at these two levels is aimed to provide for a self-sufficient model of knowledge, skills and attitudes within the elementary system such that the majority of children can go out into the 'world of work' and continue self-learning throughout life. It is not being suggested that the +2 level is unnecessary for the majority of our children. As education is a sub-system of the social system, the +2 level is to become both accessible and important in the life of the majority of the children, as the country moves into a higher stage of social development. To be sure, this would not come about without a drastic overhaul of the present development policy and a clear tilt towards equity and social justice in national life. Until this happens the +2 level shall remain outside the purview of universalisation.

RECOMMENDATIONS FOR UEE

The committee emphasized that the universalisation of elementary education (UEE) could be successfully done by promoting relationship between the school and the community.

- While giving due importance to the provision of additional facilities to the schools, the policy must also stress the role of the teacher, the community and the social environment as key factors in improvement of the quality of school education.
- Since the present enrolment data are not reliable the policy should stress a continuing concern for improving both enrolment and retention, as distinct from enrolment to retention.
- The curriculum at the +2 level should not be allowed to determine the content and process of education at the primary and middle school levels.

Regarding the new programme of non-formal education (NFE), the following features envisaged by NPE/POA are being highlighted- below:

- i) NFE shall strive to reach 'school drop-outs, (for) children from habitations without schools, working children and girls who cannot attend whole-day schools' (NPE, Para 5.8).
- ii) The curriculum framework of NFE, though patterned on the lines of the national core curriculum, will be based on the needs of the learners and related to the local environment' (NPE, Para 5.10)
- iii) Learning material of high quality will be developed' (NPE, Para 5.10).
- iv) The NFE shall promote 'a learner-centred approach' emphasis on learning rather than teaching', continuous learner evaluation', 'creation of participatory learning environment' and 'joyful extra-curricular activities' (POA, Para 26).
- v) The NFE shall organise activities to 'enable learners to progress at their own pace' and to 'learn from each other' (POA, Para 26).

SELF- CHECK EXERCISE-3

- Q1. Which are the recommendations of the N.P.E. and POA of 1986 and 1992?
- (a) The National Policy of Education of 1986 and Programme of Action of 1992 provided a significant formulation regarding the content and process of education.
 - (b) The values of secularism, socialism, democracy must be imbibed by the citizens of the country.
 - (c) Education must reduce the rural urban disparities and determined measures should be taken to promote diversification and dispersal of employment opportunities.
 - (d) All the above three
- Q2. POA suggested decentralized planning and good management of primary education. **True / False**
- Q3. The POA recommends that an attempt should be made to switch over to 6+3+2 pattern by 1995 so that it coincides with the target year for UEE. **True / False**

9.6 SUMMARY

The commission has thoroughly studied and analyzed the prevailing conditions in which education used to be provided to the Indian children. All recommendations made by the commission are praiseworthy. Kothari Commission was appointed under provision of a resolution of the Government of India, dated 14th July, 1964. Dr. D.S. Kothari, chairman of the U.G.C. was appointed as the chairman of the commission. The Kothari Commission (1964–66), was set up to formulate a coherent education policy for India. It aimed at increasing productivity, developing social and national unity, consolidating democracy, modernizing the country, developing social, moral and spiritual values, providing equal educational opportunities, developing languages and promoting scientific education and research. Universalisation of elementary education has been long accepted as a pre-condition to socio-economic and political development of any society. Education Commission (1964-66). Kothari Commission very well recognized the role of education in the national development. The Education Commission (1964-66) recommended a common School system of Public Education (CSS) as the basis of building up the national System of Education with a view to bring the different social classes and groups together and thus promoting the emergence of an egalitarian & integrated society. 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. 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. It has given an integrated picture of Indian education in all its wide and diverse dimensions. This commission, whether possible or not, lays stress on making education a vehicle of national reconstruction that leads our teeming millions to social, economic, political and moral emancipation. The National Policy on Education (1986, 1992) gave the highest priority to universalisation of elementary education and adult education. While this was reflected in the higher allocation of resources, other measures were also included to

improve the overall quality of the educational system such as giving as much importance to retention and levels of achievement as enrolment, and focusing on the more difficult aspects of access-such as ensuring access to girls and the disadvantaged groups. There was also the realisation of the need for people's involvement through the setting up of the village education committee. The Policy reiterated the need for decentralisation in education, keeping the district as the basic unit for planning and management. It was also during this period that World Bank and other international donor agencies started emphasising the need to invest in education of girls as the only way to address issues of population growth, maternal and child health, and mortality and morbidity-related issues. The National Policy on Education (1986, 1982) gave the highest priority to universalisation of elementary education and adult education. There was also the realisation of the need for people's involvement through the setting up of the village education committees. The Policy reiterated the need for decentralization in education, keeping the district as the basic unit for planning and management. The central Advisory Board of Education (CABE) considered the report of Janardan Reddy Committee as a Revised National Education Policy on May 5, 1992. It reiterated the recommendations made in National Education Policy 1986 with a very little change. The committee recommenced various educational programmes for removing women's inequality and encouraged the education of SC/ST, OBC and minorities, handicapped and adult by providing incentives, reservation, operational blackboard (OB) system, and vocational training and guidance.

9.7 GLOSSARY

Commission: A group of people entrusted by a government or other official body with authority to do something.

Recommendation: A suggestion or proposal as to the best course of action, especially one put forward by an authoritative body.

Universalisation: It is a supportive intervention used by the therapist to reassure and encourage his/her client.

Elementary Education: A primary school or elementary school is a school in which children receive primary or elementary education from the ages of about five to eleven, coming before secondary school and after preschool.

9.8 ANSWERS TO SELF- CHECK EXERCISES

Exercise-1

Answer 1. (b)

Answer 2. (a)

Answer 3. (b)

Answer 4. (b)

Answer 5. (i) Kothari Commission

(ii) 14th July, 1964.

(iii) Prof. D.S. Kothari

(iv) June, 1966

Exercise-2

Answer1 (a)

Answer2. (d)

Answer.3 (a)

Answer4. (b)

Exercise-3

Answer 1. (d)

Answer 2. (True)

Answer 3. (False)

9.9 REFERENCES /SUGGESTED READINGS

Aggarwal, J.C. (2007). *Modern Indian Education*. New Delhi: Shipra Publications.

Aggarwal, J.C.(1994). *Landmarks in the History of Modern Indian Education*; Vikas Publishing House Pvt. Ltd., New Delhi; Reprint.

Aggarwal, J.C. (2003). *Development and planning of Modern education*, Vikas Publishing House Pvt. Ltd., New Delhi, Reprint.

Chaube, S.P (1992).*History and Problems of Indian Education*; Vindo Pustak Mandir, Agra 2 ; Fourth Edition.

Ghosh, Suresh Chandra (2009). *The history of education in modern India 1757-2007*. New Delhi: Blackswan Publication.

Government of India (1966). *Education and national development. Report of the Education Commission (1964-66)*. New Delhi: Ministry of Education.

“Indian Education Commission 1964-66” *PB Works*. 2015. Retrieved June 20, 2015.

Naik, J.P. (1997). *The Education Commission and After*, APH Publishing Corporation, New Delhi.

Nanda, S.K. (19982). *Indian Education and its problems today*; Kabyani Publishers, New Delhi; second Edition .

Nurullah,S.andJ.P.Naik.(1974). *A Students History of Education in India*, New Delhi; Macmillan & Co.

Prof Ramesh Ghanta &B.N.Dash. (2006). *Foundations of Education*, NeelKamal Publications Pvt. LTD Educational Publishers, New Delhi.

Rao , T.S.(1972). *Free Education for All*, Social welfare , Vol. XIX (9).

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.

R.K.Raghuram. (2009). *Recommendations of Kothari Commission*. Crescent Publishing Corporation, New Delhi.

Annual Report, 1989-90, Part I, Ministry of HRD, Dept. of Education

Dash, M. (2004). *Education in India: Problems and Perspectives*. New Delhi: Atlantic Publishers .

Dr. Digumarti Bhaskara Rao.(1998). *National Policy on Education , Towards An Enlightened And Humane Society*, Discovery Publishing House, New Delhi.

Goel, S. L. (1994). *Education policy and administration*. New Delhi: Deep and Deep Publication

J.C. Aggrawal, *Landmarks in the History of Modern Indian Education*, 5th ed., p. 347

Naik, J. P. (1975). *Policy and performance in Indian education*. New Delhi: Orient Longman

Naik, J.P.(1997). *The Education Commission and After*, APH Publishing Corporation, New Delhi.

National Policy on Education – 1986, Ministry of Human Resource Development, Govt. of India, Dept. of Education, New Delhi, May, 1986.

National Policy on Education–1986 (With Modifications undertaken in 1992), Ministry of Human Resource Development, Department of Education, New Delhi, 1992.

National Policy on Education 1986, Programme of Action, 1992, Ministry of Human Resource Development, Department of Education, Govt. of India, 1993.

National Curriculum Framework 2005, *National Council of Educational Research and Training*, retrieved 2015-04-14.

National Policy on Education, 1985 (PDF). *National Council of Educational Research and Training*. Retrieved 2015-04-14.

Prof Ramesh Ghanta & B.N.Dash. (2006). *Foundations of Education*, NeelKamal Publications Pvt. LTD Educational Publishers, New Delhi.

Ram Nath Sharma, Rajendra Kumar Sharma (1996), History Of Education In India, Atlantic Publishers & Distributors, ISBN 81-7156-599-9.

Saikia, Dr. S.(1998) *History of Education in India*, Publishers Mani Manik Prakash

Annual Report 1992-93, Ministry of Human Resource Development.

9.10 TERMINAL QUESTIONS

Short Answer Questions

1. Write short note on Indian Education Commission (1964-1966).
2. What do you mean by Constitutional, legal and national statements for universalization of elementary education?
3. What do you mean by legal statements for universalization of elementary education?
4. What do you mean by national statements for universalization of elementary education?
5. What steps should be taken to make primary education free and compulsory for all the children up to the age of 14 years in our country?
6. What do you understand by New Education Policy?
7. What are the Recommendations of NPE (1986) for UEE?
8. What are the Recommendations of POA (1992) for UEE?
9. Write Acharya Ramamurti Committee Report.
10. Discuss Universalisation of Elementary Education (NPE, 1986)
11. Explain some of the recommendations of NPE.
12. What were the major recommendations of the POA 1992?

Long Answer Questions

1. Discuss Indian Education Commission (1964-1966), Kothari Commission.
2. Explain Constitutional, legal and national statements for universalization of elementary education.

3. Discuss Kothari Commission Policy Initiatives for Universalization of Elementary Education.
4. Discuss the recommendations of the “Indian Education Commission (1964-66) regarding Universalization of Elementary Education.
5. Write a few lines on structural change in the system of education as suggested by the Indian Education Commission (1964-66).
6. Explain the New Education Policy 1986.
7. What are the main Recommendations of NPE (1986) for UEE?
8. What are the main Recommendations of POA (1992) for UEE?
9. Explain the Acharya Ramamurti Committee Report, 1992 (Programme of Action).
10. Write short notes on the following:
 - a) Universalisation of Elementary Education (NPE, 1986)
 - b) Mobilization for UEE
11. Explain some of the recommendations of NPE and POA which you consider as most important recommendations for policy formulations in education?
12. What were the major recommendations of the N.P.E. and POA of 1986 and 1992?

UNIT-10

OPERATION BLACK BOARD: CONCEPT AND PROVISION

Structure

- 10.1 Introduction
- 10.2 Learning Objectives
- 10.3 Operation Black Board: Concept and Provision
Self- Check Exercise-1
- 10.4 Summary
- 10.5 Glossary
- 10.6 Answer to Self- Check Exercise
- 10.7 References /suggested readings
- 10.8 Terminal Questions

10.1 INTRODUCTION

Operation Blackboard is a centrally sponsored programme which was started in 1987 immediately after the Rajiv Gandhi NPE of 1986 was released to supply the bare minimum crucial facilities to all primary schools in the country. The objective of the scheme is providing students studying in primary settings with the necessary institutional equipment and instructional material to facilitate their education. The goal and the objectives of funding and assistance of DPEP were within general discussion of universalisation of elementary education in India, with emphasis on access and quality. It aims to reduce the difference in enrolment, drop-out rate and leaving achievement among boys and girls, raising learning achievements in terms of measured achievement level and further the project is described as a first investment in long-term programme to improve the literacy and numeric skills of the citizens of India. The Sarva Shiksha Abhiyan is a historic stride towards achieving the long-cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with State. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6 -14 age group by 2010. The SSA is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in mission mode. It also envisages bridging of gender and social gaps. In accordance with the Constitutional commitment to ensure free and compulsory education for all children up to the age of 14 years, provision of universal elementary education has been a salient feature of national policy since independence. This resolve has been spelt out emphatically in the National Policy of Education (NPE), IWC) and the Programme of Action (POA) 1992. A number of schemes and programmes were launched in pursuance of the emphasis embodied in the NPE and the POA. These included the scheme of Operation Blackboard (OB); SSA (Sarva Shiksha Abhiyan); National Programme of Nutritional Support to Primary Education (MDM) and District Primary Education Programme (DPEP). The Centrally-Sponsored Scheme of District Primary Education Programme (DPEP) was launched in 1994 as a major initiative to revitalise the primary education system and

to achieve the objective of universalisation of primary education. DPEP is an externally aided project. 85 per cent of the project cost is met by the Central Government and the remaining 15 per cent is shared by the concerned State Government. The Central Government share is resourced through external assistance. To signify the national priority for elementary education, a National Sarva Shiksha Abhiyan Mission is being established with the Prime Minister as the Chairperson and the Union Minister of Human Resource Development as the Vice Chairperson. States have been requested to establish State level Implementation Society for DEE under the Chairmanship of Chief Minister Education Minister. This has already been done in many States. The Sarva Shiksha Abhiyan will not disturb existing structures in States and districts but would only try to bring convergence in all these efforts. Besides recognizing PRIs/ Tribal Councils in Scheduled Areas/ including the Gram Sabha, the States would be encouraged to enlarge the accountability framework by involving NGOs/ teachers, activists/ women's organizations etc. With a view to enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August 1995, initially in 2408 blocks in the country. By the year 1997-98 the NP-NSPE was introduced in all blocks of the country. It was further extended in 2002 to cover not only children in classes I-V of government, government aided and local body schools, but also children studying in EGS and AIE centres.

10.2 LEARNING OBJECTIVES

After reading this chapter, you will be able to:

- Concept and meaning of Operation Blackboard.
- Understand the purpose of Operation Blackboard
- Understand provision of Operation Blackboard

10.3 OPERATION BLACK BOARD: CONCEPT AND PROVISION

The scheme of Operation Blackboard was launched in 1987 in pursuance of NPE-POA, to provide minimum essential facilities to all primary schools in the country. External evaluation of the scheme has indicated that lack of training of teachers in using the teaching material, specification of a large number of uniform facilities to be provided without modification according to local needs and lack of provision for breakage of equipment have been some of the draws of implementation of the scheme. In order to operationalise the Revised Policy Formulations, the modified OB will contain the following three sub schemes:

- Continuation of ongoing OB to cover all the remaining primary schools especially those in SC/ST areas;
- Expanding the scope of OB to provide three teachers and three rooms to primary schools wherever enrolment warrants them;

- Expanding OB to upper primary schools to provide (a) at least one room for each class/section (b) a Headmaster-cum-office room, (c) separate toilet facilities for girls and boys, (d) essential teaching learning equipment including a library, (e) at least one teacher for each class/section and (f) a contingency grant for replenishment of items, consumable and minor repairs, etc.

The following measures will be taken to improve the quality of implementation of OB:

- Teachers will be trained in using the OB teaching materials under a specially designed teacher training programme.
- State Governments will make provision for breakage and replacement of equipment.
- Enough flexibility will be provided for purchase of teaching learning materials relevant to the curriculum and the local needs.
- At least 50 per cent of the teachers appointed will be women. This will have a positive impact on girls' enrolment and retention.
- Wherever Micro-planning projects are taken up OB will form an integral part of Micro planning.
- As far as possible low cost and locally available designs relevant to the local conditions will be adopted for school buildings. NirmithiKendras (Building Centres) and local technical institutes will be associated in this endeavor.
- As in the past, Central Government will provide funds for equipment and teachers' salary for the plan period.
- The State governments will mobilize resources under JRY and other schemes for construction of school buildings, including Headmaster-cum-office room and toilet facilities.
- The State Governments will also provide contingency and replacement funds for equipment.
- Ongoing OB will cover all schools by 1993-94. Other two sub-schemes will be started in the second half of the 8th Plan.
- About 30 per cent of the eligible schools will be provided three rooms and three teachers under the expanded OB by the end of 8th Plan and the remaining schools will be covered by the year A.D. 2000. Under the expanded OB a limited number of upper primary schools will be covered during the 8th Plan.
- Depending on the availability of funds, all upper primary schools will be covered by the year A.D. 2000.

THE PURPOSE OF OPERATION BLACKBOARD (OB)

The purpose of Operation Blackboard is to ensure provision of minimum essential facilities in primary schools - material facilities as well as learning equipment. Use of the word 'Operation' implies that there is an urgency in this programme, that goals are clear and well-defined, and that Government and the people are determined to achieve those goals within a predetermined timeframe.

- Operation Blackboard envisages (i) two reasonably large rooms that are useable in all weather; (ii) necessary toys and games material; (iii) blackboards; (iv)

maps; (v) charts; and (vi) other learning materials. The specific items to be provided in each school under OB is given in the Annex.

- Construction of essential buildings for primary schools will be the first charge on NREP and RLEGP funds. Those resources will be supplemented by other appropriate schemes. - Village Education Committees will be required to give undertaking for maintenance and upkeep of buildings and other structures; - Primary school-wise inventories of available structures will be prepared for systematic planning; - Inexpensive building designs will be prepared keeping in view the agro-climatic conditions and utilising locally available materials. - Steps will be taken for obtaining land for playgrounds.

- It is proposed to take the CD block/municipal area as the unit and to prepare a project for it on the basis of survey of these facilities in each school in that block/municipal area. Although the Fifth Educational Survey is soon being taken up by the NCERT, its data will not become available for some months, and compilation and analysis will take still longer.

- The funds for Operation Blackboard would be provided by the Government of India to the State Governments on advance/reimbursement basis.

- Procedures for procurement, supply and use of equipment envisaged under OB will have to be evolved keeping in view the special needs of primary schools and also ensuring that the costs are kept low.

- The first thing will be to specify the various items so as to ensure quality. This work will be done by NCERT, in association with State agencies.

- The capacity available in polytechnics, ITIS, secondary and higher secondary schools will be geared to produce the materials required by the school system, particularly under Operation Blackboard.

- Since unimaginative and rigid provisions of audit and supervision have deterred teachers in many places from using teaching aids at all, amendment of accounting procedures will also require to be worked out.

- Lastly, the teachers will have to be oriented and encouraged to use this material in day-to-day teaching.

- The mass training of teachers in the summer of 1987 and 1988 will include this aspect. This will be reinforced by supervision by District Boards of Education and DIETs.

- There is a very large number of single teacher schools in the rural areas. It is obvious that a programme of quality improvement must include provision of at least one more teacher in these schools.

- This will be attempted during the Seventh Plan and a detailed programme prepared for providing one teacher per class during the Eighth Plan.

Every effort will be made to ensure that one of the two teachers in every school is a woman, and for this purpose, depending on circumstances obtaining in different areas, local educated women may be selected, provided special training and opportunities for improving their qualifications. Such a strategy may also become necessary for male teachers in remote rural areas

SELF-CHECK EXERCISE-1

Q.1 What percentage of the project cost for the District Primary Education Programme (DPEP) is met by the Central Government?

- a) 75%
- b) 80%
- c) 85%
- d) 90%

Q.2 The Sarva Shiksha Abhiyan (SSA) aims to provide quality elementary education to all children in the age group of:

- a) 4-10 years
- b) 5-12 years
- c) 6-14 years
- d) 7-15 years

Q.3 Operation Blackboard envisages providing at least _____ teachers for each primary school.

Q.4 Operation Blackboard was launched in the year _____.

Q.5 The scheme of Operation Blackboard was launched in 1987 in pursuance of the National Policy on Education (NPE) and the Programme of Action (POA) of which year?

Q.6 Sarva Shiksha Abhiyan (SSA) aims to provide useful and quality elementary education to all children in the age group of 6-14 years by which year?

10.4 SUMMARY

Operation Blackboard was started in 1987-88. The objective of the scheme is providing students studying in primary settings with the necessary institutional equipment and instructional material to facilitate their education. According to this program every primary school should have at least two rooms, two teachers and essential teaching aids like blackboard, chalk, duster etc. Universal Elementary Education (UEE) continues to be a Constitutional provision and national commitment in India. In the initial stages, the strategy was to achieve this goal by relying entirely on the formal system of education. By the eighties, an integrated approach to universalize education emerged which later got incorporated in the broader objective of Education for All (EFA). At present, EFA in India includes formal primary schools, alternatives to primary schools, pre-primary education and adult education. This change in perspective from UEE to EFA is in line with the changes taking place in the international scene. DPEP is a programme conceptualized and evolved on the basis of varied experiences the country possesses and supplemented by the experiences of various international agencies directly involved in the funding of primary education projects in the developing countries.

10.5 GLOSSARY

Operation Blackboard: It is a centrally sponsored programme which was started in 1987 immediately after the Rajiv Gandhi NPE of 1986 was released to supply the bare minimum crucial facilities to all primary schools in the country.

Sarva Shiksha Abhiyan: It is an Indian Government programme aimed at the universalisation of elementary education "in a time bound manner", as mandated by the 86th Amendment to the Constitution of India making free and compulsory education to children between the ages of 6 to 14 (estimated to be 205 million children in 2001) a fundamental right.

10.6 ANSWER TO SELF- CHECK EXERCISE

- Answer 1. C
- Answer 2. c
- Answer 3. two
- Answer 4. 1987
- Answer 5. 1986
- Answer 6. 2010

10.7 REFERENCES /SUGGESTED READINGS

Aggarwal, Y.P., *Education and Human Resource Development*, Commonwealth Publishers, New Delhi, 1988.

Saikia, Dr. S.(1998) *History of Education in India*, Publishers Mani Manik Prakash Ministry of HRD (Dept of Education), Govt. of India, to the NPE Review Committee, August 1990.

National Curriculum Framework 2005, *National Council of Educational Research and Training*, retrieved 2015-04-14.

National Policy on Education, 1985 (PDF). *National Council of Educational Research and Training*. Retrieved 2015-04-14.

10.8 TERMINAL QUESTIONS

- Q1. What do you understand by the term Operation Blackboard?
- Q2. Explain Operation Blackboard (OB).
- Q3. What is the purpose of Operation Blackboard? Discuss the provision of Operation Blackboard.
- Q4. What is Sarva Shiksha Abhiyan?

UNIT-11

DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP) AND SARVA SHIKSHA ABHIYAN (SSA) OBJECTIVES, PROVISIONS, IMPLEMENTATION AND EVALUATION

Structure

- 11.1 Introduction
- 11.2 Learning Objectives
- 11.3 District Primary Education Programme (DPEP): Objectives, Provisions, Implementation and Evaluation
 - Self- Check Exercise-1
- 11.4 Sarva Shiksha Abhiyan (SSA): Objectives, Provisions, Implementation and Evaluation
 - Self- Check Exercise-2
- 11.5 Summary
- 11.6 Glossary
- 11.7 Answer to Self- Check Exercise
- 11.8 References /suggested readings
- 11.9 Terminal Questions

11.1 INTRODUCTION

The District Primary Education Programme (DPEP) was launched in 1994 as a centrally sponsored scheme by the Government of India. The primary objective of DPEP was to revitalize and universalize primary education in India by improving access, retention, and learning outcomes for children, especially from marginalized communities. DPEP focused on district-level interventions and aimed to reduce regional disparities in educational achievements. The program emphasized community participation, decentralized planning, capacity building, and the improvement of school infrastructure. By targeting specific districts with low literacy rates and poor educational facilities, DPEP sought to create a more equitable and inclusive primary education system.

Sarva Shiksha Abhiyan (SSA), launched in 2001, is a flagship program of the Government of India aimed at achieving universalization of elementary education in a time-bound manner. SSA represents India's commitment to providing quality elementary education to all children in the 6-14 age group. The program focuses on bridging gender and social category gaps in elementary education, improving school infrastructure, enhancing teacher training, and ensuring the active participation of the community in the educational process. SSA integrates various educational initiatives and schemes to create a cohesive and comprehensive approach towards achieving the goal of Education for All. The program has been instrumental in significantly increasing enrollment rates, reducing dropout rates, and improving learning outcomes across the country.

Both DPEP and SSA have played pivotal roles in transforming the landscape of primary and elementary education in India. They have laid the groundwork for more

recent initiatives and continue to contribute towards building an educated and empowered society.

11.2 LEARNING OBJECTIVES

After reading this chapter, you will be able to:

Understand Objectives and Provisions of District Primary Education Programme (DPEP).

Explain Objectives, Provisions, Implementation and Evaluation of Sarva Shiksha Abhiyan (SSA).

11.3 DISTRICT PRIMARY EDUCATION PROGRAMME (DPEP): OBJECTIVES, PROVISIONS, IMPLEMENTATION AND EVALUATION

The DPEP was the first programme initiated as a part of the larger Social Safety Net Credit Adjustment Loan under the Structural Adjustment Programme of the World Bank to India in 1991.

- The District Primary Education Programme (DPEP), launched in 1994, is assisted by the World Bank, European Commission, Department for International Development (DFID) of the United Kingdom, the Netherlands and the United Nations International Children's Emergency Fund (UNICEF).
- It aims at operationalising the strategies for achieving UPE/UEE through district-specific planning and disaggregated target setting in low female literacy districts and builds on the successful Total Literacy Campaign (TLC) which has created a favorable climate for universalisation. Eighty-five per cent of the funds for the project come from external agencies through the central budget and the remaining 15 per cent is given by the concerned state governments.
- The programme components include construction of classrooms and new schools, opening of the non-formal/alternative schooling centres, appointment of new teachers, and setting up of early childhood education (ECE) centres, strengthening of SCERTs and DIETs, and setting up of block resource centres/cluster resource centres.
- It also comprises teacher training, interventions, development of teaching-learning material, research and a thrust on education of girls, SC/ST etc. A new initiative of providing integrated education to disabled children and distance education for teacher training has also been incorporated in the DPEP scheme.
- Under DPEP, 21,000 new formal schools and over 67,000 new alternative schools have been opened, covering 2.5 million children, and 20,000 bridge courses conducted.
- The programme has set up over 10,000 ECE centres and strengthened more than 50,000 pre-primary centres of anganwadis.
- DPEP has provided training to over three million community members and about one million teachers. About 27,700 school buildings, 37,000 classrooms and 11,100 resource centres have been completed or are in progress in DPEP districts.

- The programme now covers about 50 per cent of the children in the primary stage in over 271 districts in 18 states.

PRIMARY EDUCATION PROGRAMME (DPEP): OBJECTIVES

The Centrally Sponsored Scheme of District Primary Education Programme, DPEP was launched in 1994 as a major initiative to revitalize the primary education system and to achieve the objective of universalisation of primary education. The objectives of the programme are -

1. To provide all children with access to Primary Education either in formal system or through Alternative Schooling Centre.
2. Provides Reading Writing Materials and free textbooks to all SC and ST children and General girls.
3. Providing Access to Primary Education for all children.
4. Reducing the Gap among Gender and disadvantaged social groups to less than .
5. Increasing learning achievement of primary school students by 25 percent.

CENTRAL TO DPEP CONCEPTS

- UEE is contextual. The contextuality varies widely across the country. Even in States like Kerala where participation is near- universal much requires to be done in respect of quality and achievement. In such States the pursuit of UEE would be mainly in the areas of quality, facilities and achievement. In other States participation and demand aspects need more attention.
- Contextuality entails local area-planning with disaggregated targets and decentralized planning and management. Planning for UEE had hitherto been mainly at the national and state level. Barring some States and Union Territories, these entities are too large and heterogenous for effective planning; they cannot provide contextuality. Ideally the planning should be from below, right from the village upwards but given the objective conditions, a beginning has to be made with the district as the unit of planning. The district plans are to be prepared through an intensive process of interaction with the local bodies, teachers and NGOs so that it is "owned" by all who are to be associated in implementation and it reflects the ground-level realities.
- Resources are an important but not sufficient condition for achieving UEE. A host of measures both financial and non- financial, both on the supply side and on the demand side, need to complement higher allocation of resources.

THE STRATEGIES FOR UEE

1. **Holistic planning and management approach:** A holistic planning and management approach which goes beyond implementation of a disjointed set of individual schemes, perceives the task of UEE in its totality, integrates all the measures needed for achieving UEE in the specific context of the district;

2. **Gender perspective:** This holistic planning should incorporate a gender perspective in all aspects of the planning and implementation process and be an integral part of all measures needed to achieve UEE.
3. **Difficult aspects of access :** addressing the more difficult aspects of access, particularly access to girls, disadvantaged groups and out of school children; improving school effectiveness.
4. **Strengthening:** strengthening the alternatives to schooling, particularly the non-formal education system.
5. **Achievement and school effectiveness:** stressing the participative processes whereby the local community facilitates participation, achievement and school effectiveness.
6. **Training and motivation:** Toning up teacher competence, training and motivation.
7. **Stressing learning:** stressing learning competence and achievement; stressing the need for improved teaching/learning materials.
8. **Overhaul of planning:** Overhaul of planning and overhaul of planning and management in respect of both routine and innovative areas.

MAJOR ACHIEVEMENTS OF DPEP

- DPEP has so far opened more than 1,60,000 new schools, including almost 84,000 alternative schooling (AS) centres. The AS centres cover nearly 3.5 million children, while another two lakh children are covered by Bridge Courses of different types;
- The school infrastructure created under DPEP has been remarkable. Works either complete or in progress include 52758 school buildings, 58,604 additional classrooms, 16,619 resource centers, 29,307 repair works, 64,592 toilets, and 24,909 drinking water facilities,
- The Gross Enrolment Ratio (GER) for Phase-I states was around 93 to 95 per cent for the last three years. After the adjustment for the Alternative Schools/Education Guarantee Centers enrolment, the GER in the 2001-02 works out above 100 per cent. In the districts covered under subsequent phases of DPEP, the GER including enrolment of AS/EGS was above 85 per cent;
- The enrolment of girls has shown significant improvement. In DPEP-I districts, the share of girls enrolment in relation to total enrolment has increased from 48 per cent to 49 per cent, while this increase in the subsequent phases of DPEP districts has been from 46 per cent to 47 per cent;
- The total number of differentlyabled children enrolled is now more than 4,20,203 which represents almost 76 per cent of the nearly 5,53,844 differently-abled children identified in the DPEP States;
- Village Education Committees/School Management Committees have been setup in almost all project villages/habitations/schools,
- About 1,77,000 teachers, including para-teachers/Shiksha Karmis have been appointed;

- About 3,380 resource centers at block level and 29,725 centers at cluster level have been set-up for providing academic support and teacher training facilities.

MANAGEMENT STRUCTURE

DPEP envisages distinct management structures to facilitate better implementation of the programme, to closely monitor the activities and to facilitate faster flow of funds. These structures are envisaged at the national, state and district levels. Developing a Management Information System (MIS) to collect information to monitor DPEP activities is an essential element in the programme. Similarly, the structure at the national level envisages setting up programme evaluation and research unit to facilitate studies in the area of primary education. All these structures are supposed to get merged with the existing organizational arrangements by the end of the project period. In the first phase of the programme, it is implemented only in selected districts that too in some of the states. Even in the selected states, all the districts are not covered under this programme. At present the programme covers 42 districts. The planning process is complete in these districts. The programme is extended to 5 districts of West Bengal and Andhra Pradesh where the planning process has been initiated. It is expected that 110 districts will be covered under this programme by the end of the Eighth Five Year Plan. Finally, DPEP is not an exercise for finding unique solutions.

SELF- CHECK EXERCISE-1

Q.1 What was one of the primary objectives of the District Primary Education Programme (DPEP)?

- A) Promote higher education
- B) Universalize primary education
- C) Improve vocational training
- D) Enhance postgraduate studies

Q.2 Which age group was targeted by the DPEP?

- A) 3-6 years
- B) 6-14 years
- C) 10-18 years
- D) 14-21 years

Q.3 Which of the following was NOT a focus area of the DPEP?

- A) Infrastructure development
- B) Teacher training
- C) Higher education scholarships
- D) Community participation

Q.4 What was a key strategy of the DPEP to improve the quality of primary education?

- A) Introducing new subjects
- B) Teacher training and development
- C) Increasing school fees
- D) Reducing the number of schools

Q.5 Which group was specifically targeted to reduce educational disparities under DPEP?

- A) Urban students
- B) International students
- C) Marginalized groups such as SCs, STs, and girls
- D) Private school students

Q.6 The DPEP aimed to reduce which of the following in primary schools?

- A) Retention rates
- B) Drop-out rates
- C) Teacher salaries
- D) Student enrolment

Q.7 Which government body was primarily responsible for the implementation of DPEP?

- A) Ministry of Higher Education
- B) Ministry of Labor
- C) Ministry of Human Resource Development
- D) Ministry of Finance

Q.8 How did DPEP aim to foster community involvement in schools?

- A) By organizing sports events
- B) By involving community members in school management committees
- C) By building community centers
- D) By providing community loans

11.4 SARVA SHIKSHA ABHIYAN (SSA): OBJECTIVES, PROVISIONS, IMPLEMENTATION AND EVALUATION

Sarva Shiksha Abhiyan is an effort to universalize elementary education by community-ownership of the school system. It is in response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a Mission mode. This program was launched in 1994 with the objective of universalization of primary education. Its main features are Universal Access, Universal Retention and Universal Achievement. It aims that the primary education should be accessible to each and every child of school going age, once a child is enrolled in school he/ she should be retained there. The final step is achievement of the goal of education. The main components of this program are:

- Construction of classrooms and new schools
- Opening of non-formal schooling centres
- Setting up early childhood education centres.
- Appointment of teachers.
- Providing education to disabled children.

The program has been successful to the large extent as 1,60,000 schools and 84,000 alternative schools have been opened under this program. And work is going

on for the construction of new buildings of 52,758 schools. 4,20,203 disabled students have been successfully enrolled into the schools.

WHAT IS SARVA SHIKSHA ABHIYAN?

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education

MAIN GOAL OF SARVA SHIKSHA ABHIYAN

The main goal of this program is that all children of 6-11 years of age should complete primary education by the year 2007 and all children of 6-14 years of age should complete eight years of schooling by 2010. This plan covers the whole country with special emphasis on girl education and education of Schedule Caste (SC) and Schedule Tribe (ST) children and children with special needs. The SSA centers are mainly opened in those areas, which do not have any school or where schools are very far off. Special girl oriented programs include:

- Girl education at elementary level.
- National Program for Education of Girls at Elementary Level (NPEGEL)
- Kasturba Gandhi Balika Vidyalaya (KGBV)
- Mahila Samakhya Scheme

SSA (Sarva Shiksha Abhiyan) is also an external funded programme, towards achieving the long-cherished goal of UEE through a time bound integrated approach, in partnership with State. SSA, which promises to change the face of the elementary education sector of the country aims to provide useful and quality elementary education to all children in the 6-14 age group. In the terms of the international discourse, SSA is the Government of India's main programme for the delivery of Millennium Development Goal 2, the achievement of universal primary education. In terms of the national discourse it gives substance to the 2002 constitutional amendment on elementary education as a fundamental right. It's aimed to universalize an improved quality of education for the children in India aged between 6 to 14 years (Little, 2010). SSA is described as a programme with a clear time frame for universal elementary education; a response to all demand for quality basic education all over the country; an opportunity of promoting social justice through basic education; a effort at effectively involving the Panchayati Raj

Institutions, School Management Committees, Village and Urban Slum level Education committees, Parent's Teacher's Associations, MotherTeacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools; A partnership between the Central, state and local government; and A opportunity for state to develop their own vision of elementary education (Little, 2010).The Sarva Shiksha Abhiyan was launched towards the end of the Ninth Plan to achieve the goal of UEE through a time-bound integrated approach, in partnership with states. The mediumterm goals for the scheme are given in below:

OBJECTIVES OF SARVA SHIKSHA ABHIYAN

- All children in school, Education Guarantee Centre, Alternate School, ' to School' camp by 2003;
- All children complete five years of primary schooling by 2007;
- All children complete eight years of schooling by 2010;
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;
- Universal retention by 2010.
- The programme, which aims to provide elementary education to all children in the 6-14 age group by 2010, is an effort to improve the performance of the school system and provide community-owned quality elementary education in the mission mode.
- It also envisages bridging of gender and social disparities at the elementary level.
- The Sarva Shiksha Abhiyan has a special focus on the educational needs of girls, SCs and STs and other children in difficult circumstances.
- Under the programme, habitation plans, prepared after micro-planning, household surveys, school mapping and diagnostic studies, form the basis for the District Elementary Education Plans (DEEP).
- Funds released to states would be channelised to registered societies at the state level.
- The Sarva Shiksha Abhiyan is expected to accord the highest priority to community monitoring, transparency in programme planning and implementation of capacity building at all levels as also to the adoption of a mission approach by the mainstream Education Department functionaries.
- A National Mission for Sarva Shiksha Abhiyan was constituted in November 2000 with the Prime Minister as the Chairman and the Minister for Human Resource Development as Vice-Chairman.
- The scheme is expected to absorb most of the existing programmes, including externallyaided programmes, within its overall framework with the district as the unit of programme implementation.

- To make the approach totally holistic and convergent, efforts would be made to dovetail programme implementation at the district level with all other departments.
- This would include programmes for children in the 0-6 age group under the Department of Women and Child Development, sports-related interventions of the Ministry of Sports and Youth Affairs, establishment of public libraries under the Department of Culture and nutrition and health programmes of the Ministry of Health.

Programmes for Achieving UEE

Out of the approximately 207.76 million children in the 6-14 age group in 2000, the number of children not attending the schools is 40 million. Those outside the school system are mostly girls, SCs/STs children, working children, urban deprived children, disabled children and children in difficult circumstances. Providing access and motivation to these difficult to reach groups, without compromising on the quality of education, would be the challenge that the Sarva Shiksha Abhiyan would tackle in the Tenth Plan. The Sarva Shiksha Abhiyan will totally subsume all existing programmes, barring the Midday Meals scheme, and the scheme of Restructuring and Reorganisation of Teachers' Education. All legal agreements regarding externally-aided projects such as Mahila Samakhya, DPEP, Lok Jumbish, Shiksha Karmi, etc, will continue to apply unless specific modifications have been made in consultation with the funding agencies. In order to achieve a holistic and convergent approach, efforts would be made to dovetail programme implementation at the district level with all other programmes. This would include programmes for children in the 0-6 age group under the Department of Women and Child Development, sports-related interventions of the Department of Sports and Youth Affairs, establishment of public libraries under the Department of Culture, nutrition and school health programmes of the Ministry of Health and the employment generation / poverty alleviation programmes of Ministry of Rural Development. This dovetailing exercise would be undertaken while formulating the DEEPs.

Framework for Implementation and Strategies Central to SSA Programme

(a) To allow States to formulate context specific guidelines within the overall framework

(b) To encourage districts in States and UTs to reflect local specificity

(c) To promote local need-based planning based on broad National Policy norms

(d) To make planning a realistic exercise by adopting broad national norms.

Sarva Shiksha Abhiyan (SSA) has two aspects:

(i) It provides a wide convergent framework for implementation of Elementary Education schemes.

(ii) It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.

1. Institutional reforms: As part of the SSA, institutional reforms in the States will be carried out. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralization and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of

teachers, monitoring and evaluation, education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already effected institutional reforms to improve the delivery system for elementary education.

2. Sustainable Financing: The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long - term perspective on financial partnership between the Central and the State governments.

3. Community ownership: The programme calls for community ownership of school based interventions through effective decentralization.

4. Institutional capacity building: The SSA conceives a major capacity building role for national and state level-institutions like NIEPA/NCERT/NCTE/SCERT/SIEMAT. Improvement in quality requires a sustainable support system of resource persons.

5. Improving mainstream educational administration: It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches, and by adoption of cost effective and efficient methods.

6. Community based monitoring full with full transparency: The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community based information from micro planning and surveys. Besides this, every school will have a notice board showing all the grants received by the school and other details.

7. Habitation as a unit of planning: The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.

8. Accountability to community: SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency.

9. Education of girls : Education of girls, especially those belonging to the scheduled castes and scheduled tribes, will be one of the principal concerns in Sarva Shiksha Abhiyan.

10. Focus on special groups : There will be a focus on the educational participation of children from SC/ST, religious and linguistic minorities disadvantaged groups and the disabled children.

11. Pre Project-phase: SSA will commence throughout the country with a well-planned pre project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system.

Implementation of RTE Act and the Resultant Revamp Of SSA

- **Holistic view of education,** as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.

- **Equity,** to mean not only equal opportunity, but also creation of conditions in which the disadvantaged sections of the society—children of SC, ST, Muslim minority,

and less agricultural workers and children with special needs, etc.—can avail of the opportunity.

- **Access**, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.
- **Gender concern**, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986/92; i.e. a decisive intervention to bring about a basic change in the status of women.
- **Centrality of teacher**, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalized backgrounds.
- **Moral compulsion** is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.
- **Convergent and integrated system of educational management** is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible

Requirement of Financial Resources for UEE

According to broad assessments made by the Department of Elementary Education & Literacy, nearly Rs. 60,000 crores additional resources are required from the budget of the Central and the State level Departments over the next ten years. Since SSA is a programme for universalisation of elementary education, the actual requirement of funds can only be worked out after the District Elementary Education Plans are finalized. Sarva Shiksha Abhiyan (SSA) has two aspects:

- It provides a wide convergent framework for implementation of Elementary Education schemes.
- It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.
- While all investments in the elementary education sector from the State and the Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years.
- As a programme, it reflects the additional resource provision for UEE.

SELF- CHECK EXERCISE-2

Q1. Operation Black board implies

- (a) Having a blackboard in the class
- (b) Having furniture in the class
- (c) Having all other minimum requirement for a class.

(d) All of the above.

Q2. Sarva Shiksha Abhiyan (SSA) is Government of India's flagship programme for achievement of ;

(a) Universalization of Elementary Education (UEE)

(b) Free and compulsory Education to the Children of 6-14 years age group

(c) A Fundamental Right

(d) All of the above.

Q3. Sarva Shiksha Abhiyan (SSA) was launched in the IXth Five Year Plan to-

(a) Bridge all the gender and social gaps in education.

(b) Universalisation of Elementary Education.

(c) Education for all.

(d) Education for the weaker sections.

Q4. The Department of School Education and Literacy, Ministry of Human Resource Development has prescribed a comprehensive and elaborate mechanism for monitoring and supervision of the Mid-Day Meal Scheme. True/ False

Q5. Sarva Shiksha Abhiyan is an effort to universalize elementary education by student-ownership of the school system. True/ False

11.5 SUMMARY

There was an attempt to argue DPEP as a programme having a strong national character, even though a substantial share of the funds was drawn from the external sources. So, DPEP signified a process of contested mainstreaming, of the national model of external assistance for primary formal education in the states. This programme was based on the decentralization and also fulfillment of the required things like filling up of the posts of the teachers, but not regularly, hence ban on the appointment of full time teachers in primary education and middle schools. Education coincided with literacy. Foreign aid began pouring in for elementary education and instead of regular appointment of teachers, contractual appointments got legalized and contractual teachers were given different names like Para teachers, Siksha Karmis, Service Providers etc. These parameters are meant to ensure that the plan is within the framework of national concerns and priorities. SSA is a programme for universalisation of elementary education, the actual requirement of funds can only be worked out after the District Elementary Education Plans are finalized. Sarva Shiksha Abhiyan (SSA) has two aspects - 1) It provides a wide convergent framework for implementation of Elementary Education schemes; II) It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education. While all investments in the elementary education sector from the State and the Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years.

11.6 GLOSSARY

Sarva Shiksha Abhiyan: It is an Indian Government programme aimed at the universalisation of elementary education "in a time bound manner", as mandated by

the 86th Amendment to the Constitution of India making free and compulsory education to children between the ages of 6 to 14 (estimated to be 205 million children in 2001) a fundamental right.

11.7 ANSWERS TO SELF- CHECK EXERCISES

Exercise-1

Answer1: B) Universalize primary education

Answer2: B) 6-14 years

Answer3: C) Higher education scholarships

Answer4: B) Teacher training and development

Answer5: C) Marginalized groups such as SCs, STs, and girls

Answer6: B) Drop-out rates

Answer7: C) Ministry of Human Resource Development

Answer8: B) By involving community members in school management committees

Exercise-2

1.(d)

2. (d)

3. (b)

4. True

5. False

11.8 REFERENCES /SUGGESTED READINGS

- National Curriculum Framework 2005, *National Council of Educational Research and Training*, retrieved 2015-04-14.
- National Policy on Education, 1985 (PDF). *National Council of Educational Research and Training*. Retrieved 2015-04-14.
- National Focus Group Position Papers and NCF, *National Council of Educational Research and Training*, retrieved 2015-04-14.
- NCERT draft curriculum framework criticized, *The Hindu*, 7 August 2005, retrieved 2015-04-14.
- *The Right of Children to Free and Compulsory Education Act, 2009* (RTE Act, 2009).

11.7 TERMINAL QUESTIONS

1. What is Sarva Shiksha Abhiyan?
2. Explain District Primary Education Programme (DPEP).
3. Explain Major Achievements of DPEP.
4. Discuss Management Structure of DPEP.
5. Explain Main goals of Sarva Shiksha Abhiyan.
6. What are the Objectives of Sarva Shiksha Abhiyan.

UNIT-12

MID DAY MEAL: OBJECTIVES, IMPLEMENTATION AND PROBLEMS

Structure

- 12.1 Introduction
- 12.2 Learning Objectives
- 12.2 Mid-Day Meal: Objectives, Implementation and Problems
Self- Check Exercise-1
- 12.4 Summary
- 12.5 Glossary
- 12.6 Answers to Self- Check Exercises
- 12.7 References /suggested readings
- 12.8 Terminal Questions

12.1 INTRODUCTION

The concept of mid-day meal scheme is not new in India as its roots can be traced back to pre independence era when British administration initiated a Mid Day Meal Programme for disadvantage children in Madras Municipal Corporation in 1925. Like this many such programmes were initiated in different states. In 1953, Government of Uttar Pradesh started another such scheme. Tamil Nadu became the first state in India to introduce a noon meal programme in primary schools. In 1984 this scheme was introduced in Gujarat. From time to time the meal scheme was taken up by different states and later on it was taken up as a national scheme. Government of India launched National Programme of Nutritional Support to Primary Education (Commonly known as Mid-Day Meal Scheme) on August 15, 1995 to provide mid – day meal to the children studying at primary stage.

In 2002, the Supreme Court directed the Government to provide cooked Mid-Day Meals in all Government and Government aided primary schools. It was revised in September 2004 and in September 2006.

The National Programme of Nutritional Support to Primary Education commonly known as the Mid-day Meal programme was launched in 1995. It aims to give a boost to universalisation of primary education by increasing enrolment, retention and attendance and simultaneously improving the nutritional status of students in primary classes. Under the scheme, cooked meals are served with calorie value equivalent to 100 gm of wheat or rice per student per school day. The honour of starting the Mid-day Meal scheme in elementary schools in the country goes to Tamil Nadu.

The number of children covered under the programme has risen from 33.4 million in about 3,22,000 schools in 1995-96 to 105.1 million students in 7,92,000 schools spread over 576 districts in 2000-01. It is targeted to cover 107.2 million children in 578 districts during 2001-02. Over 15 lakh tonnes of food grains were lifted for the scheme during 2000-01 compared to 14 lakh tonnes in 1999-2000. Currently, only six states - Gujarat, Kerala, Orissa, Tamil Nadu, Chhattisgarh (174 tribal blocks) and Madhya Pradesh - and the Union Territory of Pondicherry are providing hot cooked meals under the programme. In Delhi, ready-to eat food is being distributed. The remaining states/ Union Territories are distributing food grains (wheat/ rice). States

like Himachal Pradesh, Kerala, Madhya Pradesh and Karnataka were able to lift 95.7 per cent, 92.9 per cent, 87.8 per cent and 86.6 per cent of food grains respectively under the scheme in 2000-01 while some others such as Arunachal Pradesh, Gujarat, Jharkhand and Delhi lifted only 12.78 per cent, 25.17 per cent, 30.33 per cent and 33.98 per cent food grains respectively.

The Mid-day Meal scheme has been evaluated by different agencies at different points of time. The Operations Research Group, evaluated the scheme in July 1999 in ten states with the support of UNICEF and found that the scheme has attracted SC/ST children and children belonging to lower income groups to school. The Planning Commission also commissioned two studies in April 2000 to measure the impact of the scheme and found that a cooked meal programme was preferable not only from the health point of view but also because it attracted more children to schools. Similarly, other studies conducted by the National Council of Educational Research and Training (NCERT) and Public Report on Basic Education (PROBE) have also upheld the view that the scheme has had a positive impact in the direction of universalisation of primary education.

12.2 LEARNING OBJECTIVES

After completing this unit, the learners will be able to;

Understand Objectives, Implementation and Problems of MDM.

12.3 OBJECTIVES OF MID DAY MEAL (MDM)

The Government of India started Mid-Day Meal Scheme. With an aim to enhancing enrolment of children in schools, retention and increased attendance while also improving nutritional levels among children, the National Programme of Nutritional Support to Primary Education (NP-NSPE) was launched as a Centrally Sponsored Scheme on 15th August, 1995. After some amendments there on, as per the expansion of the programme, the Government designed a set of rules and guidelines to be followed for implementation. These include various aspects related to child health and growth like the quantity of calories and proteins required for children from specific age groups, the quantity of grains that can be allotted to each child and so on.

Rationale (MDM)

1. Promoting school participation: Mid day meals have big effects on school participation, not just in terms of getting more children enrolled in the registers but also in terms of regular pupil attendance on a daily basis.

2. Preventing classroom hunger: Many children reach school on an empty stomach. Even children who have a meal before they leave for school get hungry by the afternoon and are not able to concentrate - especially children from families who cannot give them a lunch box or are staying a long distance away from the school. Mid-day meal can help to overcome this problem by preventing “classroom hunger”.

3. Facilitating the healthy growth of children: Mid-day meal can also act as a regular source of “supplementary nutrition” for children, and facilitate their healthy growth.

4. Intrinsic educational value: A well organised mid-day meal can be used as an

opportunity to impart various good habits to children (such as washing one's hands before and after eating), and to educate them about the importance of clean water, good hygiene and other related matters.

5. Fostering social equality: Mid-day meal can help spread egalitarian values, as children from various social backgrounds learn to sit together and share a common meal. In particular, mid-day meal can help to break the barriers of caste and class among school. Appointing cooks from Dalit communities is another way of teaching child to overcome caste prejudices.

6. Enhancing gender equity: The gender gap in school participation tends to narrow, as the Mid-Day Meal Scheme helps erode the barriers that prevent girls from going to school. Mid-Day Meal Scheme also provide a useful source of employment for women, and helps liberate workingwomen from the burden of cooking at home during the day. In these and other ways, women and girl children have a special stake in Mid-Day Meal Scheme.

7. Psychological Benefits: Physiological deprivation leads to low self-esteem, consequent insecurity, anxiety and stress. The Mid Day Meal Scheme can help address this and facilitate cognitive, emotional and social development.

Monitoring Mechanism (MDM)

The Department of School Education and Literacy, Ministry of Human Resource Development has prescribed a comprehensive and elaborate mechanism for monitoring and supervision of the Mid-Day Meal Scheme. The monitoring mechanism includes the following:

1. Arrangements for local level monitoring

Representatives of Gram Panchayats/Gram Sabhas, members of VECs, PTAs, SDMCs as well as Mothers' Committees are required to monitor the (i) regularity and wholesomeness of the mid-day meal served to children, (ii) cleanliness in cooking and serving of the mid-day meal, (iii) timeliness in procurement of good quality ingredients, fuel, etc. (iv) implementation of varied menu, (v) social and gender equity. This is required to be done on a daily basis.

2. Display of Information under Right to Information Act

In order to ensure that there is transparency and accountability, all schools and centres where the programme is being implemented are required to display information suo-moto. This includes information on:

- Quality of food grains received, date of receipt.
- Quantity of food grains utilized.
- Other ingredients purchased, utilized
- Number of children given mid-day meal.
- Daily Menu
- Roster of Community Members involved in the programme.

3. Inspections by State Government Officers

Officers of the State Government/UTs belonging to the Departments of Revenue, Rural Development, Education and other related sectors, such as Women and Child Development, Food, Health are also required to inspect schools and centres where

the programme is being implemented. It has been recommended that 25% of primary schools/EGS & AIE centres are visited every quarter.

4. Responsibility of Food Corporation of India (FCI)

The FCI is responsible for the continuous availability of adequate food grains in its Depots (and in Principal Distribution Centres in the case of North East Region). It allows lifting of food grains for any month/quarter upto one month in advance so that supply chain of food grains remains uninterrupted.

For the NP-NSPE, 2006, the FCI is mandated to issue food grains of best available quality, which will in any case be at least of Fair Average Quality (FAQ). The FCI appoints a Nodal Officer for each State to take care of various problems in supply of food grains under the MDM Programme.

The District Collector/CEO of Zila Panchayat ensures that food grains of at least FAQ are issued by FCI after joint inspection by a team consisting of FCI and the nominee of the Collector and/or Chief Executive Officer, District Panchayat, and confirmation by them that the grain conforms to at least FAQ norms.

5.Periodic Returns

The State Government/UT is also required to submit periodic returns to the Department of School Education and Literacy, Government of India to provide information on: (i) coverage of children and institutions, (ii) Progress in utilisation of Central assistance, including cooking costs, transportation, construction of kitchen sheds and procurement of kitchen devices.

6. Monitoring by Institutions of Social Science Research

Forty One Institutions of Social Science Research, identified for monitoring the Sarva Shiksha Abhiyan, are also entrusted with the task of monitoring the Mid-Day Scheme.

7.Grievance Redressal

States and Union Territories are required to develop a dedicated mechanism for public grievance redressal, which should be widely publicized and made easily accessible.

SELF-CHECK EXERCISE-1

Q.1 The Mid-Day Meal Scheme was launched by the Government of India on:

- a) August 15, 1995
- b) January 26, 1994
- c) November 14, 1993
- d) October 2, 1992

Q.2 Which agency conducted an evaluation of the Mid-Day Meal Scheme in July 1999 with the support of UNICEF?

- a) National Council of Educational Research and Training (NCERT)
- b) Operations Research Group
- c) Planning Commission
- d) Public Report on Basic Education (PROBE)

Q.3 The first state in India to introduce a noon meal programme in primary schools was _____.

Q.4 The Mid-Day Meal Scheme aims to improve the nutritional status of students in _____ classes.

Q.5 Which organization is responsible for ensuring the continuous availability of food grains for the Mid-Day Meal Scheme?

12.4 SUMMARY

The main objective of MDM Programme in the State is to boost universalisation of Primary Education. Mid-Day Meal Programme was expected to attract more children to come to school and, in this way, it will increase enrolment, attendance, retention and bring down drop-out rate. Mid-Day Meal with enhanced calorific energy content and increased quantity of proteins in food, is also expected to improve the nutritional status of children. Mid-Day Meal Programme will surely encourage poor children belonging to disadvantaged sections of the society to attend school more regularly. The rationale of the Mid-Day Meal Programme is that if it is successfully implemented, it would help in increasing the enrolment of children in school and minimizing the number of out of school children and drop-out rate. Parents of poor children will find less difficulty in sending their children to schools if meal is served to them. There are reports from different parts of the State that more children are attracted to school with the introduction of cooked Mid-Day Meal Scheme. As such attendance also has increased in schools.

12.5 GLOSSARY

Mid-Day Meal: The Midday Meal Scheme is a school meal programme of the government of India designed to improve the nutritional status of school-age children nationwide.

12.6 ANSWER TO SELF- CHECK EXERCISE

- 1) a
- 2) b
- 3) Tamil Nadu
- 4) primary
- 5) FCI (Food Corporation of India)

12.7 REFERENCES /SUGGESTED READINGS

Aggarwal, Y.P., *Education and Human Resource Development*, Commonwealth Publishers, New Delhi, 1988.

Saikia, Dr. S.(1998) History of Education in India, Publishers Mani Manik Prakash Ministry of HRD (Dept of Education), Govt. of India, to the NPE Review Committee, August 1990.

National Curriculum Framework 2005, *National Council of Educational Research and Training*, retrieved 2015-04-14.

12.8 TERMINAL QUESTIONS

Q.1 Discuss the Mid-Day Meal (MDM) Scheme in India, focusing on its objectives, implementation, challenges, and impact on primary education.

UNIT-13

EDUCATION FOR ENVIRONMENTAL CONSERVATION

Structure

- 13.1 Introduction
- 13.2 Learning Objectives
- 13.3 Education for Environmental Conservation
Self- Check Exercise-1
- 13.4 Global Environmental Crises
Self- Check Exercise-2
- 13.5 Local Environmental Issues
Self- Check Exercise-3
- 13.6 Steps for Environmental Conservation and Regeneration
Self- Check Exercise-4
- 13.7 Summary
- 13.8 Glossary
- 13.9 Answers to Self- Check Exercises
- 13.10 References /suggested readings
- 13.11 Terminal Questions

13.1 INTRODUCTION

The fulfilment of a set of goals, no matter how easy or difficult they are to attain, counts as a success. A goal may be a simple output, for example the production of an educational poster, or a more fundamental outcome such as a reduction in poaching behaviour. Conservation is a process that links the environment, both human and natural, and inputs and outputs to produce desired outcomes. These outcomes may be achieved using a variety of conservation tools, the choice of which depends on background factors such as the species being conserved, the culture of those dependent on that species, and funding available. Some people believe that public land should be managed by the method of conservation, meaning that the environment and its resources should be used by humans and managed in a responsible manner. These types of people see the value of the environment as the goods and services that it can provide to people. This viewpoint requires that the environment be used in a way that is sustainable, and it ensures that the natural resources will be used in a manner that will meet the present day needs for the resource without jeopardizing the supply of the resource for future generations. By using the environment sustainably, the environment and the natural resources it provides will not be depleted or destroyed permanently - and will be available for human use for a very long time. If people do not manage the land properly and the resources are not being used sustainably, then the environment can be destroyed, and the conservation method will have failed. On the other side of the argument of how to effectively manage public land are the preservationists. The method of preservation is much stricter than the conservationist approach. Under preservation of the environment, lands and their natural resources should not be consumed by humans and should instead be

maintained in their pristine form. Preservationists believe that humans can have access to the land, but they should only utilize it for its natural beauty and inspiration. They think that the value of the land is not what you can use from it, but instead that land has an intrinsic value, meaning that it is valuable in itself simply by existing. In recent decades, many environmental problems have increased as the result of human activities and unplanned management of the technological development those interference ecosystems. Therefore, a dispute between the importance of conservation and preservation of ecosystems to protect environment and the necessity to satisfy human desire by sacrifice the environment has been arise across the world. According to Glossary of Environment Statistics the term "environmental protection" can be defined as the prevention to conserve and preserve the standard healthy level of environmental media by reducing the production of pollutants or polluting substances in environmental media (1997, internet). Various human activities have induce many undesirable effects to the environment which can be threatening human health, economic, natural resources and gene pool of ecosystems such as pollutions, greenhouse effect, global warming and soil erosion. In this essay, it is arguable that the environmental protection is worth for fight due to the several reasons. Firstly, the environmental pollution is one of the main reasons why we should fight to protect environment. Besides, global warming is also another reason caused by the deforestation. Furthermore, warm climate change and flood also increase the opportunity of spread out pests and vector diseases. Human beings are totally dependent on their environment can easily affect the human society. In order to cope up with the natural problems, human beings should have some adaptive features. Therefore, environmental education should have some adaptive features. Therefore, environmental education should be taught to the child at his school stage, so that the environment can be protected from degradation. Hence primary aim of environment education is to enable human beings to understand the complex nature of the environment and the biological, physical , social and cultural results due to interaction.

13.2 LEARNING OBJECTIVES

After reading this unit, learners will be able to:

Understand Education for Environmental Conservation.

Understand Global Environmental Crises.

Discuss Local Environmental Issues regarding Environmental Conservation.

Explain Steps for Environmental Conservation and Regeneration.

13.3 EDUCATION FOR ENVIRONMENTAL CONSERVATION

Man plays a vital role in the environment. His inventions in science and technological development lead to a sophisticated life for him on the earth which in turn becomes responsible for various environmental problems like disposal of wastes, pollution of air, water and land, deterioration of the habitat, contamination of rivers, lakes and seas and radioactive pollution. Thus, the relationship between human beings and the environment is reciprocal in nature.

Environmental education (EE) refers to organized efforts to teach how natural environments function, and particularly, how human beings can manage behavior and ecosystems to live sustainably. It is a multi-disciplinary field integrating disciplines such as biology, chemistry, physics, ecology, earth science, atmospheric science, mathematics, and geography. The term often implies education within the school system, from primary to post-secondary. However, it sometimes includes all efforts to educate the public and other audiences, including print materials, websites, media campaigns, etc. Environmental Education (EE) is the teaching of individuals, and communities, in transitioning to a society that is knowledgeable of the environment and its associated problems, aware of the solutions to these problems, and motivated to solve them. People in developed countries are comfortable to a better quality of life are reluctant to give it up. In many cases, more efficient use of resources has come along hand-in-hand with improved quality of life. Over consumption Exploitation the short-sighted search for an ever-higher quality of life the greed of companies and individuals in cutting corners resulting in pollution and reckless use of raw materials. Freshwater and Oceans Awareness of the global importance of preserving water for ecosystem services has only recently emerged as, during the 20th century, more than half the world's wetlands have been lost along with their valuable environmental services. Increasing urbanization pollutes clean water supplies and much of the world still does not have access to clean, safe water. Greater emphasis is now being placed on the improved management of blue (harvestable) and green (soil water available for plant use) water, and this applies at all scales of water management.

Definition of Environmental and Conservation Education

According to the Dictionary of environment (McMillan), *“Environmental conservation means the planning and management of resources so as to secure their wise use and continuity of supply while maintaining and enhancing their quality, value and diversity.”*

The action of conserving includes preservation from destructive influences, natural decay or waste. In other words, conservation is the careful use of land, air, water, mineral and other natural resources. In fact, it is the planned use of the environment using all the planning, foresight and corporation that can master.

1. Education is defined in the Oxford English Dictionary as “systematic training and instruction designed to impart knowledge and develop skill” (OED, 1990); effectively, both the acquisition of knowledge and the ability to evaluate that knowledge. However, environmental education, first defined by the World Conservation Union (IUCN) in 1970, includes the element of behaviour; the idea that through knowledge, changes in behaviour at a personal, societal and global level will occur (IUCN, 1970).
2. Environmental or conservation education aims; to provide learners with the opportunity to gain an awareness or sensitivity to the environment, knowledge and experience of the problems surrounding the environment, to acquire a set of values and positive attitudes, to obtain the skills required to identify and solve environmental problems and, the motivation and ability to participate (Jacobson et al., 2006).

Management of Human Consumption of Resources

1. Renewable resources should provide a sustainable yield (the rate of harvest should not exceed the rate of regeneration);
2. For non-renewable resources there should be equivalent development of renewable substitutes;
3. Waste generation should not exceed the assimilative capacity of the environment.

Environmental Management at The Global Scale and in the Broadest Sense

- Environmental management involves the oceans, freshwater systems, land and atmosphere, but following the sustainability principle of scale it can be equally applied to any ecosystem from a tropical rainforest to a home garden.
- Land use Loss of biodiversity stems largely from the habitat loss and fragmentation produced by the human appropriation of land for development, forestry and agriculture as natural capital is progressively converted to man-made capital.
- Land use change is fundamental to the operations of the biosphere because alterations in the relative proportions of land dedicated to urbanization, agriculture, forest, woodland, grassland and pasture have a marked effect on the global water, carbon and nitrogen biogeochemical cycles and this can impact negatively on both natural and human systems.
- At the local human scale, major sustainability benefits accrue from sustainable parks and gardens and green cities.

Education as a Tool for Conservation

The UN has declared 2005 to 2014 the Decade of Education for Sustainable Development; the overall goal being to utilize education as a means of integrating the principles of sustainable development with human values and perspectives in order to create a sustainable society (UNESCO, 2005). However, education is often viewed as an unalloyed good and, consequently there have been few empirical studies on the costs and benefits of different forms of education within the field of environmental conservation. Therefore, there is an urgent need for a comprehensive, quantitative and critical assessment of the role of education in order to determine how educational policies may be carried out in the most cost-effective manner to aid the implementation of environmental conservation strategies.

Conservation of Environment

“Environment conservation” means “the activities that allow individual or commercial benefits but not the excessive use, leading to environmental degradation”. The word ‘conservation’ can be defined as the management and use of the biosphere in such a way that it provides the greatest benefit to the present generation and maintains its potential for the future generation.

Conservation of environment simply implies the sustainable use as well as management of natural resources which include wildlife, water, air, and earth deposits. There are renewable and non-renewable natural resources. Conservation of natural resources generally focuses on the needs & interests of human beings, for instance the biological, economic, cultural and recreational values. Conservationists have the view that development is necessary for a better future, but only when the

changes occur in ways that are not wasteful. Read on to know more about preservation and conservation of environment.

As far as preservation of environment is concerned, it tries to maintain the present condition areas of the nature or Earth which are not yet touched by humans.

Some adopts less human-centred approach to environmental protection, placing a value on nature that does not relate to the needs and interests of human beings. But is a fact that by preserving and conserving environment we can make a healthy atmosphere to live in.

SELF- CHECK EXERCISE-1

Q.1 What is the primary goal of environmental education?

- A) Promote economic growth
- B) Increase public awareness about environmental issues
- C) Encourage technological advancement
- D) Improve political stability

Q.2 Which of the following is a key component of environmental education?

- A) Enhancing language skills
- B) Developing critical thinking and problem-solving skills
- C) Promoting fashion trends
- D) Encouraging financial investment

Q.3 Environmental education aims to foster which of the following values?

- A) Consumerism
- B) Environmental stewardship
- C) Individualism
- D) Materialism

Q.4 Which age group should environmental education target?

- A) Children
- B) Adults
- C) Senior citizens
- D) All age groups

Q.5 What is one of the benefits of environmental education?

- A) Decreased environmental awareness
- B) Improved ability to analyze environmental problems
- C) Reduced participation in conservation efforts
- D) Lowered critical thinking skills

Q.6 Which of the following is an effective strategy in environmental education?

- A) Ignoring local environmental issues
- B) Hands-on activities and field trips
- C) Focusing solely on theoretical knowledge
- D) Discouraging community involvement

Q.7 Environmental education can help individuals develop skills in which area?

- A) Financial trading
- B) Environmental conservation
- C) Culinary arts

D) Software development

Q.8 Which international organization often supports environmental education initiatives?

A) World Health Organization (WHO)

B) United Nations Educational, Scientific and Cultural Organization (UNESCO)

C) International Monetary Fund (IMF)

D) World Trade Organization (WTO)

Q.9 A significant outcome of effective environmental education is:

A) Increased deforestation

B) Reduced awareness of pollution

C) Enhanced community involvement in conservation

D) Lower interest in environmental issues

Q.10 Which approach is most likely to increase the impact of environmental education?

A) Lectures without interaction

B) Interactive and experiential learning

C) Solely online learning without practical experience

D) Minimal engagement with local communities

13.4 GLOBAL ENVIRONMENTAL CRISES

Environmental Crisis: Definition

Environmental Crisis as a dramatic, unexpected, and irreversible worsening of the environment leading to significant welfare losses. This definition includes and precludes several things.

- First, the change has to be dramatic and rapid in its pace.
- The world is currently facing an unprecedented health and environmental crisis.
- Despite progress in both the health and the environment fields, the situation is approaching the brink of global disaster.
- So extensive and far-reaching are the problems that the future wellbeing of humanity, together with that of many other life forms on the planet, is in jeopardy.
- On one level, individuals and communities— especially those who are poorest, most marginalised and suffering the most discrimination—are facing the direct consequences of local environmental destruction, which often result from exploitative business practices and destructive development projects.
- To achieve environmentally sustainable societies will require drastic changes in the current world order and the formulation of alternative ways of thinking.
- Within the environmental movement there is a huge wealth of ideas, experience and visions of what an alternative—just, environmentally sustainable and people-oriented—society would look like.
- The health movement can draw on this experience while, on the other hand, influencing the environmental movement to incorporate human health into their analyses and actions.

- A closer integration of the health and environmental movements is essential to counter the present environmentally destructive and exploitative course of development. In order to solve the current crisis, both humans and the environment must be taken into full account

The Global Environmental Crisis

Multiple forms of destruction leading to a possible collapse of the planetary ecosystem that supports life through global warming and other massive disruptions.

- 1) Global destruction of forests and phytoplankton in the oceans (these capture carbon dioxide - 59% land, 41% oceans – hold moisture and soil, preserve species, moderate the environment and *give off oxygen*).
- 2) World wide soil erosion and desertification (the world has lost 1/5 of its arable land in the last decade). Causes: raising beef, lumbering, use of wood for fuel, clear cutting for crops or profit).
- 3) Worldwide burning of fossil fuels, primarily oil and coal, and burning of wood in the third world.
- 4) Harming of forests, lakes, and their ecosystems by acid rain (including Alaska, Canada, Norway, Eastern U.S., Germany, etc.)
- 5) Proliferation of nuclear waste hazards, and massive amounts of other toxic waste.
- 6) Worldwide shrinking of fresh water supplied through pollution and diminishing aquifers.
- 7) Spreading ozone holes resulting from long lasting chlorofluorocarbon gases.
- 8) Massive extinction of species worldwide connected with the above factors.
- 9) Flooding of coastal areas world-wide as the ocean levels rise: displacing hundreds of millions of people and burying a large portion of the world's prime agricultural lands.

Global Militarism and Wars

Extremely destructive of the environment, human rights, causing massive refugee problems, destruction of cultures, and civilized living for millions.

- 1) Spread of nuclear and hi-tech weapons; wars and threat of wars in many places.
- 2) Close to one trillion U.S. dollars per year and immense human resources wasted world-wide.
- 3) World-wide sales of "conventional weapons" breeding conflicts, terrorism, dictatorships, and wars.
- 4) International instability, danger of nuclear, chemical, or biological weapons.
- 5) Global destruction of the environment through both massive military production and wars.

The population explosion

Some scientists predict 9 - 10 billion people by the year 2025.

- 1) In 1900, the earth had 1 billion people, in 1950, 2 billion, in 1990, 5.2 billion, today: over 6 billion.
- 2) 80 million new people added to the population of the Earth every year.
- 3) Every person alive impacts the worlds resources and environment – first world people use 10-20 times more resources than third world people.

- 4) Massive migrations, starvations, wars, refugees, and economic chaos result from overpopulation.
- 5) Malnutrition and hunger in children leads to physically stunted and retarded human beings.

Global poverty and misery

Currently U.N. figures estimate 1.5 billion persons or 20% of the earth's population are living in "absolute poverty," with hunger, malnutrition, and no hope.

- 1) Most of the world's population lives in the global south while 6-10 % of the world population live in the "first world" countries leading to global conflict between rich and poor.
- 2) Massive international debt of the poor countries to first world lending institutions.
- 3) Social and economic chaos in "third world" countries and exploitation by first world countries and their corporations.

Main Features of the Environmental Crisis

It is important to emphasise that a wide range of views about the nature and severity of the current environmental crisis exists, and some of the issues are highly controversial. Nevertheless, there is broad agreement that the environmental crisis encompasses the following main issues.

1. **Climate change:** Anthropogenic climate change due to pollution of the atmosphere by greenhouse gases is now regarded as one of the major global environmental issues. It occurs largely as a result of the combustion of fossil fuels, emissions from agriculture and pastoralism, and land-use changes that accompany the destruction, clearance and burning of forests.
2. **Stratospheric ozone depletion:** The depletion of stratospheric ozone due to the pollution of the atmosphere by halocarbons (such as chlorofluorocarbons, or CFCs) is another serious environmental issue. It is a significant concern because the lack of protective ozone at high altitudes results in increased levels of harmful solar ultraviolet (UV-B) radiation reaching the earth's surface, causing a range of health-related and ecological impacts.
3. **Degraded air quality:** Many air pollutants are responsible for the degradation of air quality, but some key pollutants include particulate matter (such as soot), tropospheric ozone, oxides of nitrogen, oxides of sulphur, lead and various aromatic compounds (such as benzene).
4. **Degraded water quality:** A major source of water pollution is the terrestrial run-off to inshore waters that occurs in many coastal locations; such run-off may contain significantly elevated levels of nitrogen and phosphorus from agricultural land and from human settlements. Many other human activities lead to water pollution, including mining and industrial processes, which may create toxic effluent.
5. **Scarcity of fresh water:** Besides the pollution of freshwater sources, there are a variety of other reasons for the scarcity of fresh water for drinking in many parts of the world - many of which are related to poor water resource management practices. Vast differences in water security exist at the global scale, reflecting both demand for fresh water and the scale of public and private investment in water supplies, treatment and distribution.

6. **Land contamination:** Land contamination occurs as a result of chemical or radioactive pollution, especially by long-lived (persistent) chemical species that enter the soil. Land contamination may cause profound ecological effects and it presents severe constraints to development, since contaminated land must typically be rehabilitated before it is safe to use for agriculture, construction or recreation.

7. **Deforestation:** It has been estimated that around half of the world's mature forests have been cleared by humans. Deforestation occurs for a variety of reasons, but the majority of deforestation now occurs when tropical forests are cleared for agriculture and pastoralism; other reasons include the destruction of trees for charcoal production and the selective logging of forests for timber.

8. **Soil erosion and degradation:** Concerns about soil erosion, soil degradation and the problem of desertification have become acute.

9. **Land use change and habitat loss:** These issues overlap with others, such as deforestation, but they are broader and include the clearance of forest for agriculture and pastoralism, the transformation of land during urban growth, the development of new infrastructure (such as roads), the drainage of wetlands, and the destruction and removal of coastal mangrove forests.

Other Top Global Issues

1. **Biological pollutants**, including bacteria, viruses, molds, mildew, dander, dust, mites, pollen, ventilation and infection.

2. **Carbon footprint** and the responsibility of individuals to reduce their effect on the environment, including the use of renewable energy sources (solar power, geothermal heat pumps), recycling, and sustainable living.

3. **Climate change** and issues related to global warming, such as the greenhouse effect, global dimming, and the gradual rise in sea level.

4. **Consumerism** and over-consumption and their effect on the planet.

5. **Dams** and the impact of dams on the environment.

6. **Ecosystem** destruction and associated environmental concerns, such as aquaculture, estuaries, shellfish protection, landscaping, wetlands, and ecological restoration.

7. **Energy conservation** issues, including renewable energy for home and business, energy efficiency, and fossil fuel depletion.

8. **Fishing** and its effect on marine ecosystems, blast fishing, cyanide fishing, bottom trawling, whaling, and over-fishing.

9. **Food safety** concerns and the effects of hormones, antibiotics, preservatives, toxic contamination, and lack of quality control on health.

10. **Genetic engineering**, including concerns about genetically modified foods and genetic pollution.

11. **Intensive farming**, irrigation, overgrazing, monoculture, methane emissions, and the damaging environmental effects of deforestation for farming and cattle.

12. **Land degradation** and related problems, such as desertification and soil and land pollution.

13. **Land use**, urban sprawl, lack of free space, and habitat destruction and fragmentation.

- 14. Logging**, deforestation, clear-cutting, destruction of wildlife habitats, and greenhouse gas emissions that contribute to global warming.
- 15. Mining** and its role in global warming, acid mine drainage, and soil and air pollution resulting from toxic emissions and heavy metals.
- 16. Nanotechnology** and the future effects of Nano pollution and nanotoxicology.
- 17. Natural disasters** and their impact on all aspects of the environment.
- 18. Nuclear issues**, including the effects of nuclear fallout, nuclear meltdown, radioactive waste, and the population's reliance on nuclear power.
- 19. Other pollution** issues, such as light pollution and noise pollution, and their effects on human health and behavior.
- 20. Overpopulation** concerns, such as continued building and burial.
- 21. Ozone depletion** and damage to the Earth's ozone layer caused by CFC.
- 22. Resource depletion**, the need for newer, cleaner energy sources, and exploitation of natural resources.
- 23. Sustainable communities** and issues such as reducing reliance on fossil fuels, supporting local farmers and merchants, encouraging green practices and building, consideration of native wildlife, and adoption of mass transportation and cleaner methods of commuting.
- 24. Toxins**, including chlorofluorocarbons, heavy metals, pesticides, herbicides, toxic waste, PCB, DDT, bioaccumulation, endocrine disruptors, asbestos, and poorly implemented hazardous waste management.
- 25. Waste** and associated environmental issues, such as litter, landfills, recycling, incineration, marine debris, E-waste, and contamination of water and soil caused by improper disposal and leaching toxins.

SELF- CHECK EXERCISE-2

- Q.1 What is the primary cause of climate change?
- A) Increased volcanic activity
 - B) Emission of greenhouse gases from human activities
 - C) Natural variations in the Earth's orbit
 - D) Increased solar radiation
- Q.2 Which of the following is a significant consequence of climate change?
- A) Decrease in sea levels
 - B) Stabilization of weather patterns
 - C) Increase in extreme weather events
 - D) Reduction in global temperatures
- Q.3 What is the main driver of deforestation?
- A) Urbanization
 - B) Agricultural expansion
 - C) Increased precipitation
 - D) Volcanic eruptions
- Q.4 Which greenhouse gas is most commonly associated with global warming?
- A) Oxygen
 - B) Nitrogen

C) Carbon dioxide

D) Helium

Q.5 What is ocean acidification primarily caused by?

A) Increased oxygen levels in the ocean

B) Absorption of carbon dioxide by seawater

C) Reduction of marine biodiversity

D) Oil spills

Q.6 What is a major consequence of deforestation?

A) Increase in biodiversity

B) Enhanced soil fertility

C) Loss of habitat for many species

D) Improved air quality

Q.7 Which of the following is a primary source of air pollution?

A) Solar panels

B) Electric vehicles

C) Industrial emissions

D) Wind turbines

Q.8 Which region is most affected by desertification?

A) Polar regions

B) Tropical rainforests

C) Arid and semi-arid regions

D) Coastal areas

Q.9 Which international agreement aims to address climate change by reducing greenhouse gas emissions?

A) Kyoto Protocol

B) Montreal Protocol

C) Basel Convention

D) Stockholm Convention

Q.10 What is the primary effect of the loss of biodiversity?

A) Increased agricultural productivity

B) Stabilization of ecosystems

C) Disruption of ecosystem services

D) Improved water quality

13.5 LOCAL ENVIRONMENTAL ISSUES

A variety of environmental issues have directly resulted from the broad acre removal of native vegetation over the history of settlement in the Maitland area. The local issues that are the most concern are salinity, biodiversity loss, erosion and water quality. These issues impact on the quality of the local environment and on agricultural and recreational activities.

The Local Environmental Issues include:

1. Clean Neighbourhoods
2. Contaminated Land
3. Environmental Justice

4. Environmental Liability
5. Air & Environmental Quality
6. Noise
7. Quarries and Quarry Safety
8. Dilapidation
9. Water Quality
10. Biodiversity Decline
11. Erosion
12. Salinity
13. Dieback

Problems in our local environment

1. Abandoned vehicles

Abandoning a vehicle is a criminal offence. You can be fined and/or imprisoned for abandoning a vehicle. A local authority must, by law, remove a vehicle which is abandoned on a highway, or on any other open land in their area. However, this does not apply to vehicles abandoned on private land where the costs of moving the vehicle to the nearest highway would be exceptionally high.

2. Air pollution

The effects of air pollution can include smoke, smells, and chemical emissions. Air pollution may affect your health or damage your property, for example, smoke may affect paintwork. The effects of the pollution may be delayed, and only become clear some time after the pollution occurs. Air pollution may be created either by an industrial chemical process, or a private individual, for example, by lighting a bonfire, or burning waste plastic or car tyres.

3. Dog nuisance

Local authority must clear up dog mess from streets, roads and parks, except where there is heath or woodland, or where there are grazing animals.

Dogs can be dangerous when they get out of control. If you are worried about a dangerous dog, you should contact the police. If there is an area where dogs are often a nuisance, you can tell your local authority. They can make local laws or a public spaces protection order (previously known as a dog control order), to make owners keep dogs on leads in particular areas or to ban dogs from places like children's playgrounds.

4. Flooding

If you think that your property is in an area which is prone to flooding, you should contact the Environment Agency's special helpline, called Floodline.

5. Litter

It is an offence to drop litter. If you do, you may receive a fixed penalty notice. If you get a fixed penalty notice, you must pay the penalty by the date on the notice. If you disagree with the penalty, you can go to court and argue your case. But if you do nothing, further legal action may be taken against you.

6. Mobile phone masts

If you want to complain about the siting of a planned mobile phone mast in your area, you can object to the planning department of your local authority. You may also want to contact the mobile phone company direct.

7. Noise

If you are suffering from noise nuisance, for example from a neighbour, construction site or local business, this may be treated as a criminal offence. You should first try to resolve the problem by speaking to your neighbour or the people concerned. If this does not work, you can complain to the environmental health department of your local authority, which must investigate the complaint.

8. Pest control

You are responsible for dealing with any pests you find on your own property. Pests include mice, rats, pigeons, cockroaches, fleas, lice and bed bugs. Your local authority may provide a pest control service, but they may charge for it. If you are a tenant, you should report pests to your landlord. If you suspect there are pests in a neighbouring property, you should first approach the owner. If your neighbour refuses to clear up a problem of infestation by pests, you can complain to your local authority.

9. Traffic management and parking

The highways department of your local authority department is responsible for the management of traffic and parking. Its powers include: setting speed limits imposing traffic calming measures, for example, road humps, islands, chicanes and rumble strips establishing permanent or temporary parking restrictions.

10. Nuisance parking

It is against the law to park two or more vehicles in the street in order to sell them. It is also against the law to repair or service a vehicle in the street. This law applies mainly to businesses operating for profit who are causing a nuisance. It does not apply to private individuals who are selling their cars or carrying out minor repairs by the roadside. However, in exceptional circumstances, it could be applied to private individuals if their vehicles are causing a nuisance.

11. Waste disposal

The collection and recycling of most types of waste are the responsibility of your local authority. This will be the case even if the authority has contracted its waste collection services out to a private contractor. An authority may charge for the collection of large items.

12. Disposal of electrical appliances: If you are buying a new electrical appliance, the shop that sold it to you must offer you a free disposal service for your old item. This includes all large and small household appliances, fridges and freezers, IT equipment and many other electrical goods such as tools and sports equipment.

13. Fridge and freezer disposal: If you need to dispose of an old fridge or freezer and are not buying a new one, you should make sure that it is done safely to prevent accidents or harm to the environment. The refuse department of your local authority must provide a collection service for bulky items, but they can charge you a fee for this. Alternatively, you can take your appliance to your local civic amenity site for

disposal free-of-charge. They will ensure that your old appliance is disposed of safely.

SELF- CHECK EXERCISE-3

Q.1 What is a common cause of local air pollution in urban areas?

- A) Agricultural activities
- B) Vehicular emissions
- C) Ocean currents
- D) Space exploration

Q.2 Which of the following can lead to water pollution in local rivers and lakes?

- A) Wind turbines
- B) Industrial discharge
- C) Solar panel installations
- D) Mountain erosion

Q.3 Which activity is a major contributor to soil degradation locally?

- A) Sustainable farming practices
- B) Reforestation
- C) Overgrazing by livestock
- D) Bird watching

Q.4 What is a significant local impact of deforestation?

- A) Increase in local wildlife populations
- B) Enhanced soil stability
- C) Loss of local biodiversity
- D) Reduction in local temperature

Q.5 Which of the following is a primary source of noise pollution in urban areas?

- A) Heavy machinery
- B) Solar panels
- C) Electric vehicles
- D) Tree planting activities

Q.6 What local issue can arise from improper waste management?

- A) Improved air quality
- B) Enhanced local tourism
- C) Spread of diseases
- D) Increased agricultural yield

Q.7 Which of the following is a consequence of urban sprawl?

- A) Increased green spaces
- B) Decreased traffic congestion
- C) Loss of natural habitats
- D) Improved local water quality

Q.8 Which local practice can help mitigate the urban heat island effect?

- A) Increasing concrete surfaces
- B) Planting more trees and vegetation
- C) Reducing green spaces
- D) Installing more streetlights

Q.9 What is a common cause of local groundwater contamination?

- A) Excessive rainfall
- B) Natural mineral deposits
- C) Leakage from septic tanks
- D) Wind erosion

13.6 STEPS FOR ENVIRONMENTAL CONSERVATION AND REGENERATION

Population is an important resource for development, yet it is a major source of environmental degradation when it exceeds the threshold limits of the support systems. Unless the relationship between the multiplying population and life support systems can be stabilized, development programmes, however, innovative, are not likely to yield the desired results. It is possible to expand the "carrying capacity" through technological advances and spatial distribution. Environmental Conservation and Regeneration consists of the following steps:

1. Make sure to use your clothes washer and dryer when you have a full load. You could save 1,000 gallons/month!
2. Water your lawn during the evening, when it is cooler and dryer. Watering in the morning, when it is hot and dry, leads to water evaporation.
3. Pick up some earth-bags at your local grocery store. Say no to both, "paper" and "plastic!"
4. Replace your old light bulbs with energy saving fluorescent bulbs. Sure, they may cost more money, but you will save on your energy bill in the future and they last longer.
5. Try shortening your shower by just a minute. You could save 150 gallons/month!
6. Skip the dishwasher built-in dry option and simply air dry your dishes.
7. Collect rainwater and save it to water your lawn.
8. Get rid of objects containing mercury in your home. They're a health risk and harmful to the environment.
9. Set your fridge to be between 36-38 F degrees and freezer to be between 0-5 F degrees.
10. Save those pesky wire hangers and return them to your neighbourhood dry cleaner.
11. UNPLUG unused appliances. Even when powered off, plugged-in appliances use electricity.
12. Plant trees to shade your home. You can save money on air conditioning.
13. Print double-sided. If possible, advocate to make your office or school paper-free.
14. Buy used furniture and re-purpose it. You save money and trees (plus, create original furniture!)
15. Close vents and doors in unused rooms.
16. Buy a stylish ceramic mug for your daily cup of coffee instead of using a disposable cup.
17. Wrap your water heater in an insulated blanket.

18. Try a dimmer switch. They're easy to install and save energy!
19. Turn your computer off when you go to sleep.
20. Make sure to inflate your tires properly. This preserves the life of the tires, creates a safer ride, and saves gas.

Prevention and Control of Pollution & Water and Air Quality Monitoring Stations in Selected Areas

- 1) Use-based zoning and classification of major rivers.
- 2) Notification and enforcement of standards for polluting industries through the Central and State Pollution Control Boards.
- 3) Rules for manufacture, storage, transportation and disposal of hazardous substances.
- 4) On-site and off-site emergency plans for preparedness against chemical accidents.
- 5) Fiscal incentives for installation of pollution control devices.
- 6) Ganga Action Plan to prevent pollution of the river and restore its water quality which could be expanded to cover other major river systems subject to availability of resources.
- 7) Identification of critically polluted areas and of highly polluting industries

Conservation of Forests and Wildlife

Adoption of a new Forest Policy (1988) with the principal aim of ensuring ecological balance through conservation of biological diversity, soil and water management, increase of tree cover, meeting the requirements of the rural and tribal population, increase in the productivity, efficient utilization of forest produce, substitution of wood and people's involvement for achieving these objectives.

- Under the Forest (Conservation) Act, 1980 stringent provisions for preventing diversion of forest land for any other purpose.
- Setting up of the National Wastelands Board to guide and oversee the wastelands development programme by adopting a mission approach for enlisting people's participation, harnessing the inputs of science and technology and achieving interdisciplinary coordination in programme planning and implementation.
- Formulation of a National Wildlife Action Plan.
- An exercise for preparation of a National Forestry Action Programme.
- Establishment of National Parks and Sanctuaries covering about 4% of the country's area.
- Eco-development plans for sanctuaries and National Parks.
- Identification of bio-geographical zones in the country for establishing a network of protected areas including seven Biosphere Reserves set up so far.
- Management Plans for identified wetlands, mangrove areas and coral reefs.
- Formulation of a National River Action Plan.

LAND AND SOIL

- Surveys by the All India Soil, and Land-Use Survey Organization.
- Treatment of catchment in selected river valley projects and integrated watershed management projects in catchment of flood prone rivers.

- Assistance to States to control shifting cultivation.
- Assistance for reclamation and development of ravine areas.
- Drought prone areas programme.
- Desert development programme.

Conservation of Natural Resources

1. Land and Water

- An integrated land and water management approach is extremely important to sustain the food production, animal husbandry and other activities.
- The importance of water as a finite, though a renewable resource, must be clearly recognized.
- Land and water use are to be considered together, particularly in the context of recurring droughts and floods.
- Water conservation measures; discipline on use of water; economizing the consumption of water in households, agriculture and industry; and appropriate recycling would be essential

The steps to be taken for sustainable use of land and water should include the following:

- Classification, zoning and apportionment of land for designated uses such as, agriculture, forestry, grassland, green areas, industrial activities, catchment areas and watersheds and human settlements based on assessment of their capabilities and environmental considerations;
- Enactment of laws for appropriate land uses to protect the soil from erosion, pollution and degradation;
- Protection of land near water bodies and prevention of construction there upon; · Measures to ensure equitable access to and responsibility for sustainable use of land and water resources;
- Micro-level planning to develop appropriate methodology and implementation of action plan by involving the people at the village level in social forestry programmes, land use planning, afforestation etc.;
- Countrywide campaign to minimize soil and run-off losses by carrying out extensive works like contour trenching, contour bounding, terracing, construction of small storages, catchment treatment and protection of the vegetal cover in the catchments and watersheds. This is to be a specific charge of project authorities in all irrigation, power, road and agricultural projects;
- Restoration and reclamation of degraded areas including weed infested areas, mined areas, grazing lands and salt affected soils;
- Measures for preventing wind erosion by undertaking special programmes of conservation and afforestation in desert areas;
- Development of suitable agro-silvipastoral techniques with special emphasis on hilly areas and in, and semi-arid zones;
- Building up a network for assessment and monitoring of soil and water (surface and ground water) quality throughout, the country which should be on a permanent basis as in the case of meteorological stations;

- Measures for water conservation, recycling and optimal conjunctive use of surface and ground water for specific uses;
- Legislative measures to check over-exploitation of surface and ground water for various uses;
- Conservation of wetlands for ensuring sustainable ecological and economic benefits;
- Encouragement to and improvement in traditional methods of rain water harvesting and storage.
- Stringent measures for prevention and control of pollution due to indiscriminate disposal of solid wastes, effluents and hazardous substances in land and water courses;
- Control and abatement of pollution of water bodies from municipal and industrial wastes generated from urban habitats by intercepting and diverting such wastes away from water bodies;
- Classification, zoning and regulations for maintaining the quality of the water bodies to protect and enhance their capabilities to support the various designated uses; and,
- Adoption of low-cost sanitation technology for prevention and control of pollution in water courses.

2. Atmosphere

For prevention and control of atmospheric pollution including noise pollution, the thrust will be on the following:

- Use of clean fuels and clean technologies, energy efficient devices and air and noise pollution control systems;
- Setting up of source specific and area wise air quality standards and time bound plans to prevent and control pollution;
- Proper location of projects to minimize the adverse impact on people and environment;
- Incentives for environmentally benign substitutes, technologies and energy conservation;
- Raising of green belts with pollution tolerant species;
- Developing coping mechanisms for future climatic changes as a result of increased emission of carbon dioxide and greenhouse gases;
- Appropriate action to control adverse impact on Indian continent due to ozone depletion and other gaseous effects in the atmosphere at global level.

3. Biodiversity

About 90% of the world food comes from 20 plant species. The plant breeders find that they have to turn more and more to the wild species to introduce into the cultivated forms desired qualities of resistance to pests and diseases and the ability to withstand adverse soil and weather conditions. India's biological diversity is very rich but unfortunately its wealth is being eroded due to various reasons. This diversity needs to be preserved and the immediate task will be to devise and enforce time bound plans for saving the endangered plant and animal species as well as habitats of biological resources. Action for conservation must be directed to:

- Intensification of surveys and inventorisation of biological resources in different parts of the country including the island ecosystems. The survey should include information on distribution pattern of particular species/population/communities and the status of ethnobiologically important groups;
- Conservation of biodiversity through a network of protected areas including Biosphere Reserves, Marine Reserves, National Parks, Sanctuaries, Gene Conservation Centres, Wetlands, Coral Reefs and such other natural habitats of biodiversity. This should include taxonomic and ecological studies on the flora and fauna with adequate emphasis placed on the lower vertebrate, invertebrate and micro-flora which are important in contributing to the healthy maintenance of ecosystems;
- Full and correct rehabilitation of rural poor/tribals displaced due to creation of national parks/biosphere reserves/tiger reserves; - Conservation of micro-fauna and micro-flora which help in reclamation of wastelands and revival of biological potential of the land;
- Protection and sustainable use of plant and animal genetic resources through appropriate laws and practices;
- Protection of domesticated species/varieties of plants and animals in order to conserve indigenous genetic diversity;
- Maintenance of corridors between national parks, sanctuaries, forests and other protected areas;
- Emulation and support for protecting traditional skills and knowledge for conservation;
- Development of methodologies to multiply, breed and conserve the threatened and endangered species through modern techniques of tissue culture and biotechnology;
- Discouragement of monoculture and plantation of dominating and exotic species, in areas unsuited for them and without sufficient experimentation; and,
- Restriction on introduction of exotic species of animals without adequate investigations.

Environmental Problems of Urbanization

1.Habitat Loss: The man-made cities have been carved on the land of wildlife (non-domesticated animals, uncultivated plants and micro-organisms).

2.Deforestation: Urbanization leads to change of land use, primarily from natural ecosystem to cities. Imagine if man had not carved cities and towns, there would have been forests almost everywhere.

3.Soil erosion: Since top fertile living part of earth's crust i.e. soil in cities enjoys very thin vegetation cover, it remains naked for erosion to wind and storm rainwater. The soil surface is otherwise also relatively compact.

4.Water loss: Because of the reasons of (a) compactness of the soil in cities, (b) more of concrete city surface (because of roads and buildings) and (c) scarcity of ground cover by vegetation, the availability of surface area for seepage of rain water is reduced tremendously. Resultantly, the water table hardly gets recharged or replenished.

5.Biodiversity loss: As already explained above, because of development of cities, the habitat of wildlife gets destroyed. As a result, the wildlife goes to the edges or outskirts of the urban areas and even the satellite towns. Consequently, weak species get lost/vanish leading to loss of diversity. This biodiversity (variation and in the types of plants, animals and microbes) loss is a matter of worry for the whole world.

6.Ecological disruption: Nature has maintained a balanced interaction between different species. We call it ecological balance. However, if we remove or add something beyond a limit it gets disturbed. Let us try to understand this phenomenon with the help of an example.

7.Sewage: Sewage system in every big city poses a great problem especially after a few decades. Cities mostly have a single sewage system. With increasing population, the demand of flow increases. In addition, with more constructions of the buildings, the runoff rain-water tunnels through the available path, especially in case the buildings are parallel to the slope.

8.Air pollution: Industrialization and urbanization has resulted into profound deterioration of urban air quality. In urban areas everything, including the pollutants get concentrated. People living there get exposed to more of pollutants in terms of quantity and types – more noise, heat, suspended particulate matter and gases.

9.Indoor Pollution: Without deviating from the theme of the chapter, we find that most of these problems are on account of population density in the cities. However, many a times the environment inside the home (indoor environment) is worse than that outdoor. Quickly, let us also see as to how we pollute ourselves in our homes or in doors, where we spend majority of our lives.

Environmental Problems in Rural Areas

1.Pollution: In rural areas or villages it's a common practice to use wood, cow-dung cakes and kerosene etc. as a fuel for cooking food. These sources are not environment friendly, they generate a lot of smoke, soot and hydrocarbons which goes into the environment and pollute it. When a fuel is burned completely Carbon dioxide is generated, this gas is not poisonous so does not pollute the air to a greater extent. But in the conventional Chulas used by village people the fuel doesn't burn completely.

2. Public Hygiene: Rural people are not adequately aware of personal as well as public hygiene.

3. Lack of Education: Blind faiths and Superstitions: In rural people being simple and innocent blindly follow certain superstitions. Because of poor literacy, they remain unaware of their polluted surroundings. In the even of ailment they visit the doctor after exhausting the channels of quacks and other non-medical treatments. In the meantime, many a times, the disease spreads beyond the level of control

4. Excessive use of Fertilizers and Pesticides: India is mainly an agricultural country and the economy of the nation rests mainly on the agricultural produce. To increase the produce the rural people instead of adopting modern agricultural techniques, tend to use more of fertilizer and pesticide/weedicides.

SELF- CHECK EXERCISE-4

Q1. What is the harm from the depletion of Earth's ozone layer

- (a) The average temperature of earth's surface will increase gradually
- (b) The oxygen content of the atmosphere will decrease
- (c) Increased amount of Ultra violet radiation will reach earth's surface
- (d) Sea levels will rise as the polar ice caps will gradually melt

Q2. Acid rain is formed due to contribution from the following pair of gases

- (a). Methane and ozone
- (b) Oxygen and nitrous oxide
- (c) methane and sulphur dioxide
- (d) Carbon dioxide and sulphur dioxide

Q3. The concentration of which gas is highest in our environment?

- (a) Oxygen
- (b) Hydrogen
- (c) Nitrogen
- (d) Carbon dioxide

Q4. Which of the following is not as a consequence of global warming?

- (a) rising sea level
- (b) increased agricultural productivity worldwide
- (c) worsening health effects
- (d) increased storm frequency and intensity

Q5. Which of the following is not a primary contributor to the greenhouse effect?

- (a) carbon dioxide
- (b) carbon monoxide
- (c) chlorofluorocarbons
- (d) methane gas

Q6. Which of the following is not considered as part of water use planning?

- (a) waste water treatment
- (b) water diversion projects
- (c) storm sewer drainage
- (d) Water use planning considers all of the above issues

Q7. Which of the following is negative effects on the soil and water due to conventional, mechanized farming practices?

- (a) soil compaction
- (b) reduction in soil organic matter
- (c) soil erosion
- (d) all of the above

13.7 SUMMARY

The world's population is rapidly growing which results in increased pressure on the environment, in the first place on natural resources including water, food, energy and various materials. The main environmental challenges include; loss of wildlife habitat which in turn brought many wildlife species on the brink of extinction; loss of forests

which further increases the levels of carbon dioxide and other greenhouse gases in the atmosphere, increasing the greenhouse effect and further warming the planet. As an example, when buying wooden garden furniture always ensure its from renewable sources; extreme exploitation of natural resources, preventing the natural systems from replenishing; increased emission of carbon dioxide, mainly by fossil fuel burning that contributes to the climate change and increased production of synthetic materials as a substitute for the natural ones, with many being extremely toxic to the environment or/and taking centuries to decompose. Conserving the environment and reversing the threatening climate change affects the entire world and requires a global action to achieve a global effect. Unfortunately, poor nations which mainly depend on the natural environment for survival need help to tackle poverty to be able to deal with environmental concerns. Then, there is the unwillingness of some countries to adopt more rigorous environmental laws out of fear to jeopardize their economic growth. Many environmentalists therefore worry that a global action will start only when it will be too late and urge the people to act themselves.

13.8 GLOSSARY

Environmental Conservation: It is a practice of protecting the natural environment on individual, organizational or governmental levels, for the benefit of both the natural environment and humans.

The Global Environment: It unites 183 countries in partnership with international institutions, civil society organizations (CSOs), and the private sector to address global environmental issues while supporting national sustainable development initiatives.

Ecological crisis: An ecological crisis occurs when the environment of a species or a population changes in a way that destabilizes its continued survival.

Environmental issues: Environmental issues are harmful effects of human activity on the biophysical environment. Environmentalism, a social and environmental movement, addresses environmental issues through advocacy, education and activism.

Regeneration: In biology, regeneration is the process of renewal, restoration, and growth that makes genomes, cells, organisms, and ecosystems resilient to natural fluctuations or events that cause disturbance or damage.

13.9 ANSWER TO SELF- CHECK EXERCISE

Exercise-1

Answer1: B) Increase public awareness about environmental issues

Answer2: B) Developing critical thinking and problem-solving skills

Answer3: B) Environmental stewardship

Answer4: D) All age groups

Answer5: B) Improved ability to analyze environmental problems

Answer6: B) Hands-on activities and field trips

Answer7: B) Environmental conservation

Answer8: B) United Nations Educational, Scientific and Cultural Organization (UNESCO)

Answer9: C) Enhanced community involvement in conservation

Answer10: B) Interactive and experiential learning

Exercise-2

Answer1: B) Emission of greenhouse gases from human activities

Answer2: C) Increase in extreme weather events

Answer3: B) Agricultural expansion

Answer4: C) Carbon dioxide

Answer5: B) Absorption of carbon dioxide by seawater

Answer6: C) Loss of habitat for many species

Answer7: C) Industrial emissions

Answer8: C) Arid and semi-arid regions

Answer9: A) Kyoto Protocol

Answer10: C) Disruption of ecosystem services

Exercise-3

Answer1: B) Vehicular emissions

Answer2: B) Industrial discharge

Answer3: C) Overgrazing by livestock

Answer4: C) Loss of local biodiversity

Answer5: A) Heavy machinery

Answer6: C) Spread of diseases

Answer7: C) Loss of natural habitats

Answer8: B) Planting more trees and vegetation

Answer9: C) Leakage from septic tanks

Exercise-4

Answer 1. (c) Increased amount of Ultra violet radiation will reach earth's surface

Answer 2. (b) Oxygen and nitrous oxide

Answer 3. (c) Nitrogen

Answer 4. (b) increased agricultural productivity worldwide

Answer 5. (c) chlorofluorocarbons

Answer 6. (d) Water use planning considers all of the above issues

Answer 7. (d) all of the above

13.10 REFERENCES /SUGGESTED READINGS

Bharucha, E.(2005). Text book of Environmental Studies, Universities Press , Hyderabad.

E. Johnson & M. Mappin, eds., *Environmental Education and Advocacy: Changing Perspectives of Ecology and Education*, Cambridge University Press, Cambridge, UK.

IUCN (1970). *International Working Meeting on Environmental Education in the School Curriculum*, Final Report. Tech. rep., IUCN.

IUCN, UNEP & WWF (1991). *Caring for the Earth: A Strategy for Sustainable Living*. Tech. rep., Gland, Switzerland: IUCN.

Jacobson, S., McDuff, M. & Monroe, M. (2006). *Conservation Education and Outreach Techniques*. Oxford Biology, Oxford, UK

Palmer, J. & Birch, J. (2005). *Changing academic perspectives in environmental education research and practice: progress and promise*.

UNESCO (1975). The International Workshop on Environmental Education: Final Report. Tech. rep., Paris: UNESCO.

UNESCO (1977). First international conference on environmental education final report. Tech. rep., Paris: UNESCO.

UNESCO (1987). *International Congress on Environmental Education: Final Report*. Tech. rep., Paris: UNESCO.

13.11 TERMINAL QUESTIONS

Short Answer Questions

1. What do you understand by Environmental Conservation?
2. Write short note on Global Environmental Crises.
3. Enlist Local Environmental Issues.
4. Discuss Environmental Conservation and Regeneration.
5. Write Conservation of Natural Resources with two examples.
6. What do you mean by the term 'Biodiversity'?

Long Answer Questions

1. Discuss Education for Environmental Conservation.
2. Explain Global Environmental Crises.
3. Explain Local Environmental Issues.
4. What are the Steps for Environmental Conservation and Regeneration?
5. Explain Conservation of Natural Resources.
6. Discuss Conservation of Forests and Wildlife.
7. Write short notes on the following:
 - a) Biodiversity
 - b) Atmosphere

UNIT-14

LIBERALIZATION, GLOBALIZATION AND PRIVATIZATION AND THEIR IMPACT ON INDIAN EDUCATION

Structure

- 14.1 Introduction
- 14.2 Learning Objectives
- 14.3 Concept of Liberalization and its impact on Indian Education
Self- Check Exercise-1
- 14.3 Concept of Globalization and its impact on Indian Education
Self- Check Exercise-2
- 14.4 Concept of Privatization and its impact on Indian Education
Self- Check Exercise-3
- 14.5 Summary
- 14.6 Glossary
- 14.7 Answer to Self- Check Exercise
- 14.8 References /suggested readings
- 14.9 Terminal Questions

14.1 INTRODUCTION

At the time of independence India declared itself as a socialist democratic state. Public sector undertakings were initiated and developed to provide for all and usher India towards development. Liberalisation refers to the slackening of government regulations. The economic liberalisation in India denotes the continuing financial reforms which began since July 24, 1991. Globalisation stands for the consolidation of the various economies of the world. Privatisation refers to the participation of private entities in businesses and services and transfer of ownership from the public sector (or government) to the private sector as well. Privatization is closely associated with the phenomena of globalization and liberalization. Privatization is the transfer of control of ownership of economic resources from the public sector to the private sector. It means a decline in the role of the public sector as there is a shift in the property rights from the state to private ownership. The public sector had been experiencing various problems, since planning, such as low efficiency and profitability, mounting losses, excessive political interference, lack of autonomy, labour problems and delays in completion of projects. Hence to remedy this situation with Introduction of NIP'1991 privatization was also initiated into the Indian economy. Another term for privatization is Disinvestment. Liberalization refers to relaxing certain reforms and policies in India. These reforms can be termed as relaxation of previous government's restrictions usually in areas of social or economic policy. Usually the term is used in reference to Economic Liberalization. Liberalisation will bring a constant stream of funding which will also facilitate a research-based career and make it a viable option for the future of Indian teachers and students. Privatization connotes a wide range of ideas. Privatization implies induction of private ownership, management and control of organizations. Privatization can imply deregulation meaning thereby lesser control of the

government. It refers to expansion of private sector and reduction of public sector. Privatization is management by private sector with total absence of government intervention. Such institutions generate their own funds through higher fees, user charges and full use of resources. The closing decade of 20th century saw major social, political and economic transformations on a global level. The developments, combined with increasingly rapid advances in the nature of and impact of information and communication technologies have had a powerful influence on all nations, societies and cultures worldwide. All this has intensified globalization. Globalization is the integration of economic, political and cultural systems and trends across the world for economic growth, prosperity and democratic freedom. It pursues liberal or free market policies in world economy for economic liberalization. Globalization seeks to deal with relations that go beyond the confines of the nation state or country boundaries. Liberalization, privatization and globalization together have changed the entire Indian marketing operations. Due to the innovation, development in new technologies and changes in the customer expectations, there is a major shift from seller's market to buyer's market. The problem of losing market share in this era of intense competition and retention of existing customers is more important than acquiring new ones. In the present scenario of the economy markets have undergone a metamorphic change to cope up with the tight and enhanced competition, changing needs and expectations of the customers, ongoing product improvement, changing market trends from mass marketing to interactive and customized marketing and finally to the relationship marketing. With easy access to the information, today's customers are ready with the product information and have an upper hand in most of the interactions and sellers are bending over backwards to improve their offerings. It proves the old saying that one can please some of the people most of the time and most of the people some of the time, but one can't please all of the people all of the time and, thus, in performing the activity of selling services and products to the unknown expectations of the customer, the seller faces a big problem as he is not aware of the latest expectations of the customers.

14.2 LEARNING OBJECTIVES

After reading this unit, learners will be able to:

Understand the meaning & concepts of liberalization, privatization and globalization.

Understand the forms of liberalization, privatization and globalization and its Impact on Indian Education.

14.3 CONCEPT OF LIBERALIZATION AND ITS IMPACT ON INDIAN EDUCATION

Liberalization in Education

In India, education is supposed to be charitable service to be provided without any profit-motive. Do you know that schools in India, if they have to be affiliated to any state or central board (which essentially covers the vast majority of schools other than those affiliated to foreign boards such as IB or IGCSE), then they have to be not-for-profit? This means that neither can the members of the

organization get any salaries (other than out-of-pocket expenses) nor can they get any dividends. There is in fact not a concept of profit as far as schools are concerned. With respect to liberalization of schooling, one of the biggest concerns of the government (and the judiciary) and the public would be the opening of thousands of low-quality spurious money-making schools. More importantly, amongst the spurious thousands will be the good-quality hundreds schools which will attract the parents and eventually ensure that only the good-quality schools survive – like in any other industrial sector that is free market.

Therefore, education must be made legally for profit, i.e. liberalize education. And the liberalization is needed not just in the legal way but also in terms of its curriculum being flexible and training of teachers becoming compulsory. Else, none of these solutions will work. Therefore, as the youth of this nation, our only hope to change the education system and actually get education to the masses is to get the education system liberalized from the government, and then take it up in our hands by becoming educational entrepreneurs and spreading out through out the country. Higher education and, on a smaller scale, adult education, are the main educational subsectors affected by liberalization. Besides the fact that higher and adult education is much more critical and imminent to the labor market, primary and secondary education is usually controlled by the State. Basic schooling, as it is considered in many countries, is a government responsibility. Moreover, it seems that the public sector is not able to keep up with the growing demand for higher education, leaving a very lucrative market to private suppliers.

Meaning of Liberalization

The liberalization of education has enabled wealthy individuals to set up private schools and institutions to supplement government's effort of availing education to all. Government liberalized the education sector without putting in place mechanisms on how they were to regulate the sector to ensure fair and equal play, quality and affordable service, professional and ethical conduct. Students and parents have an opportunity to choose private schools of their choice, and the good news is that schools have different fees structures; there are schools for the affluent, the average or middle class and the very poor. Liberalization is loosening the control of government. In the world of business, it means that it is easier to get a building permit to build a house or factory.

Definitions of Liberalization

According to Jane Knight, the term 'liberalization' means 'the promotion of increased trade through the removal of barriers which impede free trade'. Liberalization and deregulation are different terms with different implications. In general, while the first implies the access to a certain market under 'fair' conditions, the second implies the lack of State regulatory supervision. Hence, when a government decides to liberalize a particular market, it does not mean that it loses his right to regulate it. In practice, however, liberalization does have an impact on regulatory procedures as governments are prevented from adopting certain measures which might nullify or reduce the benefits from such liberalization.

According to John Danie: “Liberalization of higher education, and therefore its internationalization, contributes to the achievements of ideals presented in the UNESCO Charter of 1945”.

Jane Knight identifies some situations where the public nature of education seems doubtful, as follow:

- Countries where a significant amount of funding for public institutions is, in fact, coming from the private sector.
- Public institutions when they charge international students unsubsidized tuition fees whether at home or abroad.
- Public education institutions when exporting their services are often defined as private/commercial.
- Some institutions operate for-profit units.

The liberalization of education is a very controversial matter because it is recognized to be a human right in several instruments; yet, it involves different sectors and opposing interests.

Liberalization Impact on Indian Education

The promotion of trade in education services is directly linked to a number of significant trends in higher education. These include

- the emergence of new for-profit education providers,
- the growth of alternate electronic delivery modes both domestically and internationally,
- the response to the labour market,
- the increase in international academic mobility of students, professors and programs, and
- the limited budget capacity (or political will) of government to meet the increasing domestic demand for higher education. In short, these trends are contributing to, as well as responding to, the expanding business of cross border delivery of higher education services. The GATS aim to capitalize on this market potential and promote further international trade in education services by establishing rules and procedures to eliminate barriers to trade.
- **Student access:** Government and public education institutions have keenly felt the responsibility of ensuring access to education. In many, if not in most countries, this is a challenging issue as the demand for higher and adult education is steadily growing, often beyond the capacity of the country to provide it.
- **Funding:** Many governments have limited budget capacity or at least lack the political will to allocate funds to meet the escalating costs of higher education.
- **Quality assurance and accreditation:** Increased transnational education activity and new legal trade rules require that more attention be given to the question of quality assurance and accreditation of cross border education programs and providers.
- **Mobility of professionals:** GATS is facilitating the mobility of professionals to meet the high demand for skilled workers. This impacts many of the service

sectors and has particular implications for the mobility of teachers and scholars in the higher education sector.

- **Culture and acculturation:** Last, but certainly not least, is the issue of culture. Education is a process through which cultural assimilation takes place. Concern about the homogenization of culture, through cross border supply of education is expressed by GATS sceptics. Advocates maintain, that a new hybridization and fusion of culture will evolve through increasing mobility and the influence of ICTs. In fact, they believe that this has been happening for decades and is a positive development. Once again, the divergence of opinion shows that there are new opportunities and new threats to consider, especially on the question of acculturation.
- **Trade dominates:** Finally, it needs to be asked whether trade liberalization has the potential of dominating the higher education agenda? There is a risk of 'trade creep' where education policy issues are being increasingly framed in terms of trade and economic benefit.

SELF- CHECK EXERCISE-1

Q.1 Liberalization is loosening the control of government. **True / False**

14.4 CONCEPT OF GLOBALIZATION AND ITS IMPACT ON INDIAN EDUCATION

Globalization

Socialization of people for improving business and financial activities across the globe can be referred as globalization. Globalization has been a historical process. The growth of globalization was mainly led by the technological forces in the fields of transport and communication. In deed there were no passports and visa requirements and very few non-tariff barriers and restrictions on fund flows. Globalization, process was slow between the First and the Second World War. After World War II, all the leading countries resolved not to repeat the mistakes they had committed previously by opting for isolation. India is also following the global phenomenon. As part of globalisation, the economic reform packages were introduced in India in the beginning of 1991. Globalization stands for the consolidation of the various economies of the world. The term globalization can be used in different contexts. The general usages of the term Globalization can be as follows: Interactions and interdependence among countries; Integration of world economy and Deterioration. Globalization essentially means integration of the national economy with the world economy. It implies a free flow of information, ideas, technology, goods and services, capital and even people across different countries and societies. It increases connectivity between different markets in the form of trade, investments and cultural exchanges.

Concept of Globalization

The concept of globalization has been explained by the IMF (International Monetary Fund) as 'the growing economic interdependence of countries worldwide through increasing volume and variety of cross border transactions in goods and services

and of international capital flows and also through the more rapid and widespread diffusion of technology.'

- Globalization is expected to be a process through which an increasingly free flow of ideas, people, goods, services and capital would lead to the integration of economies and societies. It is characterized by an accelerated flow of trade, capital, and information, as well as mobility of individuals, across geographical borders.
- It reflects comprehensive level of interaction than that has occurred in the past, suggesting something beyond the word "international". It implies a diminishing importance of national borders and strengthening of identities, that stretch beyond those rooted in a limited locale in terms of particular country or region. It can also be defined as the intensification of worldwide social relations which link distant localities in such a way that local happenings are shaped by events occurring at any distant place and vice versa. It is this construction of time space compression that has given rise to popular notion of "One -World" "Global Village", etc.
- Globalization is a newly emerging phenomenon. It has been defined as "a set of processes by which the world is rapidly being integrated into one economic space via increased international trade, the internationalization of production and financial markets; the internationalization of a commodity culture promoted by an increasingly networked global telecommunication system" (Graham, 1996)

Effect of Globalization on India

The term globalization means International Integration. The wave of globalization hit India at the end of the last century and still the country is flowing with the current of global changes Globalization has its impact on India which is a developing country. The impact of globalization can be analysed as follows:

1. Access to Technology:

Globalization has drastically, improved the access to technology. Internet facility has enabled India to gain access to knowledge and services from around the world. Use of Mobile telephone has revolution used communication with other countries.

2. Growth of international trade:

Tariff barriers have been removed which has resulted in the growth of trade among nations. Global trade has been facilitated by GATT, WTO etc.

3. Increase in production:

Globalization has resulted in increase in the production of a variety of goods. MNCs have established manufacturing plants all over the world.

4. Employment opportunities:

Establishment of MNCs have resulted in the increase of employment opportunities.

5. Free flow of foreign capital:

Globalization has encouraged free flow of capital which has improved the economy of developing countries to some extent. It has increased the capital formation.

Impact of Globalization

Advantages of Globalization:

- There is a decline in the number of people living below the poverty line in developing countries due to increased investments, trade and rising employment opportunities.
- There is an improvement in various economic indicators of the LDCs (Less Developed Countries) such as employment, life expectancy, literacy rates, per capita consumption etc.
- Free flow of capital and technology enables developing countries to speed up the process of industrialization and lay the path for faster economic progress.
- Products of superior quality are available in the market due to increased competition, efficiency and productivity of the businesses and this leads to increased consumer satisfaction.
- Free flow of finance enables the banking and financial institutions in a country to fulfil financial requirements through internet and electronic transfers easily and help businesses to flourish. MNCs bring with them foreign capital, technology, know- how, machines, technical and managerial skills which can be used for the development of the host nation.

Disadvantages of Globalisation:

- Domestic companies are unable to withstand competition from efficient MNCs which have flooded Indian markets since their liberalized entry.
- It may lead to shut down of operations, pink slips and downsizing. Moreover, skilled and efficient labour get absorbed by these MNCs that offer higher pay and incentives leaving unskilled labour for employment in the domestic industries. Thus, there may be unemployment and underemployment.
- Payment of dividends, royalties and repatriation has in fact led to arise in the outflow of foreign capital. With increased dependence on foreign technology, development of indigenous technology has taken a backseat and domestic R and D development has suffered.
- Globalization poses certain risks for any country in the form of business cycles, fluctuations in international prices, specialization in few exportables and so on.
- It increases the disparities in the incomes of the rich and poor, developed nations and LDCs. It leads commercial imperialism as the richer nations tend to exploit the resources of the poor nations.
- Globalization leads to fusion of cultures and inter-mingling of societies to such an extent that there may be a loss of identities and traditional values. It gives rise to mindless aping of western lifestyles and mannerisms however ill-suited they may be.
- It leads to overcrowding of cities and puts pressure on the amenities and facilities available in urban areas.

Globalization Impact on Indian Education

A global education should teach about issues that cross national boundaries, and interconnected systems on ecological, cultural, economic, political and technological grounds such as the Globalization program which draws upon expertise in many

areas such as humanities, social science and environmental science. Globalization and technological advancements are delivering and increasing access to the world and subsequently subjects should reflect this global outlook.

The thrust of Globalization is expected to push Higher Education to face far-reaching challenges. According to the Spanish sociologist, Manuel Castells, one of the leading authorities on Globalization states, “effects on the university will be more drastic than industrialization, urbanization and secularization combined. It is, the biggest challenge that the University has ever faced for more than a century and a half.”

John Smyth argues “the globalization of world capitalism has had a significant impact on higher education policy and produced changes in the sector. In particular, globalization has caused a major restructuring of the economy, and government has reacted within a corporatist and technocratic framework to create new technology-based industries. This has created moves to reform higher education in order to produce the necessary technocrats. This strategy will not succeed; and that when it fails, higher education will be the scapegoat.”

Globalization of Education Services in India

1. Increasing number of students going abroad for study
2. Exchange programs among faculties and researchers
3. Increased international marketing of academic curriculum
4. Establishment of branch campuses
5. India is both importer & exporter of higher education services.

The perils of Globalization in India

Following points very well support the adverse impact of globalization on higher education:

1. Increasing interest of parents to get their children admitted to foreign educational institutions
2. Over Rs 1 lakh crore is the estimated foreign exchange spent on education abroad.
3. Lead to the creation of bias among graduates
 - Education from foreign universities
 - Education from costly private domestic institutions
 - Education from government funded institutions (mainly applicable to economically weaker sections)

Globalization may lead to conversion from social service into a private service aimed at money making. Foreign educational institutions are expected to provide severe competition to Indian institutions with their world class infrastructure, financial resources, staff, reputation etc.

Challenges of WTO and GATS

WTO was established on January 1, 1995 by replacing GATT at the Uruguay Round. According to European Commission “the GATS is first and foremost an instrument for the benefit of business”. GATS have two components (i) The framework of agreement containing 29 articles and (ii) a number of Annexes, Ministerial Decisions etc., as well as the schedules of commitments undertaken by each Member government, which bind them to allow market access and/or remove

existing restrictions to market access. This agreement in general covers all the services including the education services. This is a first multilateral agreement, which provides “legally enforceable rights to trade in all services. Only the services provided entirely by the government do not fall within the GATS rule. Whereas the services provided either by the Government partially, or some prices are charged, as happens in Education or provided by the private providers shall fall under GATS rule. Some people argue that any institution that requires payment, like fees, should fall under GATS as it currently exists”

WTO on Higher Education in India

The proposed WTO initiatives are expected to bring pressure on the universities worldwide into sharp focus. It is believed that academia would be significantly altered if higher education worldwide were subject to the strictures of the WTO. The viewpoint of University serving as a broad public goods would be altered, and in turn would be subjected to the commercial pressures of the marketplace guided by the international treaties and legal requirements.

The impact of globalization and WTO & GATS on the Higher Education would be multidimensional, it would be on:

- the higher education policy, programmes and its implementation;
- the very system of higher education;
- the structure, functions and structure-function relations;
- the accreditation and assessment of higher education;
- the role of regulatory bodies;
- the individual institutional policy and programmes; and finally on
- the acts and statutes of universities and state education acts.

SELF- CHECK EXERCISE-2

Q.1 The term globalization means -

- (a) International Integration.
- (b) National Integration.
- (c) Emotional Integration
- (d) None of these

Q2 The globalization of world capitalism has had a significant impact on primary education policy and produced changes in the sector. **True / False**

14.4 PRIVATIZATION

Privatization places the risk in the hands of business or Private Enterprise. Private enterprise is more responsive to customer complaints and innovation. The Govt. should not be a player and an umpire. Privatization provides a one off cash boost for Govt. This can be spent on Hospitals etc... Privatization leads to lower prices and greater supply. Competition in privatization increases differentiation. Privatization is expensive and generates a lot of income in fees for specialist advisers such as banks. Public monopolies have been turned into private monopolies with too little competition, so consumers have not benefited as much as had been hoped. Privatization, also spelled privatization, may have several meanings. Primarily, it is

the process of transferring ownership of a business, enterprise, agency, public service or public property from the public sector (a government) to the private sector, either to a business that operate for a profit or to a non-profit organization. It may also mean government outsourcing of services or functions to private firms, e.g. revenue collection, law enforcement, and prison management. In India, the privatization of education has been taking place at the school level without much resistance. But it has not made much dent into other levels. However, privatization, though necessarily has some drawbacks. Private education trusts often become merely profit-making business ventures with no social ideals or objectives. If privatization of education comes into conflict with the equity objective, state intervention would be desirable. It is necessary that state intervention be increased in private sector institutions to increase the quota of seats to the poor and deprived sections and help in promoting human resources development to keep pace with the emerging requirements. Since the impact of privatization is penetrating all sectors of the economy, it is bound to affect education sector as well. As it is very difficult to meet the democratic aspirations of the people for further expansion of educational system due to paucity of resources it is therefore, being felt that the private sector is inducted in education so that it can share the burdens of the state in funding education.

The Ramamurti Committee is very skeptical about this suggestion as it states: "Graduate taxes, if any are to be imposed upon the beneficiaries i.e. the users of services of graduates, namely, employers.

The Ramamurti Committee (1990) made the following recommendation in this regard: "In the circumstances, a justifiable strategy is bringing about an appropriate increase in the fees payable by students going in for Higher Education.

This increase should be appropriately linked to at least the cost of recurring expenditure and levels of income of the parents of the beneficiaries.

This National Policy provides the necessary coordination for Education that is listed as a Concurrent Subject in the Constitution of India, with respect to the federal right of every State to determine its own unique priorities in the field of education and knowledge, as well as to be included in the process of decision-making on any over-arching policy on Education. "Privatization" in education and other fields often ignite as much "heat" as "light." As an illustration, highly regarded economists all writing about the impact of privatization on countries have asserted that privatization has: (1) been "beneficial to many countries"; (2) "increased average incomes but also increased income differentials"; (3) has "resulted in social and political chaos"; and (4) has "frequently produced private monopolies that are fully as inefficient as the government enterprises they replaced and more corrupt."

The main aspects of privatization in India are as follows;

1. Autonomy to Public sector: Greater autonomy was granted to nine PSUs referred to as 'navaratnas' (ONGC, HPCL, BPCL, VSNL, BHEL) to take their own decisions.

2. Dereservation of Public Sector: The number of industries reserved for the public sector were reduced in a phased manner from 17 to 8 and then to only 3 including Railways, Atomic energy, Specified minerals. This has opened more areas of

investment for the private sector and increased competition for the public sector forcing greater accountability and efficiency.

3.Disinvestment Policies : Till 1999-2000 disinvestment was done basically through sale of minority shares but since then the government has undertaken strategic sale of its equity to the private sector handing over complete management control such as in the case of VSNL ,BALCO .etc

14.5 CONCEPT OF PRIVATIZATION AND ITS IMPACT ON INDIAN EDUCATION

CONCEPT OF PRIVATIZATION

Privatization connotes a wide range of ideas. Privatization implies induction of private ownership, management and control of organizations. Privatization can imply deregulation meaning thereby lesser control of the government. It refers to expansion of private sector and reduction of public sector. It also means that areas reserved for the public sector will be opened to the private sector. The shift towards privatization reduces the role of the government and increases the role of the private, cooperative and local government. The areas of shift are mainly decision making and responsibility of money and administration.

Privatization has many advantages and disadvantages. And advantage of Privatization is that private companies will compete to do jobs at the lowest cost, which eliminates waste and inefficiency. Privatization also reduces government spending. A disadvantage of Privatization is that they will hire only the number of workers that are needed to do the work required, meaning that a lot government workers would lose their jobs.

Education and Privatization

The term Privatization is an umbrella term referring of many different educational programmes and policies. Privatization is the transfer of activities, assets and responsibilities from Government and Public institutions and organizations to private individuals and agencies. (Levin,2001). Privatization involves a change in the ownership of enterprise from the public or government, to the private sector or individual private companies (Aggarwal,2007). Privatization is of the hottest currently being debated in the education sector, it is fast becoming a widespread trend when considering education reform, as it eases the pressure on government to meet immersing demand and relieves them of exclusive costs in developing countries, the issues at hands are provision and accountability there ,privatization can be advantageous to parents who are given more freedom and choice when deciding on schools for their children and greater control over the way their children are educated.

Applied to the education sector, privatization can be seen as part of the wider reform of the public sector. Education is both a private and social investment. It is therefore the responsibility of both the individual including the student, his family and even his employers and the society which includes the community and the state. The areas of shift in the education sector are mainly decision and responsibility of money, administration and a relevant curriculum of high quality. Privatization is management

by private sector with total absence of government intervention. Such institutions generate their own funds through higher fees, user charges and full use of resources. They survive on the philosophy that they do not have to pay for those who can pay. Privatization of higher education has emerged in several forms and types in the recent decade in India.

1. Privatization within government higher education institutions takes place in the form of introducing self-financing courses within government institutions.

2. Converting government aided private institution in to private self-financing institution.

3. Allowing to expand self-financing private institution with recognition and also without recognition, which may be termed as commercial private higher education institutions.

➤ “Educational toys and games” as supplements to primary schools, individual private pay student tutoring services as supplements to school instruction, and private pay college advising and application services as supplements to school counseling all represent more recent additions to the array of “purely private” markets that sometimes get confused with closely related forms of privatization.

➤ Privatization is the role that “profits” play in schooling. For-profit education businesses have grown in number and size over the last several decades, but profitability is neither a certainty for individual for profit firms and non-profit firms can also be “profitable.” The private for-profit education businesses are different from their private non-profit and public counterparts, and not because they successfully generate profits or bring in more revenues than the expenses they incur

➤ The concept of privatizing education includes the provision, funding and regulation of education by private organizations. Privatization is an important concept in education, which itself represents a major financial burden for governments worldwide.

➤ The term privatization refers to the transfer of activities, assets and responsibilities from public institutions and organizations to private individuals and agencies. It is also referred to as liberalization, in which agents are set free from government regulations. An alternative definition is marketization, which represents the establishment of new markets alternative to government and public services.

➤ Privatizing education is a controversial issue and it has been debated since the late 20th century. Some consider it will simply boost the financial burden on families, while supporters deem it could provide more resources for education and will increase the effectiveness and flexibility of educational services. Strong supporters of the privatization of education emphasize the right of individuals to choose the form of education for their children. In contrast, those against it argue that education based on financial abilities is inequitable.

Privatization of Education Forms

1. **Private provision:** when education is provided by private organizations rather than public schools and state universities. Such private agencies include various religious or for-profit organizations, or charities.

2. **Private funding:** when education is financed by private organizations or individuals, instead of via government subsidies. Thus, parents can finance the education of their children by paying tuition fees or by contributing to shared funds along with the government. Privatization occurs when even a part of the funding is provided by private subjects rather than the government.

3. **Private regulation, decision-making and accountability:** when education services are monitored by students and their families. They can control the quality level of education. The percentage of students enrolled in private education institutions varies from country to country. According to the 2002 UNESCO booklet on education privatization, 11 percent of school-aged children in the United States are educated in private agencies, compared to 50 percent in Belgium. In the Netherlands, 70 percent of all schools are administered by private boards, although they are publicly funded. As to higher education, the percentage of students in private universities tends to be zero in most of Europe, compared to 75 percent in the Philippines.

Main Programmes and Policies in Privatizing Education

1. **Educational vouchers:** coupons allowing students to receive certain amount of schooling. Students receive annual funding that can be paid to enroll in any eligible school. Under this system, schools generate revenues based on the number of their students. Public school choice: such "free choice" or "open enrolment" programmes, which allow parents to choose the preferred school for their children. The government keeps the control over education funding and provision.

2. **Public school liberalization:** reducing the government rules and regulations in schools in order to tackle bureaucracy. In the United States, Charter schools, which are funded by the government but are subject to fewer regulations, were introduced in the 1990s. Private contracting of specific services such as food supply and sports activities, tuition tax credits and deductions for parents.

3. **Subsidies and assistance grants to private schools:** similar to the voucher system, these programs financially support private schools and thus can attract families to the private sector, taking some of the financial burden off the public sector. Such programs have been introduced in some European countries, Australia and Japan.

4. **Home schooling and private payments for schooling:** home schooling is an alternative to both public and private schools, preferred by some families that consider the institutional education unsatisfactory. Up to 1.7 percent of American school age children are home-schooled. Another way family choose to enhance their children's education is to pay for private lessons or additional classes, usually for exam preparation.

Need for Privatization

1. Need for competitive efficiency:

Main justification for privatization rests heavily on the grounds of efficiency to promote a more competitive economic environment. Operation of public sector enterprises is considered inefficient. It is believed that private ownership and control are more efficient in terms of resource allocation and work.

2. Growth in population: India has a population of nearly one hundred and seven cores. In order to provide to a large number of people more private institutions are needed. To fulfil the demand for higher education of young people in the country privatization

of higher education is needed.

3. Financial burden on government:

Higher education in India is in financial stress. The state/government can no longer bear the financial burden of public enterprises.

4. Education is an Economic good:

Education is no more being as a social service but as a necessary economic input. Investment in

education is treated as a factor contributing to the development of human resources.

5. Fulfilling the need for skilled manpower:

There is very little initiative from the public sector due to limited freedom. Private institutions are free to initiate modern and advanced courses in order to fulfill the demand for subjects which facilitate economic development of the nation.

6. Education is not a product

Education is more than a product. It is not something the private sector can handle, because the private sector is designed to sell. Education is to be delivered to all in hopes of the best result. It is inherently a risk, and sometimes has no return.

7. Education should not be for profit

Education is a process that should not be controlled by companies who are obligated to shareholders and profits instead of students. Education is a right of all citizens and should not depend on their income. Education cannot be reduced to "one-size-fits-all" so called lesson plan software. Those students that do not fit well into a "business model" will suffer.

8. Private means mediocrity

We have public schools because as a society we realize the value of an educated population and workforce. Parents desire their children's success, and quality education is critical to that. The public schools give all citizens access to education regardless of the economic ability to pay. Privatization will create tiers of schools catering to the ability of the parents to pay the fees.

9. No because creates inequality

There is always a rapid inequality between rich and poor. Thus education privatization will only make the scenario worse and in especially developing countries this will be an added advantage only for the executive and businessman to foster their kids.

10. Corporate propaganda and degraded social mobility

Kids having to pay for a good school will institute neo-feudal class segregation. Because of information asymmetry, markets will make things worse, and kids will be taught what their parents want them to be taught, not what they need to be taught.

Privatization of Public Education

Education is an essential part of modern economic progress, yet in recent decades, the right wing has consistently been unfriendly to public education. Public education

made an equally inviting target for politicians, who enthusiastically scored points with their constituents by expressing deep concern for the children left behind. The same business and political leaders who cynically decry the sorry state of public education are largely responsible for the problem that they now call upon private education to solve. They callously starved public education of needed support. Privatization of public education, through tax breaks for parents who send their children to private schools, charter schools, public-private partnerships, vouchers, commercialism in the schools, as well as some aspects of fundraising, contributes to:

- 1. Inequity:** Some schools and school communities have varying degrees of capacity to fundraise and otherwise attract outside funding.
- 2. Competition for funding:** Relying on private donors may create competition among programs and schools, as different institutions chase the same sources of funds.
- 3. Targeted funding:** Relying on private sources, through fundraising or corporate donations, allows those private sources, rather than schools and school boards, to make decisions on programs deemed “worthier” of support.
- 4. Conditional funding:** Some private donors may attach strings – an advertising requirement, or the inclusion of certain students and the exclusion of others, or the use of specific curriculum – to their funding for public education.
- 5. Selective funding:** An increasing number of items, such as playground equipment, field trips, and even some classroom and learning resources, are being defined as “frills,” outside of government funding.
- 6. Unstable funding:** Many private sources of funding do not make commitments to provide the resources over any extended period, particularly in times of economic instability.
- 7. Lack of educational quality control:** Who ensures that the curriculum/classroom materials being provided to schools by corporate sources are unbiased, complete, and accurate?

PRIVATIZATION: NEED OF TODAY

Presently, in World economy, tremendous changes are taking place. Earlier, there was monopoly in this game of economy. The Manufacturer shot and the Consumer was at the receiving end. Now the concepts of Liberalization, Privatization and Globalization have taken important places in the World economy. Due to mutual agreements between countries, the World has become a single market that is running to survive.

Again, due to idea of privatization, developing countries like India and China are coming up in the forefront of economic activities and the new generation of Entrepreneurs has emerged. Earlier, in countries like India, common man could not even think of having a cell phone, his own home, car etc in his younger age. All this is possible now, only due to privatization which has created competitive customer centric market. Education contributes its vital input in the growth and prosperity of a nation. In fact it is the backbone of all national endeavours. It has the power to transform human beings into human resources. Higher education has an omnipotent role of preparing leaders in different walks of like-societal, politics, culture, science,

technology etc. According to a survey of 120 countries, the World Bank has reported that human capital accounts for 64% of total wealth whereas physical and natural resources account for only 16% and 20% of total wealth respectively. Hence, economic prosperity and human capital have direct relationship with each other.

Advantages of Privatization

Privatization will enhance

1. Decentralization and debureaucratization of educational institutions.
2. Initiatives in educational reforms.
3. Innovativeness in teaching and evaluation.
4. Tailor made services and provision of
5. Wide choice of courses and subjects to students.
6. Competition.
7. Quality education and training.
8. Shaping of the curriculum according to global, national and local needs.
9. Availability and better maintenance of resources transparency in all procedures.
10. Fulfil the need of the country in liberalization, privatization, and globalization.
11. Utility of human and physical resources in proper way

Fears in Privatization

Privatizing education

1. Will badly affect the poor.
2. Undermine equity, diversity and openness
3. Does not address issues of equality, fairness and responsibility
4. Exorbitant fees will deprive many of availing education
5. Accountability problem will arise
6. Courses in humanities and social sciences will be sidelined due to no economic gain
7. Civic and democratic values may not get passed down
8. Apprehensions about job security and retrenchment of staff
9. Cost saving will lead cost cutting
10. Collected funds may be misused by the owners
11. Favouritism towards family members and friends
12. Benefits remain un proven

SELF- CHECK EXERCISE-3

Q.1 Privatization is the transfer of control of ownership of economic resources from the public sector to the -

- (a) International Sector.
- (b) Government Sector.
- (c) private sector.
- (d) None of these

Q.2 Who said, "Liberalization of higher education, and therefore its internationalization, contributes to the achievements of ideals presented in the UNESCO Charter of 1945"?

- (a) Jane Knight
- (b) John Danie
- (c) GATS
- (d) WTO

Q.3 Privatization places the risk in the hands of business or Private Enterprise.

True / False

14.6 SUMMARY

Liberalization of the Indian economy contained the following features; The economic reforms that were introduced were aimed at liberalizing the Indian business and industry from all unnecessary controls and restrictions. They indicate the end of the license-permit-quota raj. Abolishing licensing requirement in most of the industries except a short list, Freedom in deciding the scale of business activities i.e., no restrictions on expansion or contraction of business activities, Removal of restrictions on the movement of goods and services, Freedom in fixing the prices of goods and services, Reduction in tax rates and lifting of unnecessary controls over the economy, Simplifying procedures for imports and exports, and making it easier to attract foreign capital and technology to India. Globalisation of the Indian economy contained the following characteristics; Globalization is the outcome of the policies of liberalisation and privatization already initiated by the Government. Globalisation is generally understood to mean integration of the economy of the country with the world economy. It is a complex phenomenon to understand and apply into practice ; It is an outcome of the set of various policies that are aimed at transforming the world towards greater interdependence and integration and Globalisation involves creation of networks and activities transcending economic, social and geographical boundaries. Privatization was characterized by the following features; The new set of economic reforms aimed at giving greater role to the private sector in the nation building process and a reduced role to the public sector; To achieve this, the government redefined the role of the public sector in the New Industrial Policy of 1991; The purpose of the same, according to the government, was mainly to improve financial discipline and facilitate modernization; It was also observed that private capital and managerial capabilities could be effectively utilized to improve the performance of the PSUs and the government has also made attempts to improve the efficiency of PSUs by giving them autonomy in taking managerial decisions. In India, during this period of globalization, much of the contemporary thought has gone into the issues of programmed learning, multimedia teaching, macro-micro-teaching, distance learning and other problems related to curriculum. No subject has been so much neglected as has been done to the development of humanistic values, creativity, cultural, moral and spiritual dimensions in the teaching-learning process. - The threat is for the erosion of rich and old culture of human values.

14.7 GLOSSARY

Privatization: It is the process of transferring ownership of a business, enterprise, agency, public service, or public property from the public sector (a government) to

the private sector, either to a business that operates for a profit or to a non-profit organization.

Liberalization: It refers to a relaxation of government restrictions, usually in such areas of social, political and economic policy.

Globalization: Globalization is a process of interaction and integration among the people, companies, and governments of different nations, a process driven by international trade and investment and aided by information technology.

14.8 ANSWER TO SELF- CHECK EXERCISE

Exercise-1

Answer1. True

Exercise-2

Answer 1.(a)

Answer 2. False

Exercise-3

Answer 1. (c)

Answer 2. (b)

Answer 3. True

14.9 REFERENCES /SUGGESTED READINGS

Hallak, Jacques —Globalization and its Impact on Education.

Mebrahtu. T Crossley. M. Johnson, D, (2000). Globalization Educational Transformation and Societies in Transition(U.K.: Symposium Books).

Powar, K.B. and Johar, K.L.: Private Initiatives in Higher Education.

Scholte, Jan Art (1996) "Beyond the Buzzword: Towards a Critical Theory of Globalization," in Eleonore Kofman and Gillians Young (ed) *Globalization: Theory and Practice* (London: Pinter).

Tomlinson, John (1999), *Globalization and Culture* (Cambridge, UK: Polity Press)

14.10 TERMINAL QUESTIONS

1. Describe the concept of Privatization and private initiative.

2. Explain Private Initiative in Higher Education in India.

3. Describe the concept of Liberalization in education.

4. Write short note on the following:

(a) Need for Privatization

(b) Education and Privatization

(c) Investing in Education

(d) Globalization

5. Describe the concept of privatization and private initiative.

6. Explain the terms privatization, liberalization and globalisation. Give some examples.

UNIT-15

SOCIAL BASIS OF EDUCATION IN THE CONTEXT OF SOCIETY, CULTURE AND MODERNITY

Structure

- 15.1 Introduction
- 15.2 Learning Objectives
- 15.3 The Social Context of Education
Self- Check Exercise-1
- 15.4 Indian Culture
Self- Check Exercise-2
- 15.5 Modernity
Self- Check Exercise-3
- 15.6 Summary
- 15.7 Glossary
- 15.8 Answer to Self- Check Exercise
- 15.9 References /suggested readings
- 15.10 Terminal Questions

15.1 INTRODUCTION

Society develops in response to the contact and interaction between human beings and their material, social and intellectual environment. A human society is a group of people involved in persistent interpersonal relationships, or a large social grouping sharing the same geographical or social territory, typically subject to the same political authority and dominant cultural expectations. Human societies are characterized by patterns of relationships (social relations) between individuals who share a distinctive culture and institutions; a given society may be described as the sum total of such relationships among its constituent members. In the social sciences, a larger society often evinces stratification or dominance patterns in subgroups. The incursion of external threats, the pressure of physical and social conditions, the mysteries of physical nature and complexities of human behavior prompt humanity to experiment, create and innovate. The experience resulting from these contacts leads to learning on three different levels of our existence. At the physical level, it enhances our control over material processes. At the social level, it enhances our capacity for effective interaction between people at greater and greater speeds and distances. At the mental level, it enhances our knowledge. Teaching is inspirational. It is inspirational because it is a personal relationship. The less personal the relationship between teacher and pupil is, the less it is worthy of the term, teaching. It will succeed best when this interaction between the personality of the teacher and the pupil, is creative one. In true teaching, the impact of the teacher on the child should be such that the child is encouraged to use his powers to the very best of his ability. For this to occur the relationship must be one of love and not of fear. It is love that is creative, and true teaching therefore means a friendly relationship between the teacher and the taught. This means teaching is a human relationship, and real teaching can be done only if there is a perfect understanding

between the teacher and the taught. Classrooms are active social systems, involving a wide range of complex interactions between and among peers and most especially between the students and teachers. Since the time when ecological approaches (theories supporting the relationship between people and their environments) were first used to broaden the understanding of social processes within educational settings, several findings have attempted to explain the notion of classrooms as active social systems.

15.2 LEARNING OBJECTIVES

After reading this unit, the learners will be able to:

Understand Social Basis of Education in the Context of Society.

Explain the role of education in society.

Understand social background factors.

Understand meaning and definitions of culture.

Understand meaning of modernity.

Explain Cultural Heritage

Discuss Different problems of modernisation of education in India.

Defining Characteristics of Modernity.

Understand Modernization in India.

15.3 THE SOCIAL CONTEXT OF EDUCATION

In Social Foundations, we examine issues that reach beyond the given roles and goals of educational specialists and practitioners and delve into the complex interrelationships between school and society, education and culture. In this context, we view schools as social organizations whose policies affect and are affected by social and intellectual currents both in the U.S. and abroad. We take a broad view of education and include both schooling and non-schooling enterprises. Because Social Foundations offers a perspective on education in its larger dimensions, we function as the "humanities of education." Unlike most graduate programs in education, Social Foundations makes use of a range of academic disciplines to better understand education. Its multi-disciplinary approach affords insight into questions regarding the aims and consequences (intended or unintended) of any given educational activity or of education taken as a whole. The education system does not function in isolation from the society of which it is a part. Hierarchies of caste, economic status and gender relations, cultural diversity as well as the uneven economic development that characterise Indian society also deeply influence access to education and participation of children in school. This is reflected in the sharp disparities between different social and economic groups, which are seen in school enrolment and completion rates. Thus, girls belonging to SC and ST communities among the rural and urban poor and the disadvantaged sections of religious and other ethnic minorities are educationally most vulnerable. In urban locations and many villages, the school system itself is stratified and provides children with strikingly different educational experiences. Unequal gender relations not only perpetuate domination but also create anxieties and stunt the freedom of both boys

and girls to develop their human capacities to their fullest. It is in the interest of all to liberate human beings from the existing inequalities of gender. Schools range from the high- cost 'public' (private) schools, to which the urban elite send their children, to the ostensibly 'free', poorly functioning local- body - run primary schools where children from hitherto educationally deprived communities predominate. A striking recent feature is the growth of multi grade schools in rural areas, based on the mechanical application of 'teacher - pupil ratios' to the need to provide a school within 1 km. of each habitation, yet unsupported by the necessary curricular concepts or clarity on materials or pedagogy. Such developments unintentionally reinforce privilege and exclusion in education and undermine the constitutional values of equality of opportunity and social justice. If 'free' education is understood as the 'removal of constraints' to education, then we must realise the importance of other sectors of the state's social policy for supporting and facilitating the achievement of UEE.

Social Background Factors

Social background factors such as race/ethnicity, limited English proficiency, family income, parental education, and family structure are associated with various levels of educational access and different educational outcomes.

1. Teaching for Construction of Knowledge

In the constructivist perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience).

2. Knowledge in Practice

A vast array of human activities and practices sustain social living and culture. Crafts such as weaving, carpentry and pottery, and occupations such as farming and shopkeeping, constitute alongwith and performing and visual arts and sports a valuable form of knowledge.

3. School knowledge and the community

Experiences of the socio-cultural world also need to become a part of the curriculum. Children need to find examples of the plurality of peoples and ways of life represented in the textbooks. These portrayals need to ensure that no community is oversimplified, labelled, or judged. It may even be better for children to study and generate portrayals of the local social groups as a part of their social science studies. They can then directly interact with the gram panchayat representative, who may be invited to the school to speak about the extent to which decentralisation has helped in addressing local civic issues.

Sociological bases of education

Education takes place in society constituted of individuals. It is a social process. It has a social function as well as social relevance. A school is created by the society and the society is shaped and moulded by the school. Thus, education is both a cause and product of society. It originates in the society and it must fulfill the needs and aspirations of the society. There is thus an intimate relationship between education and society. Modern education has two-fold functions. It must help in

individual development as well as social progress. An individual can only develop in the right direction in social environment. Education helps to solve the multifarious social problems.

1. Meaning and Nature of Sociology

Sociology has come from two words Societas and Logos meaning “society” and “science” respectively. Hence scientific study of society is commonly known as sociology. Society is more than a mere assemblage of individuals. It involves interaction and interrelation between individuals and groups. In fact, society exists only in the articulate consciousness of human beings. On the other hand, the individual depends upon the society for his existence and self-development. It is society that acts as the selective agent and determines which of the possibilities will be allowed to develop through interaction with social groups and situations the original tendencies are modified, coordinated and shaped into individual is influenced by social direction. Sociology aims at explaining the inter-personal and group relationships. It explains occupational, religious or social groups, the nation or the state. It studies various social changes that are taking place within group life and analyses such processes of interaction as competition, Conflict, co-operation, accommodation and assimilation. It examines social change and social control, analyses the concepts of civilization and culture and deals with such social problems as crime juvenile delinquency, poverty and other social evils with a view to their solution.

2. Meaning and Definition of Educational Sociology

Emile Durkheim, the French sociologist, for the first time felt the need of sociological approach to Education. He considered education “to be something essentially social in character, in its origin and its functions.” He emphasized that education is not a static phenomenon but a dynamic and ever-changing process. Every society with its own changing socio-cultural needs will require an education to meet those needs. Since needs, change continuously therefore education must also change. The needs of different societies differ therefore education should be dynamic. Educational sociology is a branch of sociology, which is confronted with the problems of relationship between society and education. It makes an effort to achieve the aims of sociology through educational process, which is nothing but an interaction between the individual and the society. The knowledge of social interaction is one of the most important elements for social progress. Thus the development of the individuality is dependent on the reaction of the individual to his social environment. Hence we can say

“By educational sociology we mean the science which describes and explains institutions, social groups and social processes, and social relationships in which or through which the individual gains and organizes his experiences.”

According to Brown, Educational Sociology is the study of interaction of the individual and his cultural environment. Thus social interaction is the key area of educational sociology. The individual becomes a person as a product of this interaction. Educational Sociology is particularly interested in finding out how to manipulate the educational process for better personality development.”

John Dewey emphasized the importance of the socialization of the individual for education. He considered that through the participation of the individual in social process the complete development of education takes place. The educational process is nothing but a social process. The school is a social institution, which purifies the society, progress it and makes the individual conversant with the society. Thus, Educational Sociology is the study of those phases of sociology that are of significance for educative processes. Education sociology treats the school problems as of greatest importance to the nation. They are the problems of society and all social institutions, social direction, individual motivation and of effective group-actions.

Educational sociology analyses and evaluates the groups and institutions in which learning takes place and the social process involved in learning and teaching. It analyses and evaluates the social trends and ideologies, which affect education. It helps us to understand that education is a means of social change. It throws light on human interaction and relationships within the school and the community. It emphasizes that learning is a social process. It is the total cultural milieu in which and through which the learning experience is acquired and organized.

1. Scope of Educational Sociology

The scope of education sociology is very vast. It considers the various social forces and agencies like the school, the home, the religious organization, the play groups, It also studies the different processes of social interaction such as conflict, cooperation, competition etc. It also induces such topics as the role of the press, the T.V., the radio and the cinema as aids to social interaction. The other themes include social change and social control. It deals with the impact of sociology on the aims of education, the curricula, the school organization and the mythology of teaching. However, for the central personality development of the learner some specific social problems are also included in the scope of educational sociology. These are: the importance of teacher in the society, the relationship between the teacher and the taught, the behaviour of a student in a group, the influence of social life on the school, the teacher and the student, the relationship between the school and other social agencies, the relationship between the society and the curriculum.

2. Impact of Educational Sociology on Education

Educational sociology plays a vital role on the modern educational theories and practices the aims of education, the principles of curriculum construction, the methods of teaching, the school organization and administration.

Meaning of Education

Education is not mere schooling or instruction imposed by the elders on the younger ones. It is equivalent to the development of character or personality by means of the social life of education institutions. The social life includes all kinds of out-of-class activities. Man acquires experience throughout his life. This acquisition of experience is education. This process of acquiring experience is a social process and it is related to and influenced by social factors. Education is thus a social process and its function is not only to preserve the social heritage but also to enrich it. Learning is the result of social interaction and social motivation. Education helps to develop this

social self so that an individual may become an effective and useful member of the society. Education is a process of directed learning. Education sociology focuses upon the social forces through which the individual gains experience.

Aims of Education

Education sociology has its indirect impact on the aims and objectives of education. Educational sociologists think that education is a social process and it should be directed to social welfare. With this view the determination of the objectives of education is highly needed. The sociologists attach equal importance to the individual and social aspects of education.

The aim of modern education is individual development as well as social advancement. Education enables an individual to make his life better both as an individual and as a member of his society. Education now emphasizes total development of an individual. This total development includes intellectual, social, moral, aesthetic, cultural, physical development. Education should bring about a change not only in the amount of knowledge gained but in abilities to do, to acquire habits, skills, interests and attitudes which characterize a person who is society accepted, personally well-adjusted and socially responsible. Thus, educational sociology emphasizes the social aims of education.

Functions of Education

According to Payne, from the point of view of educational sociology the functions of education are mainly three (a) transmission of social and cultural heritage, (b) development of new social patterns, and (c) creative and constructive role. Education is to help in transmitting the cultural heritage with the help of such agencies as the school, the home, the religious organization, the radio, the T. V., the cinema, the press and the playgroup. But education is not only to transmit the past cultural heritage but also to develop new social patterns in such areas as health, leisure, vocation, home-life etc. Thus, from the sociological point of view, education be regarded as a conservative force, a creative force and a critical force.

Curriculum Construction

The impact of educational sociology on the principles of curriculum construction cannot be ignored. In ancient age the child was regarded as an adult. The adults used to frame the curriculum and imposed it on the young learners. This curriculum was obviously the brainchild of the adults. The child, his interests and inclinations were not taken into consideration. But in the modern age all these traditional views of curriculum construction have been totally rejected as unscientific. The curriculum is now in conformity with the general aims of education and it must help in the total development of the child. In the modern sense the curriculum is not mere a bundle of subjects but includes all types of activities in the school, which provide diverse experiences to the child. It is now the sum total of the experiences gathered by the child through social interactions in the school. Modern curriculum thus emphasizes the social need of education.

Activity Principle in Education

Nothing can be taught, everything is to be learnt is the main idea of present-day education. The children are no longer passive recipients of knowledge they are now

active participants in the learning process. This means that every useful productive work has learning value. Thus work-based education helps in the social development of the child. It prepares an individual to face the social reality. It helps in the process of socialization of the child and bringing social cohesion and solidarity.

The School

In modern education the school is regarded as a society in miniature. The students learn through constant social interactions in the school. John Dewey says: "School is a purified, simplified and better-balanced society." The school is an effective vehicle for socialization of the child. Thus, schools are an important social agency or institution, which performs various social functions and responsibilities.

The School Organization and Management

The school administration has now been democratized. The students are now allowed to participate in school administration and shoulder various administrative responsibilities. The school self-government is now an accepted educational principle and practice. This is no doubt the result of sociological principle in education.

The Teacher

In modern education the teacher is regarded as a friend, philosopher and guide. He must prepare himself for this noble work. To fulfill this responsibility the teacher must possess suitable personality.

Human Relations

Education thinks that the work of education cannot be carried on properly without reference to human relations. Human relations are also developed among students in the school society. These human relations determine the course of education. For this purpose, now sociometric technique is applied in education. With the help of sociometric technique the group dynamics in school can be ascertained.

Methods of Teaching

The methods of teaching are also influenced by educational sociology. The teacher has to adopt some method or technique to establish relationship between the objectives and the materials of instruction. The educational sociologist, according to Payne, judges the effectiveness of teaching method and technique in the light of three principles:

- The method of teaching is effective only in so far as the skills and knowledge acquired in the classroom are actually made by the individual in his adjustment to social situations.
- The method of teaching must place primary emphasis on social behaviour outside the classroom.
- The method of teaching must seek to utilize the social forces operative in the social life in order to develop capacity for social adjustment.

Thus, it is evident that every aspect of education such as aims, functions, materials of instructions, methods of teaching is greatly influenced by social factors. Modern education aims at total development. Here lies the need of sociological foundation of education.

Role of Education in Society

Education has a great social importance specially in the modern, complex industrialised societies. Philosophers of all periods, beginning with ancient stages, devoted to it a great deal of attention. Accordingly, various theories regarding its nature and objective have come into being. According to the sociological perspective, education does not arise in response of the individual needs of the individual, but it arises out of the needs of the society of which the individual is a member. The educational system of any society is related to its total social system. It is a sub system performing certain functions for the on-going social system. The goals and needs of the total social system get reflected in the functions it lays down for educational system and the form in which it structures it to fulfill those functions. In a static society, the main function of the educational system is to transmit the cultural heritage to the new generations. But in a changing society, these keep on changing from generation to generation and the educational system in such a society must not only transmit the cultural heritage, but also aid in preparing the young for adjustment to any changes in them that may have occurred or are likely to occur in future. In contemporary societies, "the proportion of change that is either planned or issues from the secondary consequences of deliberate innovations is much higher than in former times." This is more so in societies that has newly become independent and are in a developing stage. Consequently, in such modern complex societies, education is called upon to perform an additional function of becoming an agent of social change. Thus, the relationship between educational system and society is mutual; sometimes the society influences changes in educational system and at other times the educational system influences changes in the society.

Nature of Social Change and its Impact on Education Change in Wider Social Environment

The change may be in the total social environment surrounding the society. It may be due to some internal forces or external forces arising in other societies. Social phenomena occurring in neighbouring or distant societies have very widespread impact now. English, for example, is now become a world language for dissemination of knowledge and consequently India feels the necessity to emphasise the need for retaining and strengthening the knowledge of English in order to continue to be benefited by new knowledge developing all over the world.

1. Change in social goals, objectives and values

The social change may be in social goals, objectives and values. The changes may be in social values that directly affect the content of social roles and social interaction. For example, the adoption of equality as a value may ultimately lead to compulsory and free primary education, to expansion of primary educational facilities to all children upto the age of fourteen and to providing financial and other aid to backward classes for enabling them to avail of the expanded educational facilities.

2. Institutional social changes

The social change may be 'institutional' which includes change in more definite structures such as form of organization, roles and role content. The adoption of democracy and adult franchise in India has made training in responsible and responsive citizenship absolutely necessary for the electorate. This may ultimately

affect the content and the method of teaching in educational institutions as well as the teacher-taught relationships.

3. Changes in knowledge and technology

The changes may be in the existing knowledge and technology. Space exploration, industrialization, agricultural and domestic technology, development of transportation, and mass media of communication, new understanding of the human organism, individual and social behaviour are some of the scientific and technological areas in which knowledge has expanded a great deal and will still continue to expand. Thus, the development of knowledge and technology may bring changes in syllabus, teaching and evaluating methods and role of teacher.

4. Change in size and composition of population

The change may be in the size and composition of population. The explosion of population with differential rates of increase in different regions, communities, socio-economic groups and age groups may necessitate many changes in the educational system. Students with different levels of intelligence and educational aspirations, belonging to different socio-economic classes, different castes and religious groups have begun to come in the same type of educational institution and are huddled in same classroom. All these changes also necessitate change in the educational system.

Thus, different types of social changes occurring in society make the existing educational system dysfunctional to a certain extent and in course of time pressurize to bring changes in it.

5. Social change and lags in Indian educational system

In response to social change educational system must also change. The change may be in consonance with the social change and meet the new goals and demands of various social groups adequately. Otherwise a lag is created between the goals and demands of the society and the goals and demands of the educational system. A number of such lags have occurred in the Indian educational system after independence and in many ways perform a dysfunctional role in Indian society.

This has been accepted by the Kothari Commission very clearly. It reported:

“As is well known, the existing system of education is largely unrelated to life and there is a wide gulf between its content and purposes and the concerns of national development. Instead of promoting social and national integration and making an active effort to promote national consciousness, several features of the educational system promote divisive tendencies; caste loyalties are encouraged in a number of private educational institutions; the rich and poor are segregated, the former attending the better type of private schools which charge fees while the latter are forced, out of circumstances, to attend free government or local authority schools of poor quality.”

Let us examine some of these lags in detail:

Lag in good and adequate school buildings.

Efforts to implement the constitutional directive regarding free and compulsory education have brought children of lower classes in education. The enrolment of children in rural areas has increased a great deal. However, most of the villages lack

good and adequate school buildings and even adequate number of classrooms and teachers.

6. Lag in school timing.

The British introduced a year round operation with a summer vacation to suit their needs. As the schools and colleges in those days were largely confined to big cities and towns, no difficulties had arisen as regards attendance of students. Now, when the school has spread to rural areas, this cannot work as village children are needed for assistance in work during the agricultural season and consequently they remain absent for many days in school.

7. Lag in curriculum

Today, the primary and secondary student population has become heterogeneous in terms of aspirations, abilities, socio-economic status and rural-urban upbringing. The needs and abilities of these different groups are different and sometimes the margins are very wide. Yet, in India, we go on with only one curricular programme with hardly any variation in the teaching and evaluating methods.

8. Lag in educational continuity and teacher training

The explosion of knowledge makes it difficult for one person to know everything in his subject. This necessitates refresher courses for teachers and technical employees at all levels. The concept of continuing education also becomes relevant.

9. Lag in evolving a common communication medium

The need to teach children in their mother-tongue at all levels has been recognized, but the efforts to realize these objectives are partial and halting. In India, we have the strange phenomenon of students studying through regional medium upto graduation and then required to learn through English medium at the post-graduate level. And even when the number of students who have learnt through the regional medium swells, English still remains the medium of instruction in a significantly large number of higher educational institutions. Besides, the medium of transaction of political, administrative, legal and economic processes in the country still continues to be English.

Functions of education towards society

Human beings are to educate and to be educated. The primary aim of education is to sustain individual and societal improvement. This process contains both tangible and moral dimensions. Educational programs and policies play a pivotal role in these social and individual progress. Social progress clearly indicates a general development in the community in terms of economic, social and cultural aspects. In sociological terminology, social development is used for a concept displaying all positive developments in the social construct. To put it differently, this is to state a society which is considered to be progressing and changing from a fairly less decent situation to a favorably better conditions with respect to economic, social and political issues. The main difference between the living and the non-living is that the former always renews itself. One of the mechanisms which provides and maintain this renewal is education. Thus, the comprehension and explanation of the role of education in this social development is of paramount importance so as to understand the previously stated progress and change.

(1) Social change and control:

The society is never station. It is progressive and dynamic. The child lives in society. It is the social environment where the personality of the child can be developed. The old traditions, customs are preserved and transmitted with the situations, which are ever changing. We should not think or believe in the blind beliefs, which are hindrances towards our development. Education helps to walk with the development of science and technology.

(2) Reconstruction of experiences:

Education is life-long process. Life is education and education is life. Life is full of experiences. One cannot live with his past experiences which are unable to adjust in the society. So education helps the individual to reconstruct the experience and adjust with the environment.

(3) Development of social and moral value:

Society is always in tension with narrowism. There is no social or moral value. Now the man is behaving like an animal. Animality can be changed with moral education. Education teaches the moral value and social value like co-operation, tolerance, sympathy, fellow feelings, love affection, respect towards elder, helping the poor and needy persons.

(4) Providing opportunity or equality:

Indian Constitution has introduced the term 'equality' because we are not getting equal opportunities in all aspects. Education teaches us to give equal opportunities in all aspects irrespective of caste, creed, color, sex and religion.

SELF- CHECK EXERCISE-1

Q1. Schools are social institutions because they

- (a) Preserve and instill in future generations the knowledge, ideas, and customs of our culture.
- (b) Suggest ways and means of social progress.
- (c) Suggest solutions to social problems.
- (d) Are established by the society.

Q2. Sociology aims at explaining men

- (a) Group behaviour
- (b) Interpersonal relationship
- (c) Both a & b
- (d) None the above

Q3. Participating in the removal of illiteracy is a

- (a) Social change
- (b) Conscience change
- (c) Cultural change
- (d) None of the above

Q4. Education should bring a change not only in the amount of knowledge gained but in -

- (a) To acquire habits
- (b) To do

- (c) Ability to think
- (d) All of the above

Q5. Social interaction includes

- (a) Interaction with culture
- (b) Interaction with society
- (c) Interaction with family
- (d) All of the above

Q6. The phrase "Social aim in education" is the one which has been upheld in the -

- (a) North America
- (b) United kingdom
- (c) Democratic countries
- (d) All of the above

Q7. The group or individual have competition in

- (a) Social
- (b) Economic
- (c) Political
- (d) Competition in all areas

Q8. Social life consists of

- (a) Music's
- (b) Participation in drams
- (c) Games
- (d) All of the above

15.2 CULTURE

"Unity in diversity" - these are not just words, but something that are highly applicable to a country like India that is incredibly rich in culture and heritage. A few quotations or statements cannot describe the pedestal that India holds on to the world map because of its colourful and unique culture. From the times of Mauryas, Cholas and Mughals to the period of British Empire, India has always been famous for its traditions and hospitality. The warmth in the relations and euphoria in celebrations make the country stand out distinctively in the global fraternity. The country's liveliness and generosity attract a number of tourists to its vibrant culture which is an amalgamation of religions, festivals, food, art, crafts, dance, music and many other subtle things. Everything, from the culture and values to customs, rituals and traditions, is 'special' in this 'Land of Gods'. A culture is a way of life of a group of people--the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next. The word "culture" derives from a French term, which in turn derives from the Latin "colere," which means to tend to the earth and grow, or cultivation and nurture.

Culture is the behavioral orientation that is unique to a particular group of people. This pattern of behavior is collective, learned and carried through generations. Culture cuts across different levels of society, including national, regional, gender,

generational, class and corporate levels. It is important to prioritize the knowledge and understanding of the different levels of culture in your international business strategy.

The term “Western culture” has come to define the culture of European countries as well as those that have been heavily influenced by European immigration, such as the United States

Eastern culture generally refers to the societal norms of countries in Far East Asia (including China, Japan, Vietnam, North Korea and South Korea) and the Indian subcontinent. Like the West, Eastern culture was heavily influenced by religion during its early development, but it was also heavily influenced by the growth and harvesting of rice, according to the book “Pathways to Asian Civilizations: Tracing the Origins and Spread of Rice and Rice Cultures” by Dorian Q. Fuller. In general, in Eastern culture there is less of a distinction between secular society and religious philosophy than there is in the West.

INDIAN CULTURE

Every culture is valuable to that particular population largely for emotional and territorial reasons. But the significance of Indian culture is that it is a scientific process towards human liberation and well-being. No other culture has looked at a human being with as much depth and understanding as this culture has. No other culture has looked at it as a science and created methods to evolve a person into his ultimate nature. The South, North, and Northeast have their own distinct cultures and almost every state has carved out its own cultural niche. There is hardly any culture in the world that is as varied and unique as India. India is a vast country, having variety of geographical features and climatic conditions. India is home to some of the most ancient civilizations, including four major world religions, Hinduism, Buddhism, Jainism and Sikhism.

Some Definitions of Indian Culture

1. Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.
2. Culture is the systems of knowledge shared by a relatively large group of people.
3. Culture is communication, communication is culture.
4. Culture in its broadest sense is cultivated behavior; that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning.
5. A culture is a way of life of a group of people--the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.
6. Culture is symbolic communication. Some of its symbols include a group's skills, knowledge, attitudes, values, and motives. The meanings of the symbols are learned and deliberately perpetuated in a society through its institutions.
7. Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups,

including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values; culture systems may, on the one hand, be considered as products of action, on the other hand, as conditioning influences upon further action.

8. Culture is the sum of total of the learned behavior of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to generation.

9. Culture is a collective programming of the mind that distinguishes the members of one group or category of people from another.

Culture has been defined in various ways by sociologists and anthropologists. Following are the important definitions of culture.

E.B. Tylor defines "Culture is that complex whole which includes knowledge, belief, art, morals, Law, customs and any other capabilities and habits acquired by man as a member of society".

Edward Sapir says that "Culture is any socially inherited element of the life of man, material and spiritual".

Malinowski defines "Culture the handwork of man and conventional understanding manifest in art and artifact which persisting through which he achieves his ends".

Redfield remarks that "Culture is an organised body of conventional understanding manifest in art and artifact which persisting through, characterizes a human group".

Mac Iver is of the view that "Culture is the expression of our nature in our modes of living, and our thinking, intercourses in our literature, in religion, in recreation and enjoyment.

According to E.S. Bogardus "Culture is all the ways of doing and thinking of a group".

Characteristics of Culture

For a clear understanding of the concept of culture it is necessary for us to know its main characteristics. Culture has several characteristics. Following are the main characteristics of culture.

1. Culture is Learnt: Culture is not inherited biologically, but learnt socially by man. It is not an inborn tendency. There is no culture instinct as such culture is often called learned ways of behaviour.

Unlearned behaviour such as closing the eyes while sleeping, the eye blinking reflex and so on are purely physiological and culture sharing hands or saying namaskar or thanks and shaving and dressing on the other hand are culture.

Similarly wearing clothes, combing the hair, wearing ornaments, cooking the food, drinking from a glass, eating from a plate or leaf, reading a newspaper, driving a car, enacting a role in drama, singing, worship etc. are always of behaviour learnt by man culturally.

2. Cultural is social: Culture does not exist in isolation. Neither it is an individual phenomenon. It is a product of society. It originates and develops through social interaction. It is shared by the members of society. No man can acquire culture without association with other human beings.

Man becomes man only among men. It is the culture which helps man to develop human qualities in a human environment. Deprivation is nothing but deprivation of human qualities.

3. Culture is shared: Culture in the sociological sense, is something shared. It is not something that an individual alone can possess. For example, customs, tradition, beliefs, ideas, values, morals, etc. are shared by people of a group or society.

The invention of Arya Bhatta or Albert Einstein, Charaka or Charles Darwin, the literary works of Kalidas or Keats, Dandi or Dante, the philosophical works of Confucius or Lao Tse, Shankaracharya or Swami Vivekananda, the artistic work of Kavi Verma or Raphael etc. are all shared by a large number of people.

Culture is something adopted, used, believed practised or possessed by more than one person. It depends upon group life for its existence. (Robert Brerstedt)

4. Culture is transmissive: Culture is capable of being transmitted from one generation to the next. Parents pass on culture traits to their children and they in turn to their children and so on. Culture is transmitted not through genes but by means of language. Language is the main vehicle of culture.

Language in its different forms like reading, writing and speaking makes it possible for the present generation to understand the achievements of earlier generations.

But language itself is a part of culture. Once language is acquired it unfolds to the individual in wide field. Transmission of culture may take place by intuition as well as by interaction.

5. Culture is continuous and cumulative: Culture exists, as a continuous process. In its historical growth it tends to become cumulative. Culture is growing whole which includes in itself, the achievements of the past and present and makes provision for the future achievements of mankind.

Culture may thus be conceived of as a kind of stream flowing down through the centuries from one generation to another. Hence some sociologists like Lotion called culture the social heritage of man.

As Robert Bierstadt writes culture or the money of human race. It becomes difficult for us to imagine what society would be like without this accumulation of culture what lives would be without it.

6. Culture is consistent and interconnected: Culture, in its development has revealed tendency to be consistent. At the same time different parts of culture are interconnected.

For example, the value system of a society, a society is closely connected with its other aspects such as morality, religion, customs, traditions, beliefs and so on.

7. Culture is dynamic and adaptive: Though culture is relatively stable it is not altogether static. It is subject to slow but constant change. Change and growth are latent in culture.

We find amazing growth in the present Indian culture when we compare it with the culture of the Vedic time. Hence culture is dynamic.

Culture is responsive to the changing conditions of the physical world. It is adaptive. It also intervenes in the natural environment and helps man in his process of adjustment.

Just as our house shelters us from the storm, so also does our culture help us from natural dangers and assist us to survive. Few of us indeed could survive without culture.

8. Culture varies from society to society: Every society has a culture of its own. It differs from society to society. Culture of every society is unique to itself. Cultures are not uniform.

Cultural elements such as customs, traditions, morals, ideals, values, ideologies, beliefs in practices, philosophies institutions, etc. are not uniform everywhere.

Ways of eating, speaking, greeting, dressing, entertaining, living etc. of different sects differ significantly. Culture varies from time to time also.

No culture ever remains constant or changeless. If Manu were to come back to see the Indian society today he would be bewildered to witness the vast changes that have taken place in our culture.

9. Culture is super organic and ideational: Culture is sometimes called the super organic. By super organic Herbert Spencer meant that culture is neither organic nor inorganic in nature but above these two. The term implies the social meaning of physical objectives and physiological acts.

Manifestations of Culture

Cultural differences manifest themselves in different ways and differing levels of depth. Symbols represent the most superficial and values the deepest manifestations of culture, with heroes and rituals in between.

Symbols are words, gestures, pictures, or objects that carry a particular meaning which is only recognized by those who share a particular culture. New symbols easily develop, old ones disappear. Symbols from one particular group are regularly copied by others. This is why symbols represent the outermost layer of a culture.

Heroes are persons, past or present, real or fictitious, who possess characteristics that are highly prized in a culture. They also serve as models for behavior.

Rituals are collective activities, sometimes superfluous in reaching desired objectives, but are considered as socially essential. They are therefore carried out most of the times for their own sake (ways of greetings, paying respect to others, religious and social ceremonies, etc.).

The core of a culture is formed by values. They are broad tendencies for preferences of certain state of affairs to others (good-evil, right-wrong, natural-unnatural). Many values remain unconscious to those who hold them. Therefore they often cannot be

discussed, nor they can be directly observed by others. Values can only be inferred from the way people act under different circumstances.

Symbols, heroes, and rituals are the tangible or visual aspects of the practices of a culture. The true cultural meaning of the practices is intangible; this is revealed only when the practices are interpreted by the insiders.

The culture of India (or) Indian culture can be best expressed as comprising the following

1. Humanity: The mildness of the Indians has continued till date, despite the aggressiveness of the Muslim conquerors and the reforming zeal of the British, the Portuguese and the Dutch. The Indians are noted for their humanness and calm nature without any harshness in their principles and ideals.

2. Tolerance: Gandhiji's satyagraha principle or Ahimsa - freedom without taking a drop of blood, worked wonders and gave credit to India in the international arena. Swami Vivekananda in his famous Chicago Speech on the 11th of September, 1893 spoke of this.

3. Unity: India is a conglomeration of men and women of various castes and creed. It is a fusion of old traditional values and the modern principles, thus satisfying all the three generations in the present India. The Elite businessman and the common vendor on the road share the same news and worship the same deity.

4. Secularism: India is a secular country as stated in its Constitution. There is freedom of worship throughout the length and breadth of India without any breeches or violations of any other's religious beliefs. The Hindus, The Muslims, The Christians, and The Sikhs in times of calamity and during festivities come openly together to share their thoughts despite their religious affinities. The catholicity of the Indian culture can be best understood by the fact that hundreds of Hindus visit the Velankanni shrine or the Nagore Dargah in Tamilnadu.

5. Closely knit Social system: The Indian Social System is mostly based on the Joint family System, but for some of the recently cropped nuclear families. The families are closely knit with Grandfathers, fathers, sons and grandsons sharing the same spirit, tradition and property.

Cultural Heritage

India's one billion people have descended from a variety of races. The oldest ones are the Negroid aboriginals called the Adivasis or First settlers. Then there are the Dravidians, The Aryans, the Mongols, The Semites and innumerable inter-mixtures of one with the other.

The great Epic, *The Mahabharata* and the sacred text, the *Bhagavad-Gita* teaches the Indians that survival can only be in terms of quality of life. It provides a framework of values to make the Indian culture well-groomed.

Swami Vivekananda (1863- 1902) laid stress on physical development as a prerequisite for spiritual development, which in turn leads to the development of the culture of the country. For the past 1000 years various foreign invasions like that of the Huns, the Kushanas, The Arabs, The Muslims, The Dutch, The French and the British took place. So, the Indians were exposed to cultures that were totally alien to them. Several attempts were made by the Indian rulers like the Pallavas, the

Chalukyas, the Palas, the Rashtrakutas, the Cholas, and the Vijayanagar Emperors to give the Indians an administration, which was in consonance with the cultural heritage of the country.

Later, religions became an important part in the culture and places of worship became community centers. The innovations in religious thinking brought two popular beliefs in India, namely Buddhism by the Buddha and Jainism by the Saint Mahavir. Then there was a socio-religious shift or orientation in the Indian culture.

Later in the century *Westernization* of Indian culture began, but it was stemmed by the efforts of Raja Ram Mohan Roy, Dayananda Saraswathi, Swami Vivekananda, Narayana Guru, Maharisi, Aurobindo, etc. Then there took place a *Renaissance*, that emphasized the need to recognize the country's own culture while ushering in an age of modernity.

If India's culture tended to become tolerant, accommodating, open-minded, deeply but not ostensibly spiritual and concerned with the common human welfare, then it is due to the great and relentless efforts of our great ancestors and leaders. Thanks to them our country has achieved a common culture, despite a staggering pluralistic society.

Cultural Diversity

Cultural diversity, also known as multiculturalism, is the set of characteristics that distinguishes groups within a society. These cultural characteristics are expressed through the value systems, symbols, heroes, practices and rituals of every group. Education in cultures enhances the capacity of your personnel to understand and acknowledge the critical aspects of cultural diversity. It also helps you cultivate a favorable corporate image in international markets by observing the cultural expectations of your host countries.

The Impact of Culture on Education

"Education in the arts" and education "through the arts" open up access to a more widely defined cultural education and are an essential part of it at the same time. The aim of education must be to promote the full development of the personality, talents, and mental and physical capabilities of each individual child. Cultural education, that is, education in the arts and education through the arts (which means the use of art-based forms of teaching as a pedagogic tool in all kinds of school subjects). Cultural tendencies impact the way children participate in education. Education is a lifelong process by which people learn new ways of thought and action. It encourages changes in behavior which aim at improving the human conditions. Schools selectively transmit those values and knowledge that a society determines as appropriate through programmes in it. Culture determines the standards of behavior. For a person to perform skillfully in the society as expected of an educated person, one must have been fully brought up and trained in that culture. Education is a process by which the society through schools, colleges, universities and other institutions deliberately transmit its cultural heritage. Education is initiation into the culture of the particular society into which a child is born. Culture is the content of education and has a bearing on the school administration. The society must provide its members with the tools of communication. Language becomes

crucial for socialization and education. Kenyan schools teach English and Kiswahili as the major languages of communication. The society must provide its members with tools for conditions of living. The material traits of the culture in terms of disciplines such as Agricultural Sciences, Vocational and Technical courses are essential. The society must also teach its members the aesthetic values. The teaching of arts and acquiring the means for communicating feelings is very essential. The society must prepare its members to be masters of their own physical environment. Geography and natural sciences are therefore needed by the society. Religious studies are also taught to meet the spiritual needs of the learners. The society prepares its members to live under acceptable social conditions with other members. History, Civics, Sociology and Anthropology are taught to achieve this. It must produce people who can improve on the living physical environment. It must provide courses in building and surveying. The society regulates itself in order to maintain its continued existence. It needs good government and a study of procedures for social control. Members are prepared to fight against external and internal forces that threaten the continued existence of the society. This is why military science need to be taught.

SELF- CHECK EXERCISE-1

Q1. Cultural diversity, also known as;

- (a) Multiculturalism
- (b) Modernization
- (c) Socialization
- (d) None of these

Q2. Every society has a culture of its own. It differs from society to society. Culture of every society is unique to itself. Cultures are not.....

- (a) Format
- (b) Uniform
- (c) Modernization
- (d) Westernization

15.5 MODERNITY

The very word “modern”- which has a surprisingly long history- suggests the beginning of a battle, a bit of arrogance, a cry of rebellion, a gesture of rejection (even destruction) of what is past”. – Robert C. Solomon, *A Short History of Philosophy*.

The birth of modernity usually gets pinned on the work of some ground-breaking figure, like Descartes, Newton or Galileo, but the fact is that it was a slow drawn out process that built momentum over a long period of time, and in many diverse corners.

Modernity is a complex question, but it’s something we need to figure out if we’re ever going to evolve beyond its limitations. Cause we’re caught up in it, it floats all around us, so close as to be almost unrecognizable. Modernity is a term of art used in the humanities and social sciences to designate both a historical period

(the modern era), as well as the ensemble of particular socio-cultural norms, attitudes and practices that arose in post-medieval Europe and have developed since, in various ways and at various times, around the world. While it includes a wide range of interrelated historical processes and cultural phenomena (from fashion to modern warfare), it can also refer to the subjective or existential experience of the conditions they produce, and their ongoing impact on human culture, institutions, and politics (Berman 2010, 15–36). As a historical category, modernity refers to a period marked by a questioning or rejection of tradition; the prioritization of individualism, freedom and formal equality; faith in inevitable social, scientific and technological progress and human perfectibility; rationalization and professionalization; a movement from feudalism (or agrarianism) toward capitalism and the market economy; industrialization, urbanization and secularization; the development of the nation-state and its constituent institutions (e.g. representative, public education, modern bureaucracy) and forms of surveillance (Foucault 1995, 170–77). Some writers have suggested there is more than one possible modernity, given the unsettled nature of the term and of history itself.

As used in classical sociological theory, the concept of modernity has its roots in the attempt to come to grips with the meaning and significance of the social changes occurring in Europe in the latter half of the nineteenth century, namely, the effects of industrialization, urbanization, and political democracy on essentially rural and autocratic societies. The term "modernity" was coined to capture these changes in progress by contrasting the "modern" with the "traditional." The theme, if not the concept, of modernity pervades sociology and the work of its founding fathers, Marx, Weber, and Durkheim. In their work modernity was meant to be more than a heuristic concept. It carried connotations of a new experience of the world. Modernity referred to a world constructed anew through the active and conscious intervention of actors and the new sense of self that such active intervention and responsibility entailed. In modern society the world is experienced as a human construction, an experience that gives rise both to an exhilarating sense of freedom and possibility and to a basic anxiety about the openness of the future.

This is how modernity was understood in classical sociology. One theme that stands out in this account of social change and its effect on human experience is the development of a new sense of self, of subjectivity and individuality. This idea distinguishes the modern individual from the traditional one. The sociological account of this difference is based on changes in the understanding of the relationship between man and the supernatural, changes in property relations, and the demographic changes that accompanied industrialization. Industrialization involved more than the development of a new means of producing the necessities of life; it involved the centralization and coordination of the production, distribution, and consumption of goods. It drew masses of laboring individuals from rural communities and farm labor to centralized urban workplaces. This uprooting of relatively stable populations was interpreted both positively and negatively—as liberating, alienating,

or both—by sociologists and the people whose experience the sociologists sought to capture.

- Rise of the nation state
- Growth of tolerance as a political and social belief
- Industrialization
- Rise of mercantilism and capitalism
- Emergence of socialist countries
- Discovery and colonization of the Non-Western world
- Rise of representative democracy
- Increasing role of science and technology
- Urbanization
- Mass literacy
- Proliferation of mass media
- The Cartesian and Kantian distrust of tradition for autonomous reason
- In addition, the 19th century can be said to add the following facets to modernity:

- Emergence of social science and anthropology
- Romanticism and Early Existentialism
- Naturalist approaches to art and description
- Evolutionary thinking in geology, biology, politics, and social sciences
- Beginnings of modern psychology
- Growing disenfranchisement of religion
- Emancipation

Defining Characteristics of Modernity

Modernization originally referred to the contrast and transition between a 'traditional' agrarian society and the kind of 'modern' society that is based on trade and industry. For example, traditional and modern would describe the difference between medieval England and late-Victorian Britain.

Modern and traditional societies differ according to their complexity of organization and their rate of growth in complexity. Modern societies are much more complex than traditional societies and are growing ever-more complex. Traditional societies are simpler and have a static structure (or one that increases its complexity so slowly or erratically those they perceive themselves as static). Complexity is favoured by selection processes, which are more powerful in modernizing societies, because specialization of function enables greater efficiency (for instance when division of labour, or increased trade and communications enables greater efficiency). Increasing efficiency then frees resources and drives further growth.

Modernizing societies are therefore already-complex societies that display the tendency to become more complex with time this increasing complexity being kept under selective pressure for improved efficiency.

There have been numerous attempts, particularly in the field of sociology, to understand what modernity is. A wide variety of terms are used to describe the society, social life, driving force, symptomatic mentality, or some other defining aspects of modernity. They include:

- 1. Bureaucracy:** impersonal, social hierarchies that practice a division of labor and are marked by a regularity of method and procedure
Disenchantment of the world--the loss of sacred and metaphysical understandings of all facets of life and culture
- 2. Rationalization:** the world can be understood and managed through a reasonable and logical system of objectively accessible theories and data
- 3. Secularization:** the loss of religious influence and/or religious belief at a societal level
- 4. Alienation:** isolation of the individual from systems of meaning--family, meaningful work, religion, clan, etc.
- 5. Commodification:** the reduction of all aspects of life to objects of monetary consumption and exchange
- 6. De-contextualization:** the removal of social practices, beliefs, and cultural objects from their local cultures of origin
- 7. Individualism:** growing stress on individuals as opposed to mediating structures such as family, clan, academy, village, church
- 8. Nationalism:** the rise of the modern nation-states as rational centralized governments that often cross local, ethnic groupings
- 9. Urbanization:** the move of people, cultural centers, and political influence to large cities
- 10. Subjectivism:** the turn inward for definitions and evaluations of truth and meaning
- 11. Linear-progression:** preference for forms of reasoning that stress presuppositions and resulting chains of propositions
- 12. Objectivism:** the belief that truth-claims can be established by autonomous information accessible by all
- 13. Universalism:** application of ideas/claims to all cultures/circumstances regardless of local distinctions
- 14. Reductionism:** the belief that something can be understood by studying the parts that make it up
- 15. Mass society:** the growth of societies united by mass media and widespread dissemination of cultural practices as opposed to local and regional culture particulars
- 16. Industrial society:** societies formed around the industrial production and distribution of products
- 17. Homogenization:** the social forces that tend toward a uniformity of cultural ideas and products
- 18. Democratization:** political systems characterized by free elections, independent judiciaries, rule of law, and respect of human rights
- 19. Mechanization:** the transfer of the means of production from human labor to mechanized, advanced technology
- 20. Totalitarianism:** absolutist central governments that suppress free expression and political dissent, and that practice propaganda and indoctrination of its citizens

21. Therapeutic motivations: the understanding that the human self is a product of evolutionary desires and that the self should be assisted in achieving those desires as opposed to projects of ethical improvement or pursuits of public virtue

Modernization: Definition

It is very difficult to define modernization. Modernization means the process of becoming modern.

“Modernisation is a process by which modern scientific knowledge is introduced in the society with the ultimate purpose of achieving a better and a more satisfactory life in the broadest sense of the term as accepted by the society concerned”.

Rutow and Ward (1964) have said that the basic process in Modernisation is the application of modern science to human affairs.

Following thoughts are given about modernization:

- 1) The conversion of traditional society into modern society is called as modernization. The traditional society is supposed to adopt the modern characteristic.
- 2) Modernization is very extensive, multi-faceted and multi-dimensional process. Modernization brings about drastic change in all sections of the society. Changes take place in ethics, doctrines, social institutions, labor division and the rules of human relations.
- 3) A society having complete knowledge about its objectives and goal and along with it the capacity to accomplish them with the help of science and technology is called as modernization.
- 4) Modernization comprises of three aspects:
 - a) Modern: - It means new and recent.
 - b) Modernness: - It means normal conduct.
 - c) Modernization: - It means the purposeful process of change and development.

The Process Of Modernization

Modernization is a comparative process. This process acts as a bridge between a society or a country and its objectives. Due to this, the process changes according to the country. The speed and direction of modernization is always ascending. Every society or country tries to achieve a higher standard day by day. In this process, typical social development, social and moral ethics, equipments, passion and many such qualities play a vital role. The ruling governments only give direction and speed to modernization but its implementation depends on the citizens of that country. The scientists, educated persons, social scientists, teachers, professors are important pillars of modernization. The process of modernization is incomplete without science and technology. With the increase in urbanization, the problem goes on increasing. Modernization gives rise to bureaucracy and authorization. The development in the modern society attracts the underdeveloped countries and the traditional societies towards modernization. It is not that each and every aspect of modernization is good. It has some adverse effects on culture, society and the individual. The key to understanding Modernisation lies in thinking of it as a set of change that affect the whole society. These changes are many and complex. Each is linked to the others. Moreover, the process is different in each country, depending on its history.

Modernisation involves a transformation of social, political and economic organisations. “This includes the transformation indicated by Durkeim, from “mechanical solidarity” to “organic solidarity”; that indicated by Becker, the transformation from the “change-resistant sacred outlook” to the “change-ready secular-outlook”; the transformation indicated by Weber, from “personal bonds” to “impersonal relation” with bureaucracy; and the transformation from ‘status-based’ relations to ‘contract-based’ relation as indicated by Maine, long ago.

Students of Modernisation have identified many dimensions of this process. The process has its economic, political, educational, technological, military, administrative, cultural and other faces. The concept has been used in a very diffused manner. Still, some of the patterns that are common to most modern countries have been identified. Smelser makes a reference to them in the Following way.

1. It involves a change from simple, traditional techniques such as hand-weaving toward the use of scientific knowledge and technology, for example, power-looms.
2. Agricultural shifts from subsistence farming to commercial farming on a larger scale. This means growing cash crops, buying non-agricultural products in the markets on a large quantity and often hiring people to do farm work.
3. “In industry there is a movement away from the use of human and animal power and towards the use of machinery driven by non-human power”. For example, ploughs pulled by oxen are replaced by tractors driven by hired hands.
4. The society changes from the farm and the village centred one to that of the industry and city centred one.

Characteristics of Modernization

- 1) The most important condition of modernization is to have a clear perception of objectives and the willingness to accomplish those objectives with the help of science and technology.
- 2) Modernization is not just a format but it is a comparative process. Every country is comparatively more or less modern than other country. But there is no such thing as completely modern.
- 3) Modernization is a continuous process.
- 4) In modernization, progress and development is implied. A modern society is secular and ideologically advanced.
- 5) Modernization progressed through the collective results of various units of the society.
- 6) The speed of modernization depends upon various objectives and the medium of its accomplishments.
- 7) The most influential medium which impels the modernization is the government and the intellectual class of society.
- 8) Various types of national units form the basis of modernization. These units include natural equipments, human power and technical resources. The standard of modernization depends on the average educational standards of people and the technical development.
- 9) Modernization is the indicator of financial development.

10) The bureaucrat social system increases through modernization.

11) Modernization is social process. The whole society is changed and modernized in this process.

Rustow and Ward (1964) have mentioned of some measures of modernisation. They include such specific aspects of changes as:

1. Industrialisation of economy and adopting a scientific technology in industry, agriculture, dairy farming, etc., to make them highly productive;
2. Secularisation of ideas — that is, a diffusion of secular — rational norms in culture;
3. A remarkable increase in geographic and social mobility which includes occupational mobility also;
4. A spread of scientific and technical education;
5. A transition from ascribed to achieved status;
6. An increase in material standard of living;
7. high proportion of working force employed in secondary and tertiary rather than primary production, that is, manufacturing and services as opposed to agriculture and fishing;
8. An increment of mobility in the society, understood in terms of urbanisation, spread of literacy and media participation;
9. High expectancy of life at birth;
10. Relatively greater measure of public participation in the polity — or at least democratic representation in defining and choosing policy alternatives.

Modernization in India

Modernization in India is different from European modernization. Britain was cradle of European modernization. Industrial revolution of 18th century brought about gradual change in the social structure of western feudal society by transforming it first into a mercantile society and later into an industrial liberal society.

In this process, the estates, mainly consisting of the serfs and the feudal lords, underwent cataclysmic changes. Peasants and serfs were transformed into industrial workers; feudal lords, especially in Britain, took more and more to commercial and industrial entrepreneurship; and traditional guilds in the cities became obsolescent and guild masters replaced by projectors or entrepreneurs.

Modernization in India started with the western contact, especially through establishment of the British rule. This contact had a special historicity which brought about many far-reaching changes in culture and social structure of the Indian society. The basic direction of this contact was towards modernization, but in the process a variety of traditional institutions also got reinforcement. This demonstrates the weakness of assuming a neat contrariety between tradition and modernity.

Thus, the definition and meaning of modernization boils down to the following points according to Srinivas:

1. Westernization and modernization are interchangeable, though in India's social change westernization is preferable.
2. Modernization includes humanitarianism and rationalism.
3. Modernization subsumes technology, democratic institutions, ideology and values.

4. Building of nation-state.
5. Development of political culture.
6. There is sanskritization at the level of caste system; there is westernization or modernization at the nation-state level. Modernization is more widespread at the individual level than sanskritization.

It includes the following important elements or features of modernity:

1. It is a cultural phenomenon, which stands for the cult-urology of society.
2. It is rational attitudes towards societal issues and problems.
3. Its norms are universalistic, applicable to the totality of all the societies.
4. Its worldview is scientific.
5. It contains scientific knowledge and technological skill, which need to be diffused in all the societies.
6. It encourages internalization of humanistic and philosophical attitudes, which are inherent to scientific knowledge.

Dipankar says that a modern society is one in which at least the following characteristics must be present:

1. Dignity of the individual;
2. Adherence to universalistic norms;
3. Elevation of individual achievement over privileges or dis-privileges of birth; and
4. Accountability in public life.

Modernization as a theoretical construct, in a broader way, is pluralization of worldview. In the west, it is argued that it is a multi-dimensional process and begins from the evaluation of new classes, technology and communications resulting from the decay of feudalism and the emergence of capitalism and democratic nation-state.

The Important Elements of Indian Modernization

1) The adoption of capitalism and rejection of feudalism: This has resulted in

- A) Mechanized trade
- B) Increase in productivity
- C) Labor division
- D) Increase in means of transport and communication
- E) Modernization

2) Modern and large business development:

These business include factories of cotton, jute, paper and iron

3) Increase in modern means of transport and communication:

This includes postal, telegraphic and railway services

4) The commercialization of agriculture sector has abolished the dependence of villages. The agricultural mechanization increased due to the crops like tea, coffee, cotton, rubber, tobacco and sugarcane.

5) The contribution of Indian intellectuals:

The intellectuals like Raja Ram Mohan Roy, Devendranath Tagore, Keshavchandra Sen, Swami Dayanand Saraswati, Ramakrishna Paramhansa, Swami Vivekananda, Mahatma Fule and Dr. Babasaheb Ambedkar played a vital role in creating awareness regarding modernization in the people through social awakening.

1. Modernization Advantages

1. In the present scenario modernization of life is must to survive as per Darwins Law.
2. Smooth and advance life style with latest enjoyment.
3. It provides you the opprtunity to gain knowledge.
4. You can survive in any condition. It increases the survivability power.
5. It helps you to establish yourself in a good position.
6. It gives you higher place in the society.
7. It provides you opportunity to earn money.

2. Modernization disadvantages

1. It involves more financial requirement.
2. The mental peace disappears.
3. everyday the life is modernized so to keep update with this is very difficult.
4. It damages the good values of the life.
5. It is very harmful for nature.
6. The life became artificial, human acts like a robot.
7. It kills the humanity feelings of human.

CAUSES OF MODERNISATION

1. Social Inequality:

Education, that too higher education, pertaining to the fields of science and technology, provides the basis of modernisation. Education involves a sense of national loyalty and creates skills and attitudes essential for technological innovation. Edward Shils has also emphasised the role of education in the process of modernisation. Still people like Arnold Anderson feel that formal education is not sufficient for teaching skills. University education may increase the number of students with degrees without an increase in the number of people with modern skills and attitudes. By this we cannot underscore the importance of education in national development which is believed to be associated with modernisation.

“National development depends upon a change in knowledge — what people know, skills — what people can do, and attitudes – what people can aspire and hope to get”. This is the reason why in the recent decade’s education including mass communication is given utmost importance.

2. Mass Communication:

The process of modernisation hinges on the phenomenon of mass communication. The development of mass communication (including newspapers, periodicals and magazines, T.V., radio telephone, movies, etc.) is an important means of spreading modern ideas at a faster rate.

The function of mass media is to open up to the large masses in society, new information, new thought, new attitude and new aspirations which lead them to new achievement. “The mass media is the device that can spread the requisite knowledge and attitudes quickly and widely”.

The only danger with the mass media is that if these are controlled by the government, they will spread only one-sided view that suits their political ideology.

But in democracies, however, the press is often given sufficient independence to express its views.

3. Ideology Based on Nationalism:

Nationalism and democracy are very much linked with modernisation. Nationalism is connected with national awareness and political consensus. As far as the West is concerned, the democratic system came to be strengthened along with the development of nationalism. The nationalistic ideologies serve as unifying influence in bridging social cleavages within plural societies.

They also help the political elite in changing the behaviour of masses of people. Mass media plays a vital role in democratic societies to spread modern views, ideas, values, etc., by persuading the masses. But it is argued out that even though the political elite have modern ideology. Their mere possession of it does not guarantee development from the modern perspective.

4. Charismatic Leadership:

A Charismatic leader is in a better position to impress upon the people to adopt modern beliefs, values, practices and behaviour patterns. But the danger involved here is that this popular leader may take the undue advantage of his position and use modern values, ideas etc., for his personal glorification rather than for the national development.

5. Coercive Governmental Authority:

A strong and stable government may adopt coercive measures to compel people to accept the modern values and ways of life. It may also bring pressures on other governments and people to follow the same. The Government of America under the presidency of George Bush (The previous President of U.S. A.) made use of various tactics and strategies to bring pressure on the underdeveloped and developing countries to follow the modern ways and practices.

SELF- CHECK EXERCISE-3

Q1. Modernization comprises aspects:

- (a) Modern
- (b) Modernness
- (c) Modernization
- (d) All the above three

Q2. Every culture is valuable to that particular population largely for emotional and territorial reasons.

True/ False

Q3. Modernization is a continues process.

True/ False

15.6 SUMMARY

Indian educational system suffers from so many drawbacks. But in spite of the limitations imposed by slow and limited growth of education, education has become one of the influential instruments of social change in India. It has led to the mobilization of people's aspirations for development and change. Thus in modern complex national societies, education can neither be regarded as a controlling force conserving cultural heritage, nor could it be viewed as an agent of social change. It

can only be regarded as a cooperative force in bringing about social changes decided by the forces possessing more pervasive power in society. Education involves all experiences that an individual acquires inside or outside the school. In this respect, education is a quite significant process generating the basic foundations of socio-economic development. It is not sufficient to evaluate the value of education in terms of vocational knowledge and skill. The economic value of education relies upon attitudes, values, social and communicative skills rather than productive norms and technical knowledge. No matter whether it is national or local, any project regarding social development is to be considered within the framework of social relationships. In conclusion, education is absolutely beneficial for society on the whole. It is a life-long process to each person that needs to be reinforced throughout life. However, we need education system that may eradicate illiteracy and may provide the common man an access not only to basic education but also to higher and technical education.

Parsons is concerned with the sociological conditions for the emergence of universalism, especially the universalistic criteria for understanding and evaluating the social world and their relationship to a democratic, market-oriented, liberal social order. A chief characteristic of the modern era is the heightened sense of the importance of culture. Equally, a self-conscious discourse on modernity as a distinct historical era was of crucial importance to the understanding and practices of culture. The aesthetic movement known as modernism can be understood as a diverse and polemical exploration of the relationship between modernity and perception. At the same time, modernism needs to be understood within the broader social economy of modernization in western societies. Furthermore, modernism is not the only context in which culture and modernity interact. Their relationship can be explored in terms of changing concepts of identity, space and place, and a heterogeneous set of practices associated with culture that are not limited to the arts.

15.7 GLOSSARY

Society: A society is a group of people involved in persistent social interaction, or a large social grouping sharing the same geographical or social territory, typically subject to the same political authority and dominant cultural expectations.

Education: Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits.

Culture: A culture is a way of life of a group of people--the behaviors, beliefs, values, and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.

Modernity: It refers to a period marked by a questioning or rejection of tradition; the prioritization of individualism, freedom and formal equality; faith in inevitable social, scientific and technological progress and human perfectibility; rationalization and professionalization.

Modernization: It is the current term for an old process—the process of social change whereby less developed societies acquire characteristics common to more

developed societies. The process is activated by international, or intersocietal, communication.

15.8 ANSWERS TO SELF- CHECK EXERCISES

Exercise-1

- 1.(d)
- 2.(c)
- 3.(a)
- 4.(d)
- 5.(d)
- 6.(d)
- 7.(d)
- 8.(d)

Exercise-2

- 1.(a)
- 2.(b)

Exercise-3

- 1.(d)
2. True
3. False

15.9 REFERENCES /SUGGESTED READINGS

Aggarwal, J.C. (2007). *Modern Indian Education*. New Delhi: Shipra Publications.

Dash, M. (2004). *Education in India: Problems and Perspectives*. New Delhi: Atlantic Publishers .

Ghosh, Suresh Chandra (2009). *The history of education in modern India 1757-2007*. New Delhi: Blackswan Publication.

Introduction to sociology. 7th ed. New York: W. W. Norton & Company Inc, 2009. page 334. Print.

Aggarwal, J.C. (2007). *Modern Indian Education*. New Delhi: Shipra Publications.

Ghosh, Suresh Chandra (2009). *The history of education in modern India 1757-2007*. New Delhi: Blackswan Publication.

Introduction to sociology. 7th ed. New York: W. W. Norton & Company Inc, 2009. page 334. Print.

Rao, Digumurti Bhaskara and Harshitha, Digumanti (2000). *Education in India*. New Delhi: A.P.S. Publication.

15.10 TERMINAL QUESTIONS

1. What are the functions of education towards society?
2. What are the purposes of education towards society?
3. Discuss the role of education in society.
4. What do you understand by Social Basis of Education in the Context of Society?
5. Explain Social Basis of Education in the Context of Society.

6. Explain the nature of social change and its impact on education change in wider social environment.
7. What do you understand by the term “culture”?
8. Explain Cultural Heritage
9. Defining Characteristics of Modernity.
10. Write short note on Modernization in India.
11. Explain Indian Culture with Some definitions and examples.
12. What are the causes of Modernisation. Explain it with examples.
13. Discuss Different problems of modernization of education in India.
14. Write short notes on the following:
 - (a) Culture
 - (b) Modernity

UNIT-16

COMMUNITY PARTICIPATION AND EDUCATIONAL DEVELOPMENT

Structure

- 16.1 Introduction
- 16.2 Learning Objectives
- 16.3 Community Participation
Self- Check Exercise-1
- 16.4 Educational Development
Self- Check Exercise-2
- 16.5 Summary
- 16.6 Glossary
- 16.7 Answers to Self- Check Exercises
- 16.8 References /suggested readings
- 16.9 Terminal Questions

16.1 INTRODUCTION

Education has an important role to play in developing the whole child from the inside out. The development of the **[Head] (Wisdom) + [Heart] (morals/emotions) + [Hand] (action)** = wise, happy and holistic youth who can make sustainable decisions and take action for a sustainable future. Practically this means that teachers, parents and community members educate youth in these three content areas equally, and make connections between them both inside and outside the classroom. Learning does not occur only in schools or at school age. People can and should learn in a variety of places from different people – at **school**, in the **home** or in the **community** by teachers, administrators, parents, elders, friends, and monks. Learning is a lifelong process and life skills and experiential learning can happen anywhere, anytime. For this reason, it is time to have closer cooperation and overlap among schools, homes and communities.

The word “National development” is very comprehensive. It includes all aspects of the nation. It is dynamic and revolutionary development. National development is the total effect of all citizens' forces and addition to stock of all physical, human resources, knowledge and skill. National development is growth plus change; change in turn is social, cultural, and economic. It is qualitative as well as quantitative. Development is brought by human beings, who participate actively in the process of change. Therefore, development and change are interdependent. The most effective means for the development of human resources is education, which helps in the progress and prosperity of a country. There is a real association between school effectiveness and community participation as overall and in all the five dimension such as Community participation in improving school complex, Community participation in resource mobilization, Community participation in organizing social-cultural activities, Community participation in the management of school and Community participation in improving academic environment of the school.

It is a well known fact that as the people are, so is the education system. If the community is indifferent towards its teacher, its school and the education system, it has no reason to expect its children to get good/quality education. If people want their children to be educated properly, they should be willing and ready to put in their own efforts towards the all-round development of the education system beginning with their immediate neighbourhood. Community participation is one of the main issues in the improvement of the quality of education, not only in western countries (Moles, 1992; Crispeels, 1996). Kothari Commission (1964-66) recommended the close involvement of school with their local communities as a principle of great educational significance and suggested to move in this direction. Further, the NPE (1986) and POA (1992) also emphasized that the community whose members are the kingpin in the educational enterprise, have to be a clear thinking and inspiring personality member with an honest and sincere commitment towards society. Particularly, the community in rural, remote areas with poor infrastructure, may have to accept responsibility for looking after the living needs of the teachers and schools. Community participation is a social process whereby specific groups with shared values, living in a defined geographical area, actively pursue identification of their needs. Thus, where a programme is introduced from outside, efforts are taken to sensitize the community to the issues to enable its members to understand the programme and make informed decisions. The notion reconciles outside objectives with local priorities, and provides an environment for community mobilization to enable active and sustained participation.

Community-based programmes necessarily imply that decisions, activities, resources and programme organization emanate from the community. However, community-participation and community-based programmes may be interdependent. Either way, involvement of a community is a cost-effective way of expanding a health-care system to include communities that have least access to services; and those that invest labour, time, money and materials into programmes are those most likely to retain a commitment to ensure programme sustainability. Where a community is involved, services can be provided at lower cost, and participation has an intrinsic value for participants, which increases their commitment to a given programme. It serves as a catalyst for further development efforts, leads to a sense of responsibility for the project, guarantees response to needs identified by the community, ensures things are done in the right way (in community terms), makes use of indigenous knowledge and expertise, frees the community from dependence on outside professionals, and raises its awareness of issues being addressed by the programme. Community involvement refers to the degree of participation in setting priorities and objectives to ensure an active and sustainable programme. It ensures a sense of ownership and control and appears to be an important factor in the implementation of any programme.

16.2 LEARNING OBJECTIVES

After reading this unit, the learners will be able to:

Understand Community Participation

Understand Community Participation in Education
Discuss the Importance of community participation in education
Explain Improvement of education by community participation
Understand Education and Development
Understand Education for Sustainable Development (ESD)

16.3 COMMUNITY PARTICIPATION

Community participation is one of the mechanisms to empower people to take part in educational development. It was launched as a key concept of development. Increased participation is a means to achieve development to resolve the educational problems (Aref et al, 2009; Lasker, Weiss, and Miller 2001). The term “participation” can be interpreted in various ways, depending on the context.

The term “participation” can be interpreted in various ways, depending on the context. Shaeffer (1994) clarifies different degrees or levels of participation, and provides seven possible definitions of the term, including:

- *involvement* through the mere use of a service (such as enrolling children in school or using a primary health care facility);
- *involvement* through the contribution (or extraction) of money, materials, and labor;
- *involvement* through ‘attendance’ (e.g. at parents’ meetings at school), implying passive acceptance of decisions made by others;
- *involvement* through consultation on a particular issue;
- *participation* in the delivery of a service, often as a partner with other actors;
- *participation* as implementors of delegated powers; and
- *participation* “in real decision making at every stage,” including identification of problems, the study of feasibility, planning, implementation, and evaluation.

Communities

Communities can play a variety of roles in the provision and management of education and learning processes. Community participation can contribute to promoting education (UNICEF 1992).

Communities can be defined by characteristics that the members share, such as culture, language, tradition, law, geography, class, and race. As Shaeffer (1992) argues, some communities are homogeneous while others are heterogeneous; and some united while others conflictive. Some communities are governed and managed by leaders chosen democratically who act relatively autonomously from other levels of government, and some are governed by leaders imposed from above and represent central authorities.

- Community participation is a concept that attempts to bring different stakeholders together for problem solving and decision making (Talbot and Verrinder 2005).
- Community participation is considered necessary to get community support for educational planning and development (Cole 2007).

- Community participation refers to peoples' engagement in activities within the educational system. It plays an essential and longstanding role in promoting quality of life (Putnam 2000).
- Community participation in educational development processes can support and uphold local culture, tradition, knowledge and skill, and create pride in community heritage (Lacy et al. 2002).

Conceptualizing Community Participation in Education

Community participation in education in India has always been thought as an integral part of the educational set up. The First Education Commission clearly spelt out the need of decentralization of school education and involvement of local bodies in the processes related to school improvement in 1966. According to the Commission, the immediate goal was to associate communities with the schools in their locality. Community participation as a primary strategy for ensuring decentralization in school education got a major boost with the adoption of National Policy on Education in 1986. The NPE 1986 visualized direct community involvement in the form of Village Education Committees (VECs) for management of elementary education. The Policy envisaged people's involvement and participation in educational programmes at the grass-root levels as very important. The Policy viewed Village Education Committees as bodies that could ensure participation of every child in every family in primary education either formally or through nonformal means. The Programme of Action (POA) 1992 further strengthened the Village Education Committees by providing that the State Government will lay down general guidelines regarding the constitution of village education committees and establish norms of accountability in respect of the Heads of these institutions. The major responsibility of the village education committee was to operationalise micro level planning and school mapping in the village through a systematic house to house survey and discussions with the parents. The 73rd and 74th Constitutional Amendments in 1992 also provided a fillip for decentralisation activities and facilitated the transfer of power and participation of the local self-government institutions or the Panchayati Raj Institutions (PRIs) by delegating responsibilities with regard to location and relocation of existing primary and upper schools on the basis of micro planning and school mapping. Decentralization of school management to grassroots level bodies is an important policy initiative under these Acts.

District Primary Education Programme (DPEP) one of the most comprehensive programmes launched in 1994 with international assistance from World Bank and European Union was designed primarily as a decentralized program to address local needs and circumstances by involving local stakeholders. The communities were required to establish Village Education Committees (VECs) under DPEP. Local groups including Parent Teacher Associations (PTA) and Mother Teacher Councils (MTC) were also encouraged to participate in VECs. The Lok Jumbish (LJ) and Shiksha Karmi Programmes (SKP) launched in 1994 stressed on mobilizing the village community to take responsibility to universalise and deliver quality education. The positive impact of the LJ and SKP served as a model for designing innovative approaches for community involvement in all educational activities of a village school

in the country. Sarva Shiksha Abhiyan (SSA) launched in the year 2002, aims to Universalize Elementary Education (UEE) through people's involvement and participation. SSA assigns greatest importance to systematic mobilization of the community and creation of an effective system of decentralized decision making. It calls for community ownership of school-based interventions through effecting decentralization. It puts a great deal of emphasis on the civil society for ensuring the effectiveness and viability of our school education. Institutions such as Village Education Committee/School Management and Development Committee/Ward Education Committees have been set up at village or school level in almost all the states to ensure community participation in the school education system. The Right to Education Act 2009 is another historic step which recognizes the role of local governance in school education. The Act specifies that a School Management Committee (SMC) shall be constituted for every school to monitor and oversee its working, and to plan and facilitate its overall development with representation of parents, teachers and community and local authority members, as may be prescribed by the appropriate State government.

In education discourse, community has been defined in terms of parents, larger community and the elected representatives of the Panchayati Raj Institutions (PRIs) or the Village Education Committees (VECs) etc. Community, as such, can be viewed in two distinct perspectives. First, when community is taken to mean parents, then the background of children determines the caste-class composition, second, when the community is viewed as elected representatives, then their caste-class composition determines the involvement as well as the nature of conflicts arising out of that involvement. The caste-class composition in terms of socio-economic and educational background and status determines the role played by the community members and thus their involvement into various aspects of school education. The more spontaneous kind of involvement can be seen in terms of (a) parents being partners in their children's education by supporting them at home or (b) parents and community leaders showing interest in schools by contributing time or resources to support school development solve problems of space or facilities, lend a helping hand in school matters. (Noronha: 2003).

Community Participation in School Education

Community participation in education has always been central to achieving universal elementary education in India. Inclusion of minorities, women and socially deprived sections as stakeholders in the school education system has always been emphasized in major government schemes and programmes relating to school education. The present section attempts to give a brief overview of some of the education related programmes implemented in 15 different states by both the Central as well as respective state governments and were quite successful in making a niche toward democratic decentralization of school education.

District Primary Education Project has been one of the largest education projects of its kind in the whole world. The Programme aimed at achieving universalisation of elementary education in the country through district-specific planning with emphasis on decentralized management, participatory processes,

empowerment and capacity building at all levels. The Sarva Shiksha Abhiyan (meaning People's Movement for Education to All) aims at universalizing elementary education by community - ownership of the school system. It is a response to the demand for quality basic education all over the country. The target beneficiaries in the community and other stakeholders are involved in all stages of implementation to achieve the education outcomes. Under SSA, concerted efforts have been made to mobilize the community to promote education, to help in development of educational facilities and to oversee the functioning of schools. It advocates for community based monitoring system with full transparency. Every school is expected to share all information with the community, including grants received. SSA envisages cooperation between teachers, parents and PRIs. One of the principal concerns in Sarva Shiksha Abhiyan is the education of girls, especially those belonging to the scheduled castes, schedule tribes and minorities.

Overall Sarva Shiksha Abhiyan is understood in the following way:

1. A programme with a clear time frame for universal elementary education.
2. A response to the demand for quality basic education all over the country. An opportunity for promoting social justice through basic education.
3. An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parent Teacher Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
4. An expression of political will for universal elementary education across the country.
5. A partnership of the Centre, State and the local government.
6. An opportunity for States to develop their own vision of elementary education.

Roles and Functions of the Committee members

- The State should take necessary measures to constitute the SDMCs as per the procedure prescribed in the model byelaws.
- The tenure of the SDMCs should be made five years in consonance with the tenure of the Panchayat.
- There should be a senior teacher along with head teacher.
- Minimum 50 % of SDMC members should be women.
- The state should facilitate best practice of getting more and more educated and sensitive people amongst parents of school going children to make SDMCs more vibrant.
- The state should create a mechanism to ensure monthly meetings of SDMCs. The Cluster Resource Persons should be made responsible and accountable for such a process.
- Genuine efforts should be made to ensure attendance of the members in the meeting.
- All physical barriers such as time, place and day of meetings should be removed by organizing meetings in such a way that every member feels comfortable to attend the meeting. All kinds of barriers must be done away with.
- There is an urgent need to disseminate the information about the policy in all public places like school, reading rooms in villages, Panchayat offices, CRCs, BRCs and BEOs' offices.

- Short films depicting the salient features of conducting meeting such as; issues of meeting notice, preparation of agenda, actual deliberations, decision making and recording the minutes of the meeting could be shown at each village level by involving SDMC and parents council members.

- Disability shouldn't be perceived as just physical problem but as a social problem and that need to be addressed at all levels. It is necessary to sensitize all SDMC and Panchayat members on the issue.

Capacity Building of the Committee Members

- Training programs should be designed to bring professionalism and managerial skills.
- Allocation must be made in annual budget of the State government for training purpose.

- Measures to reach training material in time to places where the training is being organized.

- The master trainers should be given proper orientations to adopt different methodology.

- All immediate personnel's above the school such CRC, BRP, BRC, BEEO along with the head teachers of all primary, higher primary and high schools should be trained about the procedure of constituting the SDMC at the school level.

- The BRC and DIETS should be made accountable for training programs since they are meant for it.

- At the end of each training program there should be a mechanism to take feedback from the participants.

- Special training has to be given with regard to the maintenance of the records to member-secretary, president, vice president and a few selected members.

Community Participation and Monitoring Mechanisms

- Recommended to orient SDMC members along with the Parents council members at the school level in a mission mode to create a sense of social movement in relation to universal school education.

- The state should perceive SDMCs as the last tier of the decentralization process and all mechanism should be put in place to make them function meaningfully and effectively.

- The state should take all necessary measures to bring harmonious relationship between SDMCs and Panchayat at the Panchayat level.

- Study recommends to take concrete steps to operationalise the two way functional linkage between Panchayat and SDMCs.

- The Panchayat should perceive the SDMCs as the extended arms of its own body and should provide all support for them to ensure democratic and transparent function.

- Panchayats should conduct review meetings to review all aspects of SDMC functioning and provide concrete guidance and support.

- Local NGOs, academic universities and specialized research centers working on the issue must be made part of SDMC trainings and the larger social auditing.

- Measures should be made to involve NGOs working with children on school education.
- The state should create proper mechanism to bring transparency in the overall governance of school including the finances.
- Teachers and especially head teachers need to be sensitized to be democratic in the administration of school.
- The study recommends social auditing of the school itself to audit the various dimensions such as enrolment, attendance, retention and completion, quality of learning, community participation and the support and guidance given right from BEO -BRC to CRC to create vibrant institutions to carry out all functions more effectively to ensure quality education to every child in the school.
- The functioning of SDMCs should not be confined to president or one or two members but it should be collective.

Framework on Community Involvement in Education

Parenting: Assist families with parenting skills, family support, understanding child and adolescent development, and setting home conditions to support learning at each age and grade level. Assist schools in understanding families' backgrounds, cultures, and goals for children.

Communicating: Communicate with families about school programs and student progress. Create two-way communication channels between school and home that are effective and reliable.

Volunteering: Improve recruitment and training to involve families as volunteers and as audiences at the school or in other locations. Enable educators to work with volunteers who support students and the school. Provide meaningful work and flexible scheduling.

Learning at Home: Involve families with their children in academic learning at home, including homework, goal setting, and other curriculum-related activities.

Decision Making: Include families as participants in school decisions, governance, and advocacy activities through school councils or improvement teams, committees, and other organizations.

Collaborating with the Community: Coordinate resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations, and colleges or universities

Forms of Community Participation in Education

While community participation in schooling has always been apparent in many countries in SSA, particularly in the form of support for school construction, it has become more formalised in policy in recent years with new forms of community participation emerging.

- Advocating enrolment and education benefits;
- Boosting morale of school staff;
- Raising money for schools;
- Ensuring students' regular attendance and completion;
- Constructing, repairing and improving school facilities;
- Contributing in labour, materials, land and funds;

- Recruiting and supporting teachers;
- Making decisions about school locations and schedules;
- Monitoring and following up on teacher attendance and performance;
- Actively attending school meetings to learn about children's learning progress and classroom behaviour.
- Forming village education committees to manage schools;
- Providing skill instruction and local culture information;
- Helping children with studying;
- Garnering more resources and solving problems through the education bureaucracy;
- Advocating and promoting girls' education;
- Providing security for teachers by preparing adequate housing for them;
- Scheduling school calendars;
- Handling the budget to operate schools.
- Identifying factors contributing to educational problems (low enrolment, high repetition and dropout); and
- Preparing children's readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development.

It considers four main types of community participation which are evident in education – spontaneous community schools, international agency-supported community schools (integrated and alternative forms), community participation in government schools, and community participation in cross-sectoral programmes with implications for education.

1. Spontaneous community schools

Community schools involve the community in construction and management of schools, although the extent to which the community is involved can vary considerably. The establishment and support of schools by communities has always been evident in many SSA countries, often as a response to the failure of government provision. In Kenya, for example, the secondary system evolved largely as a result of community support through *Harambee* schools.

2. International agency-supported community schools

More recently, community schools have become a way of donors by-passing inefficient central governments by giving support directly to schools. They often provide their support through international NGOs, who in turn work with local NGOs. They aim to build on the strengths of NGOs who have a comparative advantage of working at the grass-roots level and being responsive to local needs. A number of international NGOs are actively involved in promoting community schools, including Save the Children (UK and US), Care International, ActionAid, World Education, as well as UNICEF. Community involvement in these schools can comprise a broad range of forms of participation (see Table 1), including for example:

- School construction and maintenance
- Payment of teacher salaries
- Recruitment of teachers

- Modification of curriculum (including fewer, more relevant subjects, choice of language etc.).

3. Schools, families, and communities can work productively together

(1) Parenting: to help all families to establish home environments that support children's learning at schools;

(2) Communicating: to design effective forms of school-to-home and home-to-school communication that enable parents to learn about school programs and their children's progress in schools as well as teachers to learn about how children do at home;

(3) Volunteering: to recruit and organize parent help and support;

(4) Learning at home: to provide information and ideas to families about how to help students at home with home-work and other curriculum-related activities, decisions, and planning;

(5) Decision making: to include families in school decisions, to have parent leaders and representatives in school meetings; and

(6) Collaborating with the community: to identify and integrate resources as well as services from the community in order to strengthen school programs, family practices, and student learning.

Improvement of Education by Community Participation

➤ Community participation can contribute to education delivery through various channels. The following is a list of ways through which communities can contribute to the education delivery:

- advocating enrolment and education benefits;
- boosting morale of school staff;
- raising money for schools;
- ensuring students' regular attendance and completion;
- constructing, repairing, and improving school facilities;
- contributing in labor, materials, land, and funds;
- recruiting and supporting teachers;
- making decisions about school locations and schedules;
- monitoring and following up on teacher attendance and performance;
- forming village education committees to manage schools;
- actively attending school meetings to learn about children's learning progress and classroom behavior;
- providing skill instruction and local culture information;
- helping children with studying;
- garnering more resources from and solving problems through the education bureaucracy;
- advocating and promoting girls' education;
- providing security for teachers by preparing adequate housing for them;
- scheduling school calendars;
- handling the budget to operate schools;
- identifying factors contributing to educational problems (low enrollment, and high repetition and dropout); and

- preparing children's readiness for schooling by providing them with adequate nutrition and stimuli for their cognitive development.

The Objectives of Constituting SDMC As Community Participation

The objectives of constituting SDMCs were stated to be as follows:

- a. To achieve the goal of universalization of elementary education.
- b. To replace the existing school betterment committees (SBCs; which were mainly for the high school) and village education committees (VECs, which were introduced in 1994 under the District Primary Education Program (DPEP) for elementary Schools). Both the structures were dominated by officials, non-parents and members from elite groups.
- c. To ensure effective functioning of all government schools.
- d. To ensure effective participation of the community at all levels of schooling; access, enrolment, retention, quality and institutional reforms.
- e. To motivate teachers to deliver quality education.
- f. To decentralize the education system and improve school administration and monitoring to ensure accountability and transparency.
- g. To resolve issues related to enrolment, attendance and quality education.
- h. To mobilize local resources for the development of the school.

SELF-CHECK EXERCISE-1

Q1. Communities can play a variety of roles in the provision and management of education and learning processes. Community participation can contribute to

- (a) Individual Education
- (b) Political development
- (c) Promoting education
- (d) None of these

Q2. Who says, "Community participation is considered necessary to get community support for educational planning and development"?

- (a) Cole 2007
- (b) Putnam 2000
- (c) Talbot and Verrinder 2005
- (d) Weiss, and Miller 2001

Q3. Who strengthened the Village Education Committees by providing that the State Government will lay down general guidelines regarding the constitution of village education committees and establish norms of accountability in respect of the Heads of these institutions?

- (a) University Education Commission (1948-49)
- (b) Indian Education Commission (1964-66)
- (c) The Programme of Action (POA) 1992
- (d) Secondary Education Commission (1952-53)

Q4. Community participation in education has always been central to achieving universal elementary education in India. **True/ False**

16.4 EDUCATIONAL DEVELOPMENT

Education is fundamental to all-round human, material and spiritual development, in our national perception. As a result of Education Policy 1968, there has been a considerable emphasis on expansion of educational facilities throughout the country. While these achievements are impressive by themselves; the problem of access, quality, quantity, utility and inadequacy of financial outlay accumulated over the years have now assumed serious proportions. In order to promote equity, it will be necessary to provide equal opportunity to all not only in access but also in the environment for achieving the target.

- Justice
- Global development
- National development
- Starting from young people's experiences
- Human rights
- Global citizenship
- Listening to young people
- Exploring the connections between young people in Ireland and the Majority World
- Understanding the causes and consequences of global poverty and inequality
- Learning from and sharing with people in the Majority World
- Understanding how our actions affect people in the Majority World
- Justice rather than charity
- Learning through participation and action
- Challenging stereotypes and prejudice
- Respecting different cultures and challenging the dominance of one culture over another
- Having Fun
- Learning how countries depend on each other
- Solidarity with people who are poor, marginalised or discriminated against
- Concern for the environment
- Celebrating the diversity of people in our world
- Enabling young people to imagine a better world
- Taking action for a more just and fairer world

Educational Development Parameters

To develop State-wise educational development index following five broad parameters have been considered for the study:

- I. Literacy
- II. Progress in Education
- III. Quality of Teaching
- IV. Infrastructural Facilities
- V. Expenditure

Definition of Development

The definition of development has significant implications for how we understand the role of education within it, and how policy might be shaped in order to achieve development goals. The act of developing or disclosing that which is unknown; a gradual unfolding process by which anything is developed, as a plan or method, or an image upon a photographic plate; gradual advancement or growth through a series of progressive changes; also, the result of developing, or a developed state.

The series of changes which animal and vegetable organisms undergo in their passage from the embryonic state to maturity, from a lower to a higher state of organization.

The act or process of changing or expanding an expression into another of equivalent value or meaning.

The equivalent expression into which another has been developed.

The elaboration of a theme or subject; the unfolding of a musical idea; the evolution of a whole piece or movement from a leading theme or motive.

According to Dalai Lama: "I have always had this view about the modern education system: we pay attention to brain development, but the development of warm-heartedness we take for granted."

Education has the potential to contribute to economic growth and social and human well-being and is itself a human right.

Education plays an important role in the development of a nation, because if people are educated they are more capable to make their surroundings more educated.

Human capital theory, modernization theory, liberation theory, and reproduction and perpetration theories all play a huge role in understanding the intersection of education, development, and power.

In order to understand development, Harber and Davies distinguished between six different dimensions of the education context in developing countries. They were all context of demographic, economic, resource, violence, health, and cultural.

There are theoretical links between education and development. Some are the Human capital theory, which that education is assumed to be a good means with knowledge and motivation for economic productivity.

Education has the potential to contribute to economic growth and social and human well-being and is itself a human right.

Education plays an important role in the development of a nation, because if people are educated they are more capable to make their surroundings more educated. They may know certain things, but not enough to create and develop nations throughout.

Human capital theory, modernization theory, liberation theory, and reproduction and perpetration theories all play a huge role in understanding the intersection of education, development, and power.

National Development

National development refers to the ability of a country or countries to improve the social welfare of the people, for example, by providing social amenities like good

education, infrastructure, medical care and social services. National development is development that is a general or specific strategy whose goal is to help build up various areas within a nation. It can mean development of infrastructures such as roads, hospitals, airports, dams, schools, etc. as well as development in its peoples, such as educational and health, even sports and the like. There would probably be a further designator along with National Development to state in what areas of fields.

Education For Sustainable Development (ESD)

Education is an essential tool for achieving sustainability. Education for sustainability is the continual refinement of the knowledge and skills that lead to an informed citizenry that is committed to responsible individual and collaborative actions that will result in an ecologically sound, economically prosperous, and equitable society for present and future generations. The principles underlying academics, understanding the relationships between disciplines, systems thinking, lifelong learning, hands-on experimental learning, community-based learning, technology, partnerships, family involvement, and personal responsibility. ...*President's Council on Sustainable Development.*

Sustainable development ties together concern for the carrying capacity of natural systems with the social challenges faced by humanity. As early as the 1970s, "sustainability" was employed to describe an economy "in equilibrium with basic ecological support systems. "Ecologists have pointed to *The Limits to Growth*, and presented the alternative of a "steady state economy" in order to address environmental concerns.

The terms "sustainable development" and "sustainability" are being used more and more recently, but these concepts are not new. Most traditional agricultural systems are based on principles of sustainable yields. Indigenous cultures around the world struggle to maintain their agro-ecosystems and ways of life through sustainable practices.

Concept of sustainable development includes:

- reviving growth;
- changing the quality of growth;
- meeting essential needs for jobs, food, energy, water, and sanitation;
- ensuring a sustainable level of population;
- conserving and enhancing the resource base;
- reorienting technology and managing risk; and
- merging environment and economics in decision making.

According to the Brundtland Report, the above definition contains within it two key concepts: the concept of 'needs', in particular the essential needs of the world's poor, to which overriding priority should be given; and the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs.

Sustainable development constantly seeks to achieve social and economic progress in ways that will not exhaust the earth's finite natural resources. The needs of the world today are real and immediate, yet it's necessary to develop ways to meet these needs that do not disregard the future. The capacity of our ecosystem is not

limitless, meaning that future generations may not be able to meet their needs the way we are able to now.

Some of the more common examples of sustainable development practices are:

1. Solar and wind energy: Energy from these resources is limitless, meaning we have the ability to eliminate dependence on non-renewable power sources by harnessing power from renewable resources.

2. Sustainable construction: Homes, offices and other structures that incorporate recycled and renewable resources will be more energy efficient and stand the test of time.

3. Crop rotation: Many farmers and gardeners are using this method as a chemical free way to reduce diseases in the soil and increase growth potential of their crops.

4. Water fixtures: Water conservation is critical to sustainable development, and more and more products are available that use less water in the home, such as showers, toilets, dishwashers and laundry systems.

Economic growth and development obviously involve changes in the physical ecosystem. Every ecosystem everywhere cannot be preserved intact. A forest may be depleted in one part of a watershed and extended elsewhere, which is not a bad thing if the exploitation has been planned and the effects on soil erosion rates, water regimes, and genetic losses have been taken into account.

Development tends to simplify ecosystems and to reduce their diversity of species. And species, once extinct, are not renewable. The loss of plant and animal species can greatly limit the options of future generations; so sustainable development requires the conservation of plant and animal species.

In general, renewable resources like forests and fish stocks need not be depleted provided the rate of use is within the limits of regeneration and natural growth. But most renewable resources are part of a complex and interlinked ecosystem, and maximum sustainable yield must be defined after taking into account system-wide effects of exploitation.

Education for Sustainable Development allows every human being to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption. It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development. Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

It also identified the following indicators to measure achievement of the education goal.

Information access: larger number of communities with infrastructure in place that allows easy access to government information, public and private research, and community right-to-know documents.

Curriculum development: increased number of curricula, material, and training opportunities that teach the principles of sustainable development.

National standards: larger number of school systems that have adopted K-12 voluntary standards for learning about sustainable development similar to the standards developed under the National Goals 2000 initiative.

Community participation: larger number of school systems and communities with programs for lifelong learning through both formal and nonformal learning institutions.

National achievement: improved skill performance of U.S. students as measured by standardized achievement tests.

Graduation rates: increased high school graduation rates and number of students going on to college, vocational training, or other advanced training.

Definitions of Sustainable Development

According to World Commission on Environment and Development (1987), (Brundtland Report):

“Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.”

According to M Future (2005):

“When human beings strive for enhanced life conditions without diminishing the meaning of life itself - namely our children's future - we call this development sustainable.”

According to McKeown, R. (2002):

“Sustainable development is often thought to have three components: environment, society, and economy. The well-being of these three areas is intertwined, not separate.”

According to Brundtland Report:

Sustainable development has been defined in many ways, but the most frequently quoted definition is from *Our Common Future*, also known as the Brundtland Report:

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. It contains within it two key concepts:

the concept of needs, in particular the essential needs of the world's poor, to which overriding priority should be given; and

the idea of limitations imposed by the state of technology and social organization on the environment's ability to meet present and future needs."

According to Tilbury and Wortman, the following skills are essential to Education for Sustainable development (ESD) :

1. Envisioning: being able to imagine a better future. The premise is that if we know where we want to go, we will be better able to work out how to get there.

2. Critical thinking and reflection : learning to question our current belief systems and to recognize the assumptions underlying our knowledge, perspective and opinions. Critical thinking skills help people learn to examine economic, environmental, social and cultural structures in the context of sustainable development.

3. Systemic thinking : acknowledging complexities and looking for links and synergies when trying to find solutions to problems.

4. Building partnerships: promoting dialogue and negotiation, learning to work together.

5. Decision-making: Participation in decision-making – empowering people.

Education for Sustainable Development -Aims

Our Education for Sustainable development aims are:

➤ To make a leading contribution to evidence-informed development of Education for Sustainable development policy and practice across the Higher Education sector.

➤ To build capacity amongst individuals, subject communities and institutions to embed Education for Sustainable development in curricula and pedagogy and support strategic change across the higher education sector.

➤ To develop strategic and operational partnerships with key stakeholders across professional, business and community sectors.

➤ To stimulate the dissemination of Education for Sustainable development policy, research and practice across HE and the professions.

Education as Development of Human Resource

Human Resources Development (HRD) as a theory is a framework for the expansion of human capital within an organization through the development of both the organization and the individual to achieve performance improvement. The essence of Human Resource Development is education, which plays a significant and remedial role in balancing the socio-economic fabric of the Country. Since citizens of India are its most valuable resource, our billion-strong nation needs the nurture and care in the form of basic education to achieve a better quality of life. This warrants an all-round development of our citizens, which can be achieved by building strong foundations in education.

Adam Smith states, “*The capacities of individuals depended on their access to education*”. The same statement applies to organizations themselves, but it requires a much broader field to cover both areas.

Human Resource Development is the integrated use of training, organization, and career development efforts to improve individual, group and organizational effectiveness. HRD develops the key competencies that enable individuals in organizations to perform current and future jobs through planned learning activities. Groups within organizations use HRD to initiate and manage change. Also, HRD ensures a match between individual and organizational needs.

The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers.

Organizations have many opportunities for human resources or employee development, both within and outside of the workplace.

Human Resource Development can be formal such as in classroom training, a college course, or an organizational planned change effort. Human Resource

Development can be informal as in employee coaching by a manager. Healthy organizations believe in Human Resource Development and cover all of these bases.

Education for Employability - Academic Concerns in Education

A widely accepted definition of employability is a set of achievements, - skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy. Academic research, even the sort that looks at issues closest to 'real life', often remains distanced from public debate. Academic voices, in particular those stimulating critical re-imagination, are hardly heard.

1. Concept of Employability: The concept of employability – or at least the one most familiar to us – appeared in the 1980s. It was introduced by corporations, marketed as a response to the need to be flexible in the face of global competition, adapting to the unstable economic environment. Companies, it has been claimed, could no longer offer job security to employees and introduced 'employability' instead, as the new psychological contract. Employability was met with suspicion even within mainstream business schools, and was considered a concept that employees, even HR managers, would not buy into. Clearly it was not an equal substitute for job security. Yet, it gained the upper hand. Employability was taken up by governments who joined hands with the business world, and, not being able to influence labour demand, they built the whole government policy around labour supply – or employability. This meant that governments, rather than creating jobs, helped the unemployed to improve their employability, as well as making unemployment benefits dependent on it, with getting out of unemployment becoming the individuals' responsibility.

As employability gains in positive connotation and becomes more and more normative in practice, let's remember that this is a neoliberal project that emphasises individuals' responsibility for their successes and failures in the labour market, and making people believe that it is due to their insufficient employability that they can't get a job, rather than the condition of the overall market. More than that, the language of employability (skills, flexibility, adaptability, marketability) works towards shaping people in certain ways, with people whose personal values falling out of what employability asks for deemed as unemployable.

2. Employability can be defined as: *“a set of achievements – skills, understandings and personal attributes – that make graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy”.*

SELF- CHECK EXERCISE-2

Q1. Education is individual to all-round human, material and spiritual development, in our national perception. **True/ False**

16.5 SUMMARY

Community participation and parental involvement can refer to assisting children with homework at home and engaging in learning activities (Moles, 1994). Indicators of community participation are the intensity of contacts between schools and parents, contributions of parents to schools, involvement of parents and others in the community into educational matters and involvement of parents with homework. In the present study Community Participation has been conceived and measured in terms of the involvement of the community members/ parents in the development of the school activities such as: School Complex; Resource Mobilization; Organising Socio-Cultural Activities; Management of the School and Improving Academic Environment of the school.

16.6 GLOSSARY

Community: A community is a social unit of any size that shares common values, or that is situated in a given geographical area (e.g. a village or town).

Participation: Participation in social science refers to different mechanisms for the public to express opinions - and ideally exert influence - regarding political, economic, management or other social decisions.

Development: The process of developing or being developed.

16.7 ANSWERS TO SELF- CHECK EXERCISES

Exercise-1

- 1.(c)
- 2.(a)
- 3.(c)
4. True

Exercise-2

1. False

16.8 REFERENCES /SUGGESTED READINGS

- Aggarwal, J.C. (2007). *Modern Indian Education*. New Delhi: Shipra Publications.
- Government of India (1966). *Education and national development. Report of the Education Commission (1964-66)*. New Delhi: Ministry of Education.
- Rao, Digumurti Bhaskara and Harshitha, Digumanti (2000). *Education in India*. New Delhi: A.P.S. Publication.
- Singh, D.P & Ritu Mor. (2013). *Community Participation in School Education*, Shipra Publications, New Delhi.
- Varghese, N.V. (1993) *A Manual for Planning Education at District Level* New Delhi, NIEPA (Mimeo).

16.9 TERMINAL QUESTIONS

Short Answer Questions

1. What do you mean by the term 'Community'?
2. What do you mean by the term 'Participation'?
3. Explain Community Participation in Education.

4. What is the importance of community participation in education?

Long Answer Questions

1. What do you mean by the term 'Community Participation'?

2. Explain improvement of education by community participation

3. Write short notes on the following:

a) Education and Development

b) Education for Sustainable Development (ESD)