

MANGALORE UNIVERSITY

CENTRE FOR DISTANCE EDUCATION

Mangalagangothri - 574 199

COURSE 2

Contemporary India and Education

(Perspectives in Education)

BLOCKS 1, 2, 3 & 4

B.Ed. DEGREE PROGRAMME

(OPEN AND DISTANCE LEARNING)

FIRST YEAR B.Ed.

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COURSE 2

Contemporary India and Education (Perspectives in Education)

The Registrar

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Manalagangothri-574 199

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Course Overview

Dear Students,

The present course will enable you to engage with studies on Indian society and education, and in the process, you will acquire conceptual tools of sociological analysis for engaging with diverse communities' children and schools. This course has focused on two broad themes. The first one being the Diversity, Inequality and Marginalisation in Society and the implications for Education and the second is the Policy frameworks for Public Education in India.

Through this course, you will get acquainted with the concept of social diversity and understand how it enriches our life and at the same time poses challenges for Universalisation of Primary Education. Diverse communities and individuals have diverse knowledge and experience bases and also place different sets of demands from education. By understanding these demands you will understand that Education has a role in preparing children to respect diversity and at the same time establish frameworks for collective living.

This course will also help you to clarify different aspects of our Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of Policies) and demands you to critically analyse the 'constitutional values' related to the aims of Education. Thus, you get engaged with the concepts relating to inequality, discrimination, marginalization that not only come in the way of universalisation of education but also impede the fulfilment of the Constitutional promise of freedom, justice, equality and fraternity.

While studying about the Policy Frameworks for Public Education in India, you will get familiarised with the policy debates over time, and their implementation in different aspects. You will also learn about the different government initiatives based on these policies, recommendations, like Right to Education, Sarva Shiksha Abhiyan etc. You will get clarified about the role of different agencies in the implementation of these policies.

You will get opportunities to make a critical analysis of the extent to which these policies have been implemented by concerned agencies.

The issues related to the above aspects have been discussed in the present material under six blocks. The first block deals with the contemporary societal scenario of India, along with its diversities, challenges and demands of different social groups towards education. The second block deals with the constitutional provisions and education, including the constitutional ideals, national vision, fundamental rights and duties of citizens, constitutional interventions for educational goals as well as the role of centre and state in the development of education. The third block deals with the policy framework and initiatives for development of education in India, where in the different initiatives of the government for achieving national educational goals have been discussed. The fourth block deals with the concerns and issues of contemporary Indian education like RTE act and universal access and other issues.

In total, this course will help you to get a comprehensive picture of the present status of education in India. Make the best use of the material and gain the understanding needed to deal with the challenges of the time.

Block-1: Contemporary India

Unit-1: Social Stratification-Forms and Functions; Caste and Class; Region and Religion

Unit Structure

- 1.1.1. Learning Objectives
- 1.1.2. Introduction
- 1.1.3. Learning Points and Learning Activities
 - 1.1.3.1. Meaning and Forms of Social Stratification
Check Your Progress 1
 - 1.1.3.2. Functions of Social Stratification
Check Your Progress 2
- 1.1.4 Let us Summarise
- 1.1.5 Answers to Check Your Progress: 1 and 2
- 1.1.6 Unit end Exercises
- 1.1.7 References

1.1.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Understand the concept of Social Stratification;
- Understand various forms and functions of Stratification;
- Distinguish between Class and Caste system; and
- Explain the features of various forms of Social Stratification.

1.1.2. Introduction

India is the biggest democratic country in the world. It represents a large society as a nation and comprises of innumerable number of smaller societies. Each society is a group of people who constantly interact with each other. We all are familiar with the immediate societies in which we are active members. Some of them include family, school, friends circle, business organization, hospitals, banks, one's working place, places of worship etc.

No two societies will be identical. Each society is unique in its own way. Thus we see a lot of differences among them. What are the differences? Why do we see these differences? Let us understand them through a small example.

Following are a few examples from our daily life. Read them carefully. Identify a factor that is common among all of them.

- In a private school a meeting of the school principal was arranged with the teaching, non-teaching, office staff and other supporting staff of the school. Every care was taken to make suitable seating arrangements to each one of them.
- Rahul had been to a bank on the 2nd of a particular month. There was a small crowd. He was waiting for his turn in a queue. From the queue he observed the following:
 - ✓ There was a separate chamber for the manager.
 - ✓ Only on request people were allowed to meet the manager
 - ✓ The officers had more responsibility than the clerks.
 - ✓ Clerks had the privilege to avail the services of helpers to move the files and documents from table to table.
- In an organization, some of the software engineers were chatting over a cup of tea. The topic of discussion was the hike in their pay based on their performance. The hike amount was not same for all.

What common factor do you observe in all the above three examples?

Yes, in each of the above examples we find differences and ranking among people to maintain an order in the society. We can also observe variety and hierarchy in the society.

1.1.3. Learning Points and Learning Activities

1.1.3.1. Meaning and Forms of Social Stratification

You have observed varieties of differences in society. Some of them are natural and some are manmade. For example, some are elderly and some are young. Elders teach values and youngsters learn them. There are vast differences between husband and wife. We can go on listing them. In the formation of a family or a society such differences are acceptable and are complementary. For example, only a lady can deliver a child and not man. These are acceptable and help in understanding the concept of differences in the society. Age, health, physical ability, sex, mental status etc. lead to these differences. These

are natural and are called natural differences. However, the 'existence of social inequalities', implies the 'existence of differences' in a social unit but the reverse is not true.

These differences divide the society into different layers or strata. Sociologists call this as social stratification. Social stratification exists because of the existence of inequalities between any two entities/groups of the society. When the term social stratification was first used it was taken from Geology, but sociologists have given an entirely different meaning for this.

Definitions of Social Stratification:

According Raymond W. Murray, "Social Stratification is horizontal division of society into 'higher' & 'lower' social units".

Gilbert: "Social Stratification is the division of society into permanent groups or categories linked with each other by the relationship of superiority and subordination".

Based on the above definitions, we can see that stratification is based on caste, religion, economic status, political strength etc. Though there are small societies with small differences, social inequalities give way for stratification. These stratification leads to scope in changes in life style and survival.

Forms of Social Stratification:

The main forms of social stratification are caste and class, religion and region. They act as the agencies of social mobility and selection. The position an individual occupies in a society is largely decided by these factors.

a) Caste system of Social Stratification and Characteristics of Caste

You may be surprised to know that the term 'Caste' is not of Indian origin! It's been borrowed from Portuguese, which means 'race' or 'pure stock'. That's the reason for our difficulty to find one single term in India for describing caste. We tend to end up with a variety of words that refer to various aspects of it. Among these, two main terms are 'Varna' and 'Jati'. Now let's analyse how caste system in society has successfully led to social stratification.

• Definition of Caste

"Caste is a collection of families, group of families bearing a common name, claiming a common descent from a mythical ancestor, human or divine, professing to follow the same hereditary calling and regarded by, those who are competent to give an opinion as forming a single homogeneous community"-Risley

According to Ketkar, Caste is “a social group having two characteristics: (i) membership is confined to those who are born as members and includes all persons to be born (ii) the members, are forbidden by an inexorable social law to marry outside the groups.

“A Caste is merely a rigid social class into which members are born and from which they can withdraw or escape only with extreme difficulty. It is a type of stratification system which is most rigid in matters of mobility and distinctness of status”-Lundbekg

The term Varna can be recalled here. The varna comprised of 4 categories which are ranked in terms of social honour. They are Brahmana, Kshatriya, Vaishya and Shudra.

Characteristics of Caste System

Caste is what we have got from our birth. It puts restrictions on food habits. It is not self defined. That is, an individual cannot be born or join a particular caste. The profession of an individual is predefined based on caste. This leads to stratification. But, in the present day, caste system is subject to major changes

Reasons for Change in Caste System

There are many reasons for bringing about changes in the caste system. There is change in the attitude of people. The uniform legal system brought out by the British has led to “All are equal before law” attitude. Independent India has given opportunities for education to all without any caste restriction. People have become thoughtful and this has given way to think about equality and equity. Industrialisation, Urbanisation and Westernisation created a number of non-agricultural opportunities. This in turn has encouraged changing life style on the model of the west. i.e., influence of modern transport and communication system, and the rise of movement against supremacy of the upper castes.

b) Class System of Social Stratification

Class is another form of Social Stratification. It is a status group and dominant in modern society. In a class society, the social status of one group differs always from any other groups. In this, we come across unequal access to economic resources, power and prestige. It can be acquired or achieved by individuals. Such social class is based on achieved status. i.e., it depends to a great extent upon achievement and ability of an individual to use his/her potentials for advantage. You can recall here that caste society is based on ascribed status meaning to say that it is decided by birth.

Social stratification has two important consequences. They are change in (i) Life chances (ii) Life style. In Class Society, changes as a consequence can be expected in both, life chances and life styles.

The distinction between the two is given below.

Life chances	Life Styles
<p>Include:</p> <ul style="list-style-type: none"> - chances for survival (everything at our disposal that accounts to healthy and comfortable survival with Good physical and mental health) - Opportunities for: <ul style="list-style-type: none"> a) Education; b) Obtaining justice during marital conflict, separation & divorce etc., 	<p>A style, which is specific to / distinctive of a particular social status, is viewed as a sub culture within the frame work of a common culture. This include:</p> <ul style="list-style-type: none"> -Residential areas in every community (based on their prestige – ranking) -Mode of housing - Means of recreation - kinds of dress and books -Kinds of shows (TV or on ground) to which one is exposed.

Exercise I:

Do you think social class varies from rural to urban society? Discuss with your friends and prepare a list of various social classes that may exist in rural and urban regions. Try to focus on areas such as, What are the major economic activities? Why is it so? Who are the main actors of this activity?.

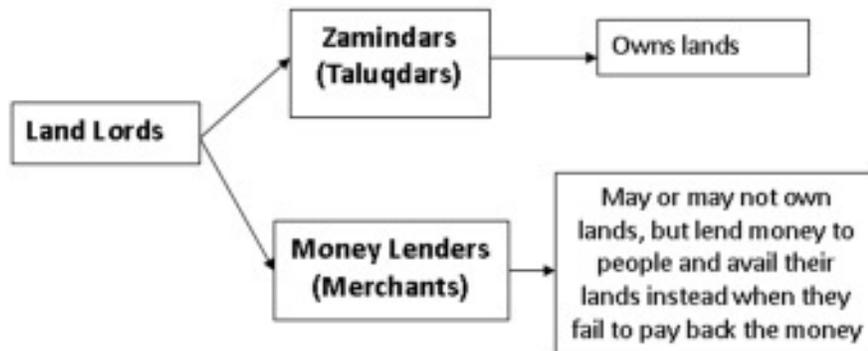
Your discussion leads to the fact that the structure of social class relates to modes of production and ownership. These two concepts vary in their structure depending upon the nature of activities in that society. Here is a discussion related to the varying concepts of social class in rural and urban context.

- **Social Classes in Rural India**

Below are given various social classes that we find in rural India:

- ✓ **Landlords**

The following flow chart explains the class of land lords



✓ Peasant proprietors

Ryotwari settlement meant ownership of land was vested in the peasants. This settlement was subjected to frequent changes. However it did not lead to the establishment of a system of peasant ownership. Therefore Peasant proprietors do not constitute homogeneity. The following categories can be found in it:

Rich peasants:

- Have considerable holdings on land
- Emerging as a strong capitalist farmer group
- Supervise cultivation without themselves performing field work
- Take personal interest in land management and improvement.

Middle Peasants

- Have medium holding on land.
- Cultivate themselves and use family members as labourers:-
- Self-sufficient.

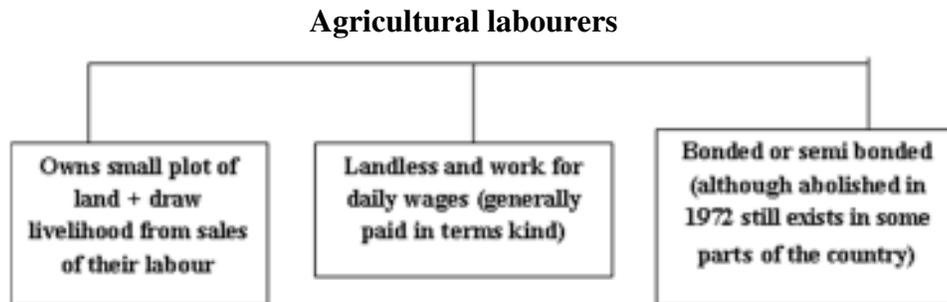
Poor Peasants

- Constitute large segment of agricultural population
- Have insufficient, which is not sufficient to maintain a family.
- Forced to make arrangements for supplement income either by working as labourers or any other.

- ✓ **Tenants:** Zamindars by subletting their lands for cultivation by tenants, extract exorbitant rent from them. In some unique cases lands were leased out by Zamindars. In such cases tenants are to work under lease holders and become sub-tenants.

➤ **Agricultural labourers:**

There are three types of agricultural labourers. A small note about them is indicated in the table given below.



When you visit a village, you can see a variety of non-agricultural economic activities also. Their occupation generally include carpentry, iron smith, pot making etc. They are collectively called artisans and form an integral part of the village community.

Social Class in Urban India

In urban areas, you will find people migrated from villages in search of job. It is to your awareness also that during British rule, Indian market flourished. Inter-national marketing expanded and this in turn helped India to link with world market. This led to stratification and gave scope for the formation of groups. Important among them are given below.

➤ **Capitalists (Commercial & Industrial)**

Under the rule of British, production for market in India was increased. This in turn expanded internal marketing which helped India to link with world market. Both these led to the

- ✓ growth of merchant's class with import and export business
- ✓ existence of commercial middle class in the country.

As the transportation advanced, this class people started to invest in other large scale manufactured goods and modern industries and became mill owners, mine owners etc. This made them socially as well as economically the strongest class.

➤ **The Corporate Sector**

The following divisions can be made out of public sector

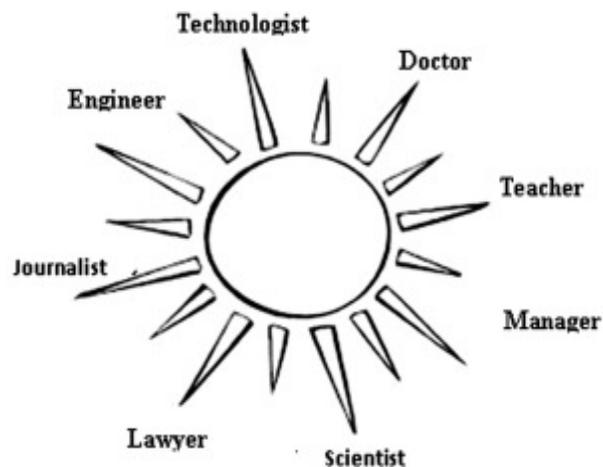
- ✓ Partnership forcing firms
- ✓ Joint Hindu family

- ✓ Joint stock companies (cooperate sector)
- ✓ Co-operatives

The most important of these is the joint stock organization, popularly known as corporate sector.

➤ **Professional Class**

Industrial period demanded specialization of occupations. Hence there was a pressing need for the trained Indians in the fields of modern law, technology, medicine, economics,



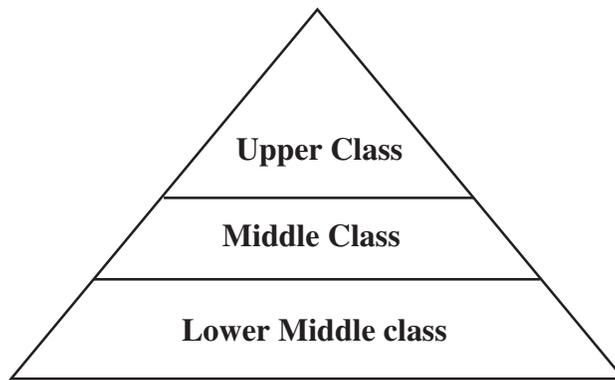
administrative science etc. Therefore they brought new economic and state systems that required cadres of educated Indians. This resulted in the expansion of a professional class, which is linked with modern industry, agriculture, commerce, finance, administration, press and other fields of social life. The sun chart gives the various categories, which the professional class comprises of.

➤ **Petty traders & Shop Keepers:**

Along with the growth of modern cities another class of unorganized workers also existed in urban areas. They are the link between the producers of goods & commodities and consumers.

➤ **Working Classes :**

Mostly less popular artisans and pauperized peasants inevitably fall into this class. They are the workers from plantations, factories, mining industry, railways, transport etc. Their existence is characterized by their living and working conditions.



Although the nomenclature differs when you compare urban with that of rural, there exists a common hierarchy irrespective of the region, which can be depicted as follows:

a) Region And Religion also are forms of Social Stratification

Religious stratification is the division of a society into hierarchical layers on the premise of religious beliefs, affiliation, or faith practices. Religious stratification is one of the most common and significant forms that social hierarchies can take. It is a natural phenomenon that one gets to see. Religions, which are majority, become powerful within complex, diverse societies. Powerful majority religions often hold their social power over the heads of less powerful minority religions.

The relationship between religion and social stratification is a complex one. Religious stratification exists when members of some religions or religious groups have more access to the power, privilege, prestige, and other resources of society than do members of other religions or religious groups. Most of the times, the inequalities and social injustices, which exist in society get reflected within the religious institutions themselves (e.g., race, class, or gender stratification).

Consider these illustrations of Sathi system & Vidhavavivah (widow marriage). These were the religious beliefs and when challenged, resulted in division into two groups viz., Similarly, people believe that religious practices and rituals literally define the group boundaries within society, thereby supporting an “*us vs. them*” mentality. Since most religions have historically been patriarchal in nature, this *us-them* mentality also extends to stratification of genders within religions and religious organizations, with males often being allowed positions of power and authority while women are assigned to subservient roles.

● **Probable reasons for Stratification:**

- India is a country of religious pluralism i.e., there are many different religions actively practiced within a society.

- Prejudice towards other religions can also create religious stratification to occur.
- If any two or more religion's world view of their own religion or of any other religion, differs, one being superior and the other inferior, creates competition, then social stratification occurs.

All the above aspects may still do not create social stratification if there exists, no difference in the power enjoyed by the religions.

In general, most religions can peacefully coexist with each other and, in fact, can admire what is good in each other. However, when religious differences are accompanied by a worldview may be with a feel of elevated sense, which assumes that competing worldviews are inferior, an, us-them mentality can occur resulting in prejudices. If these religions have mutually exclusive goals and objectives, religious stratification is unlikely to occur. On the other hand, in situations where there is competition for scarce resources (e.g., number of adherents, land, political office), there is a greater likelihood that stratification will occur. Religious organizations that are larger or better organized are more likely to gain power over other religious organizations that are not. When this occurs, the more powerful religious organizations will tend to shape society according to their own worldviews and ideologies.

Check Your Progress - 1

Observe the social differences around you. List down the reasons for the same. Identify what changes you can bring about to overcome the ill effects of stratification if any.

1.1.3.2. Functions of Social Stratification

According to Wilbert Moore and Kingsley Davis, stratification system came to be evolved in all the societies due to the functional necessity. The following functions of Social Stratification can be listed:

- ✓ **To maintain social order:** In any society, to some extent, upper-class and lower-class groups as well as the upper caste and lower caste social groups act as mutually negative reference groups. Thus they act as a means of social control also. Class stratification naturally attracts people from the shady world too (of gamblers and in the underworld of lower criminals, black- marketers, racketeers, smugglers, etc.) since class structure is respected by them also. They too are aware of the fact that money cannot be a substitute for respect. Shady people want respect for themselves as well as their children and hence they are attracted towards legitimate fields. Thus the legitimate class structure continues to attract the shady classes and the underworld. This attraction exerts a social control function. This also helps in bringing social order.

- ✓ **To ensure that all roles are filled:** Roles are filled by those best suited to efficiently execute them. One of the main functions of class stratification is to induce people to work hard to live up to values. Those who best fulfill the values of a particular society are normally rewarded with greater prestige and social acceptance by others. It becomes functionally beneficial for the society to make use of the talents of its members without being wasted.
- ✓ **To ensure social acceptance in a class and caste stratification:** One of the main functions of class stratification is to induce people to work hard to live up to values. Those who best fulfill the values of a particular society are normally rewarded with greater prestige and social acceptance by others.
- ✓ **To bring social mobility:** When, a high level of prestige comforts and other re-wards are offered for certain positions, there will be some competition for them. This process of competition helps to ensure that the more efficient people through their perseverance and hard work are able to rise to the top, where their ability can best be used. This results in their social mobility.
- ✓ **To stabilise and reinforce the attitudes and skills:** upper class in any society mainly noted for its stability. This is due to the similarity in attitude of its members. Those who have similar values and interests tend to associate comfortably with one another. Their common values and interests confirm more intimate relationships between fellow class members. Such a relationship tends to stabilise and reinforce the attitudes and skills that may be the basis of upper-class position.
- ✓ **To help pursue different professions or jobs:** society needs manual as well as non-manual workers. This becomes functional when the members of a society possess varied values, taste, potentials and attitude towards different professions or jobs. The society has an inbuilt mechanism to encourage members to pursue professions/jobs of their potential and attitude.
- ✓ **To serves as economic function:** The stratification creates a sort of competition in various groups. This aspect has a kind of economic function in that as it helps to ensure the rational use of available talent.

Thus the discussion shows that no society is 'classless'. All the known established societies of the world are stratified in one way or the other.

Check Your Progress - 2

1. Identify the different functions of social stratification.
2. What are the probable reasons for religious social stratification?

1.1.4. Let us Summarise

- Social stratification exists because of the existence of inequalities between any two entitled/groups of the society. According Raymond W. Murray, “Social Stratification is horizontal division of society into ‘higher’ & ‘lower’ social units”. The main forms of social stratification are caste and class.
- Probable reasons for religious stratification: India is a country of religious pluralism i.e., there are many different religions actively practiced within a society, Prejudice towards other religions can also create religious stratification to occur, If any two or more religion’s world view differ, one being superior and the other inferior, creates competition, then social stratification occurs.
- Functions of Social Stratification: to maintain social order, to ensure that all roles are filled, to ensure social acceptance in a class and caste stratification, to bring social mobility, to stabilise and reinforce the attitudes and skills, to help pursue different professions or jobs, to serves as economic function.

1.1.5. Answer to Check Your Progress - 1

Discuss the answer with your colleagues and friends

Answer to Check Your Progress - 2

Refer Section : 1.1.3.2.

1.1.6 Unit end Exercises

- 1) Analyse the definition of caste given by Risley in the light of Indian context.
- 2) Explain various forms of social stratification and their functions that exist in our country.

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Block-1: Contemporary India

Unit-2: Types of Society-Tribal, Agrarian; Industrial, Post Industrial society

Unit Structure

- 1.2.1. Learning Objectives
- 1.2.2. Introduction
- 1.2.3. Learning Points and Learning Activities
 - 1.2.3.1. Tribal Society
Check Your Progress 1
 - 1.2.3.2. Agrarian Society
Check Your Progress 2
 - 1.2.3.3. Industrial Society
Check Your Progress 3
 - 1.2.3.4. Post- Industrial Society
Check Your Progress 4
- 1.2.4. Let us Summarise
- 1.2.5. Answers to Check Your Progress: 1, 2, 3 and 4
- 1.2.6. Unit end Exercises
- 1.2.7. References

1.2.1 Learning Objectives

After going through this Unit, the student teachers will be able to

- Mention the features of various societies.
- Identity the gradual shift in the social life of people from tribal to post-industrial society.
- Distinguish between the salient features of various types of society

1.2.2 Introduction :

A bird's eye view of the development of man from the old stone age to the modern age is something beyond our imagination. We have seen a great account of this in the previous unit. Today's man is something different from the man of the ancient times mainly due to the changes in the society. Based on the development of the society, the period is broadly classified as tribal, agricultural, industrial and post-industrial societies. The activities in which people were engaged is the main basis for grouping the period. Let us now study the nature of the society in these periods.

1.2.3. Learning Points and Activities

1.2.3.1 Tribal Society

Have you ever had the chance to observe a tribal society in close vicinity? Of course it is rare. We are aware that a tribal society is a type of primitive society that existed in the early period of human history. However they can be found even today in some continents viz. Africa, Asia and Europe. We can see them in almost every district of Karnataka. Below is the map of Karnataka showing the tribal population as percentage of total population in each of its district*



Source: Government of India, *Census 2011*. Available from: http://www.censusindia.gov.in/2011census/population_enumeration.aspx, accessed on May 7, 2014.

Do tribal people live near your place? Have you interacted with them? Or have you come across tribal people, through other's experience of them? If you have contacted them share your experience with your friends and colleagues. If not, if you get an opportunity talk to them, it is a great experience.

Listed are some tribes found in various parts of Karnataka. You may be familiar with the tribes who reside near your district. If possible try to collect information related to the history of various tribes listed below.

Sl	Tribe name	State population	Major districts inhabited
35	Maratha	3396	Kodagu
36	Marati	82447	Dakshina Kannada, Udupi
37	Meda, Medari, Gauriga, Burud	44160	Mysore, Belgaum, Shimoga, Dharwad, Scattered in most other districts
38	Naikda, Nayaka, Cholivala Nayaka, Kapadia Nayaka, Mota Nayaka, Nana Nayaka, Naik, Nayak, Beda, Bedar and Valmiji [@]	3296354	Bellari, Raicur, Chitradurga, Scattered in most other districts
39	Palliyan	226	Kodagu, Bengaluru urban
40	Paniyan	495	Kodagu, Dakshina Kannada, Mysore
41	Pardhi, Advichincher, Phanse Pardhi	10746	Dharwad, Bagalkot, Gadag, Bijapur, Gulbarga
42	Patelia	57	Bengaluru Urban, Gulbarga
43	Rathawa	45	Bidar, Bengaluru Urban
44	Sholaga	52	Bengaluru Urban, Mandya, Ramanagara
45	Shologaru [@]	33819	Chamarajanagar, Mysore, Mandya
46	Toda#	147	Udupi
47	Varli	58	Kodagu, Bengaluru Urban, Koppal
48	Vitolia, Kotwalia, Barodia#	23	Koppal, Belgaum, Bengaluru Urban
49	Yerava [@]	30359	Kodagu, Mysore
50	Siddi #	10477	Uttara Kannada

[@]Tribes exclusive to or primarily inhabitants of Karnataka
[#]Tribes classified as "Primitive Tribal Group" by the Government of India
Source Ref.2

Source: Government of India, *Census 2011*. Available from: http://www.censusindia.gov.in/2011census/population_enumeration.aspx, accessed on May 7, 2014.

Table. List of Scheduled Tribes of Karnataka along with their population and most inhabited districts			
Sl	Tribe name	State Population	Major districts inhabited
1	Adiyan	758	Bengaluru Urban, Mysore
2	Barda	266	Bengaluru Urban, Belgaum
3	Bavacha, Bamcha	960	Ramanagara
4	Bhil, Bhil Garasia, Dholi Bhil, Dugri Bhil, Dugri 6204 Garasia Mewasi Bhil, Rawal Bhil, Tadvi Bhil, Bhagalia, Bhilala, Pawra, Vasava, Vasave		Uttara Kannada, Belgaum, Dharwad, Mysore, Scattered in most remaining districts
5	Chenchu, Chenchwar	954	Yadgir, Kolar
6	Chodhara	117	Bengaluru Urban, Bellari Uttara Kannada, Scattered in many other districts
7	Dubla, Talavia, Helpatti	264	Davangere, Koppal, Belgaum
8	Gamit, Gamta, Gavit, mavchi, Padvi, Valvi	516	Koppal, Scattered in other districts
9	Gond, Naikpod, Rajgond	158243	Bidar, Gulbarga, Uttar Kannada, Scattered in most remaining districts
10	Gowdalu®	8617	Chikmagalur, Bengaluru Urban, Scattered in most other districts
11	Hakki Pikki, Harnshikari®	11892	Mysore, Shimoga, Ramanagara, Chikballapura, Scattered in many other districts
12	Hasalaru®	24466	Chikmagalur, Shimoga, Hassan, Davangere
13	Irular#	703	Shimoga, Ramanagara, Bengaluru Urban
14	Iriliga®	10259	Ramanagara, Bengaluru Urban
15	Jenu Kuruba##	36076	Mysore, Kodagu, Chamarnagar, Scattered in all other districts
16	Kadu Kuruba®	11953	Yadgiri, Mysore, Bengaluru Urban
17	Kammara	949	Chamarajnar, Dakshina Kannada
19	Kaniyan, Kanyan	413	Chamarajnar
19	Kathodi, Katkari, Dhor Kathodi, Dhor, Katkari, Son Kathodi, Son Katkari	274	Belgaum, Yadgir
20	Karrunayakan#	168	Davangere, Bengaluru Urban
21	Kokna, Kokni, Kukna	32	Kodagu
22	Koli Dhor, Tokre Koli, Kolcha, Kolgha	112190	Bidar, Yadgir, Gulbarga, Bijapur
23	Konda Kapus	7438	Bengaluru Urban, Bellari, Hassan, Chikmagalur
24	Koraga##	14794	Udupi, Dakshina Kannada, Haveri
25	Kota#	121	Kodagu, Bengaluru Urban
26	Koya, Bhine, Koya, Rajkoya	365	Bidar
27	Kudiya, Melakudi®	2169	Kodadu
28	Kuruba®	3111	Kodagu
29	Kurumans	347	Bengaluru Urban, Ramanagar
30	Maha Malasar	36	Bidar
31	Malaikudi®	9236	Dakshina Kannada, Udupi, Chikmagalur
32	Malasar	82	Bengaluru Urban, Chikmagalur
33	Maleyakandi	116	Dakshina Kannada, Udupi
34	Maleru	440	Bengaluru Urban, Chikmagalur, Kodagu

If you did collect, you can infer that these tribes, although habitat at different parts of our state, possess many common features that constitute the basic characteristics of tribal society. Let's now try to identify these basic characteristics of tribal societies.

▪ **Characteristic features of Tribal Society**

The characteristics of tribal people can be grouped under four headings.

➤ **Religion**

- ✓ They worship the same ancestors
- ✓ They have a mystic symbol(Totemism) to distinguish families
- ✓ They believe in fetishism (Belief in a man-made object to have supernatural power)

➤ **Social life :**

- ✓ They lead a simple and integrated life. A sense of unity binds them.
- ✓ They move from place to place. They live in a common territory possessing a common name.

- ✓ They are endogamous – marry within the group.
- ✓ Hunting and gathering is their main occupation.
- ✓ There is no division of labour except for biological differences.

➤ **Family**

- ✓ Men and women have specific roles to play.
- ✓ Men are engaged in hunting fighting enemies at times and participating in tribal ceremonies.
- ✓ Women are engaged in household activities like cooking and taking care of children.
- ✓ Men and women together take care of the requirements of the family like clothes, foot wear, tools etc.

➤ **Technology:**

They knew technology of the time. It was mainly for their economic and household activities. They were specialised in the following areas:

- ✓ Hunting skills
- ✓ Preparation of wooden tools
- ✓ Processing of animals to make ready to eat food
- ✓ Make shelter, clothing and housing using bark and plant fibres.

Check Your Progress - 1

- 1) Mention technology used by the tribal society
- 2) Explain the structure of a tribal family

1.2.3.2. Agrarian Society

Post Neolithic revolution witnessed great changes in the history of society. This slowly led to agricultural practices. As you know cultivation started when man started domesticating not only animals but also plants. This along with the invention of simple tools facilitated better cultivation that led to the development of agrarian society.

In an agrarian society, the central economic activity is agriculture. They grow variety of crops. Agricultural societies came into existence about 5,000 years ago. Ancient Egypt,

China, Greece and Rome along with India are all examples of agricultural societies. This society associated itself with domestication of plants (farming) and animals (Herding). All of you have acquaintance with the life style of people in villages, where agriculture is the main economic activity. You are also aware that there are other economic activities side by side with agriculture. Try to recollect any other economic activities which they practice. May be you will be able to group them into two categories viz.

- Artisans like weavers, potters, blacksmiths and petty shopkeepers.
- Service holders such as sweeper, watchman, domestic servant and others who pursue lowly occupations.

▪ **Characteristic features of Agrarian Societies**

There existed no other specialised labour except to cater to the biological difference such as sex and age.

Homogeneous society in which all people (i) engage themselves in the same economic pursuit (ii) all were alike in their body build (iii) followed similar cultural patterns (iv) led a simple and uniform life.

Role of family :

Interact with your grandparents and try to elicit from their memory certain aspects to know how much knitted the family used to be. All the members of the family used to help each other and carry it out co-operatively in the agricultural farm.

Thus, the role of family plays an important aspect of this society with the following features in it. The importance of family does not confine only as a reproductive and child rearing agency but also as an economic unit. Status of the individual in the family determines the status of the family. However Father is the final authority and makes most decisions related to family issues.

- ✓ One could find established traditions with regard to marriage, religion and recreation.
- ✓ In agrarian society for every family 'neighbourhood' is an important unit.
- ✓ Since it is a homogeneous society in its totality (physically, economically and socially), members tend to view the world outside as an alien (an out group), and exhibit a strong in-group feeling). Members experience a strong sense of unity and work as an institution.
- ✓ Although the main activity is tilling the land in agricultural forms, this is done differently and depends on the kind of ownership it has. They are as follows.

Type of Activity	Type of Ownership
1. People live by tilling another people's land on a crop share basis	1. Share croppers
2. People own the land but let it out for share cropping without themselves working on it	2. Land lords
3. People cultivate their lands by hired labourers	3. Supervisory farmers
4. Cultivate their lands by themselves	4. Cultivators

- ✓ In agrarian society due to fixed dwellings people stayed at a place which given birth to a village community. You will be having familiarity with the social life in villages. Try to recollect from your acquaintance some information regarding the following aspects:

Life style: They had a homogenous life and viewed outside world as aliens. They had fixed dwellings and labourers enjoyed village community.

- ✓ They served as social integrators and there existed a bond between the members.
- ✓ They revered land as the most sustained of all heritages because that was their source of agriculture. But dear students do you think, just possessing the land and working on it, assures you the cultivation and yield? No! It depended on other factors. The occupation largely depended on nature's tenderness. The vagaries of nature may destroy the cultivation. Naturally these people developed a sort of both fear and honour towards natural forces. Thus the agrarian people developed deep faith in religion and deities. Gradually this led to their worship. Obviously in this community 'traditional mores' became very significant and behaviours are controlled by folkways and mores.

Check Your Progress - 2

- 1) What other economic activities can one witness in agrarian societies other than agriculture?
- 2) Mention various types of ownership of agricultural farms existed in the agrarian society?

1.2.3.3. Industrial Society:

A very important factor in the history of society has been the Industrial Revolution. Prior to this, most workers secured their own raw materials and owned their tools. They

worked under their own roofs on their own time, and determined both the quality and quantity of what they produced and then sold the finished product to the consumer. The worker took pride in his product and he used to establish his reputation for the production of best product. But the beginning of Industrial Revolution has brought about far-reaching consequences in the structure of societies.

The 'produce' which the workers produced individually under their roof, imagine if all of that is available under one's ownership? Yes, in the later stages an intelligent individual ambitiously exhibited his entrepreneurship by becoming individual capitalist and took over some of the operations by establishing a factory. Because he could gauge the market, he secured the raw materials, and hired workers from under their own roofs to produce things in his factory, which he sold for profit. You must have observed one significant aspect here. This very process separated the worker from the means of production. The worker simply worked as a laborer owning neither the raw material, building, tools, nor the product. This is indeed a revolution! Factory production, fixed capital and free labour were the characteristics of this revolution. It is interesting to note that, even Agrarian societies were influenced by the features of industrial society to a great extent.

- **Characteristic features of Industrial Society:**

An industrial society is marked by the following features:

- **Emergence of Modern Family:**

- ✓ The family in industrial society has moved from an institution to companionship.
- ✓ The women are no longer the devotee of man but an equal partner in life with equal rights. They are as good earning members as their counterparts.
- ✓ The family has changed from a production to consumption unit.
- ✓ The machines and appliances have lessened the drudgery of cooking, bathing, cleaning and washing.
- ✓ In the functions of child bearing and rearing, the hospital offers room for the birth of child and he is brought up in the nursing home while the mother is away to the factory.

In a nutshell, the family in an industrial society has changed from production to consumption unit. Members of industrial society are highly individualized in their outlook and are different from those in the agrarian society.

➤ **Emergence of Economic Institutions:**

A comparison between the structures of the economic institutions of agrarian and industrial societies, depict the significant differences between the industrial society and pre-industrial society. The industrial society is marked by the following features:

- ✓ A new system of all under one roof i.e., production, distribution, and exchange at one roof (factory)
- ✓ In place of house-holds for production, there are now factories where the work is divided up into smaller tasks.
- ✓ Large plants have been set up.
- ✓ Corporations have come into existence.
- ✓ Ownership has been separated from control to a sort of collectivization of ownership.

As a striking illustration, take the example of industrial business houses, such as Reliance Company & Bajaj Group. The industry is owned not by one man but by millions of people. The stockholders among whom this diversified ownership is spread do own their companies. But they delegate control to salaried management.

- **Capitalism:** Capitalism with all its necessary features is an important aspect of industrial society. Thus it is marked by the institutions of private property, division of labour, profit, competition, wage and credit. Capitalistic ownership means two things to the private entities: a) they control the factors of production b) they derive their income from their ownership. This gives them the ability to operate their companies effectively, also gives them incentive to maximize profit. The growth of trade unions is also an important feature of industrial society.

- **Existence of Occupational Sub-cultures:** As discussed earlier, there is extreme division of labour in industrial society. In any factory, both the production of goods and management of factory are divided into smaller tasks leading to occupational specialties. There are thousands of workers in a factory to produce a specialized task say, a pair of gloves or scissors.

Like-wise, the 'managerial work' is also divided, one looks to the purchase of raw material, the other looking to the maintenance of plant and machinery, the third one looking after advertisement and publicity and so on. This division of labour also creates

subcultures specific only to those who are in it (concerned). Such divisions give way to occupational specialization.

Let us have a small exercise to understand it better.

Following is a list of specific occupations.

- ✓ Doctor
- ✓ Teacher
- ✓ Lawyer
- ✓ Mechanical Engineer
- ✓ Electrical engineer
- ✓ Carpenter
- ✓ Musician

Based on your understanding of these occupations in general, answer the following question.

- 1) Are the members of the above listed occupations similar in nature?
- 2) Are they equal in status?
- 3) Are they governed by a common set of occupational norms?
- 4) Why is it difficult for the member of say occupation 1 to do the job of occupation 2 ?

The response you give speaks about the occupational Sub-cultures. Every occupation is unique in itself and possess occupational norms that are unique to them. All of them possess occupational specialties that are arranged in hierarchies. Such occupational Sub-cultures insulate their participants from the members of another occupation. A workshop on carpentry does not make any sense to a group of doctors!

Since the industrial society is marked by extreme occupational specialization, it is fragmented by occupational sub-cultures. This is obvious when engineers in India and United States have more to discuss with each other than they have with lawyers in their own country. Similarly when teachers of Indian colleges have more to discuss with their foreign counterparts than the non-teaching staff of their own college!

➤ **Segmentalised roles of people:**

You can involve yourself in making a survey (mental survey! Since you already know the information) of about five houses of your acquaintance in your city to know the various occupations they hold and list them in the format given below:

Sl. no.	Members of the family	Occupation
House no.1	<ul style="list-style-type: none"> • Head of the family • Wife • Son • Daughter • Daughter-in-law • Son-in-law 	
House no.2	Ditto	
House no.3	Ditto	
House no.4	Ditto	
House no.5	Ditto	

When you analyse the data you will find out that the occupations held by the members of the family do not bear the same necessary relationship to another. This means only the clan membership will help you predict an individual's occupation and his educational attainment. For clarity read the following:

A family may have its members working in areas that are not congruent with his/her counterpart member. i.e. if the father is an agriculturist, the children need not be so!

It is possible to know the occupation of an individual by knowing his/her clan membership and not by knowing what his/her father does as occupation. Example: scientists' recreation club is a clan where the members are scientists.

This suggests that people in industrial societies have segmentalised roles.

- **Impersonality of Relationship among People:** You have already understood how every occupation has sub-cultures and people play segmented roles. Occupational specialization is the main cause of these. This leads to the impersonal society. Therefore the industrial society is marked by impersonal relationships. The term impersonal is used to mean that the person is detached in his or her dealings.

The secondary character of association, the multiplicity of occupations, the specialization of functions and areas and competitiveness narrow the attachments and detract the individual from a feeling of identification with the entire society.

Further, the tendency of impersonality occurs due to the separation of place of work from the place of residence. If you happen to meet any person in a village ask details about husband's/father's/brother's/son's occupation. You will be surprised at their ignorance regarding this. They can tell you only the place of work but not any further details! The separation of place of work from place of residence, contribute to impersonal behaviour.

- **Shift from Status to Contract System:** In Agrarian society, the whole society was structured on ascribed status. i.e., a landlord's son would also become landlord due to the ascribed status. It is his right. Shattering this structure, industrial society has substituted the status system with contract system. If you look around your society you will come across, a wage contract, a social security contract, an unemployment insurance contract etc. You notice that in contract system, the mutual obligation which was a part of status system, is absent.
- **Social Mobility:** As a consequence of contract system, there is social mobility. Consider the two citations given below and find answer to the questions:

Citation-1 : A Dalit who is a first generation learner, with his hard work and perseverance becomes the professor in a foreign university.

Citation-2 : An orthodox Hindu priest's son was denied from continuing his father's job because of his complacent nature towards learning Sanskrit Shlokas and other ritualistic performances.

Now try to answer these questions :

1. In both cases what was the earlier status of the said persons?
2. What is the present status?
3. In both citations which is the ascribed and achieved status? What can you infer from this?

You must have found out that the member of industrial society can, by his achievement raise or lower his status during his life time. Thus the role of caste as a factor in determining status gets minimised in an industrial society.

➤ **Position of Women:**

Dear student, speak to your grandparents and collect information related to the position of the women in their society when they were young and compare it with the present position of women in Industrial society. Prepare a list of changes taken place as far as the position of women is concerned. Also observe the changes as compared to the agrarian society as given in the table below. Industrialization and specialization have given them infinite options as shown below:

Agrarian Society	Industrial Society
Confined to house hold drudgeries	Brought to workshop and factory & all other prominent occupational institutions
Render help while planting and harvesting	Allowed to get educated as per the interest & demands of specialization in industrial society
Responsibility of bearing and rearing the children	Altered their outlook and liberated from exclusiveness of domesticity.

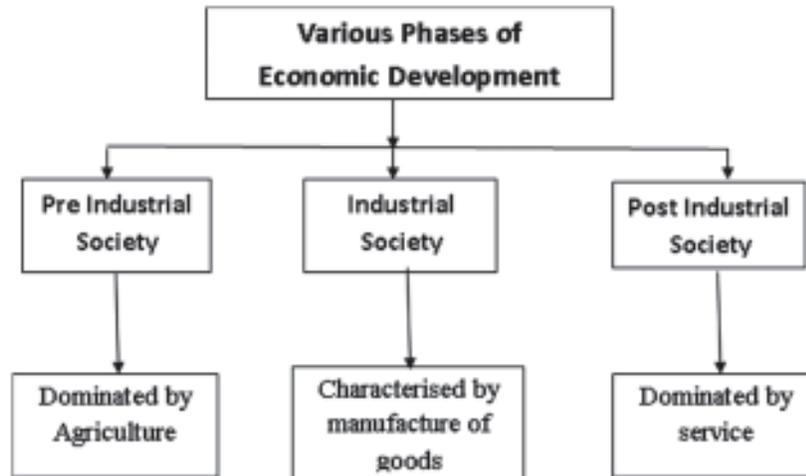
Check Your Progress - 3

- 1) Mention various features of the economic institutions which emerged during Industrial Society.
- 2) Explain the status of social mobility during Industrial Society.

1.2.3.4. Post Industrial Society :

It was in U.S during 1960s the idea of moving into a post-industrial society emerged. The term post-industrial society was first popularized by American sociologist Daniel Bell in 1973, when he wrote a book titled: The Coming of Post-Industrial Society: A Venture in Social Forecasting.

According to Bell, there are three successive phases of economic development. The diagram below gives you a clear idea about it.



In post-industrial societies, more than manufacturing of tangible goods, it is Information services, and advanced technology which are more important. As the name suggests, a post-industrial society follows an industrialized society.

A post-industrial society is a developmental stage of a society during which the economy transitions from the one that primarily provides goods to one that primarily provides services. The service sectors comprising of people such as nurses, teachers, researchers, social workers, and lawyers, among others, account for more of the economic growth and wealth than the manufacturing sector, comprising of people such as construction workers, textile mill workers, food manufacturers, and production workers. There is a historical shift in the bulk of workforce from pre-industrial, to industrial and to post-industrial. The economic transformation associated with a post-industrial society subsequently transforms society as a whole.

Daniel Bell in his book, “The Coming of Post-industrial Society” identifies four forces that would provide emergence of post-industrial society. They are,

- Economic growth (more production with profit)
- Maximum application of energy in order to stimulate growth
- Use of knowledge and information processing
- Wide range of changes in social structure

▪ **Characteristics of Post-Industrial Society**

In his book, Bell describes six changes that are associated with post-industrial societies that can be considered as the characteristics of the period. They are as follows

- There is a shift away from producing goods to creating services. Production of goods (like clothing and shoes) declines while the production of services (like fast food and fitness coaching) increases. Direct manufacturers of goods are few.
- Blue-collar, manual labor jobs (like assembly line worker and welder) are replaced with professional and technical jobs (like doctor and computer analyst).
- There is a transition to a focus on theoretical knowledge over practical know-how. Theoretical knowledge leads to the creation of new, innovative solutions, like how knowledge created by doctors has led to new, effective models of patient care.
- There is an increased focus on the implications of new technologies, when and how they should be used, and when and how to control them.
- The need increases for the creation of new scientific disciplines like cybernetics and information technology to assess the impact of the new technologies.
- There is a critical need for higher education institutions like universities to create graduates who can develop and control the next wave of technological advances.

Check Your Progress - 4

- 1) What are the three successive phases of economic development?
- 2) Mention any four characteristics of post-industrial society.

1.2.4. Let us Summarise :

- There are various types of societies-from the most primitive to the most recent.
- There are mainly 4 types of societies namely tribal, agrarian, industrial and post industrial.
- Each type of society is characterised by a set of specific features.
- There is a move from agriculture to production of goods to delivery of services.

1.2.5. Answers to Check Your Progress:

Check Your Progress 1

Refer Section 1.2.3.1

Check Your Progress – 2

Refer Section 1.2.3.2

Check Your Progress – 3

Refer Section 1.2.3.3

Check Your Progress - 4

Refer Section 1.2.3.4

1.2.6. Unit end Exercises

- 1) Explain the salient features of tribal society
- 2) What are the characteristic features of Agrarian society?
- 3) How do people in the industrial society differ from their counterparts in the Agrarian society?
- 4) Explain the three phases and characteristic features of Post-Industrial society

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Block-1: Contemporary India

Unit-3 : Educational Scenario in India: Diversity in terms of Educational Opportunities: Religion, Caste, Class, Gender, Language, Region and Tribes

Unit Structure

- 1.3.1. Learning Objectives
- 1.3.2. Introduction
- 1.3.3. Learning Points and Learning Activities
 - 1.3.3.1. Policy Framework for Educational Development and Five-Year Plans
Check Your Progress 1
 - 1.3.3.2. Strategic Approaches
Check Your Progress 2
- 1.3.4. Let us Summarise
- 1.3.5. Answers to Check Your Progress 1 and 2
- 1.3.6. Unit end Exercises
- 1.3.7. References

1.3.1 Learning Objectives :

After going through this Unit, the student teachers will be able to

- List out the various constitutional provisions towards equality in education;
- Explain the key programmatic interventions for educational development;
- Mention the goals of five-year plans; and
- Explain the strategic approaches for educational development.

1.3.2. Introduction :

India is a diverse country with one of the oldest civilizations of the world. It is also the largest democratic country. It is very true that the success of democracy depends upon education of its citizens. The Education system of a country cannot function successfully in isolation from the society of which it is a part. Education aims at total development of individual's personality. Education acts as an instrument for the development of society. It

is only through education that one can aspire to achieve higher status and emolument. This demands that every individual should have similar opportunities for getting education. The stratification in the society creates various hierarchies in various social groups. In our country, these hierarchies of castes, economic status, gender relations and cultural diversities as well as uneven economic development also deeply influence issues relating to access and equity in education. Thus, our society has been characterized with deeply ingrained social inequalities since ancient times. Although ancient India was widely applauded as a land of knowledge and wisdom, the access to education was limited only to selected strata of the society. The marginalized groups of the society were subjected to social and economic oppression. The only solution for this discrimination was extending educational opportunities to the marginalized groups. Several attempts have been made by the government as well as social reformers and others to make education accessible to these marginal groups with varying degree of success.

India's diversity is its uniqueness and its strength too. Diversity in people exist due to gender and existence of diversified societies on the basis of religion, caste, class, language, culture etc. When a nation of this background plans to provide education for all, obviously there should be diversity in terms of educational opportunities.

The Indian education scenario is too complex and diversified in terms of equity and equality of educational opportunities. Each of these diversified groups has its own demands and issues. India has made efforts to fulfill these demands by various efforts. One such effort is to bring equality in education. Very obviously to achieve this, there is a need to bring diversity in educational opportunities as the demands from various groups, need to be fixed. There have been tremendous efforts on the part of government to provide equal educational opportunities with affirmative actions to all. Let's try to develop awareness regarding various efforts made in this regard, in terms of,

- Constitutional provisions either through amendment or inclusions
- Policy frame work & key programmatic interventions for education development
- Five-year National Development Plans
- Strategic Approaches.

1.3.3. Learning Points & Learning Activities.

(Specific Constitutional Provisions will be discussed in detail under respective units)

1.3.3.1 Policy Framework for Educational Development

The constitutional provisions paved way for many national policy frameworks for the development of Education. Let's understand some significant national policies such as the ones given below:

- a. National Policy on Education 1986 (revised in 1992):** A key milestone in India's march towards Education for All was the adoption of the National Policy on Education 1986 (revised in 1992) which states "In our national perception, education is essentially for all".

Thrust areas of the National Policy on Education 1986/92 include,

- Promoting the use of research and technology. Emphasis "on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality".
- Education for women's equality i.e., the removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education.
- Foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. Focus on quality improvement & universal access and enrolment, universal retention of children up to 14 years of age.
- Integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.
- Vocational education aimed at developing a healthy attitude among students towards work and life, enhancing individual employability, reducing the mismatch between the demand and supply.
- Overhauling of the system of teacher education, establishment of District Institutes of Education and Training (DIET) & upgradation of selected secondary teacher training colleges.
- Making adult education programmes a mass movement, involving literacy campaigns and comprehensive programmes of post-literacy and continuing education.
- Up to a given level all students, irrespective of caste, creed, location or sex, have access to education of a comparative quality.

- Widening of access to secondary education with emphasis on enrolment of girls, Scheduled Castes (SCs), Scheduled Tribes (STs), particularly in science, commerce and vocational streams.
 - Special emphasis on the removal of disparities and to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far.
 - Emphasises investment in the development of young child, particularly children from sections of the population in which first generation learners predominate.
- b. National Policy on Early Childhood Care and Education:** This was adopted in 2013, conforming to the vision of holistic and integrated development of the child, with focus on care and early learning at each sub-stage of the developmental continuum in order to support children’s holistic development. This is to be provided by parents, families, communities and other non-governmental service providers.

The policy has identified three stages to identify the needs as follows.

- **Conception to birth:** This includes ante-natal and post-natal nutrition and health care of mother, maternal counseling, safe child birth, maternity entitlements, child protection and non-discrimination.
- **Birth to 3 years:** Survival safety, protective environment, health care, nutrition including infant and young child feeding practice for the first six months.
- **3-6 years:** Protection from hazards, health care, nutrition, attachment to an adult, developmentally appropriate play based preschool education etc.

The policy visualizes to achieve holistic development and active learning capacity of all children below 6 years of age by promoting free, universal, inclusive, equitable, joyful and contextualized opportunities for laying foundation and attaining full potential.

- c. National Youth Policy :** NYP-2014 provides a holistic Vision for the youth of India, that is, “To empower youth of the country to achieve their full potential, and through them enable India to find its rightful place in the community of nations”. The main objective of the policy was to create a productive workforce that can make a sustainable contribution to India’s economic development.

The main objectives and priority areas were as follows:

Objectives	Priority areas
1. Create a productive workforce that can make a sustainable contribution to India's economic development	1. Education 2. Employment and Skill development 3. Entrepreneurship
2. Develop a strong and healthy generation equipped to take on future challenges	4. Health and healthy lifestyle 5. Sports
3. Instill social values and promote community service to build national ownership	6. Promotion of social values 7. Community engagement
4. Facilitate participation and civic engagement at levels of governance	8. Participation in politics and governance 9. Youth engagement
5. Support youth at risk and create equitable opportunity for all disadvantaged and marginalised youth	10. Inclusion 11. Social justice

a. Five-Year National Development Plans

The developmental programmes in India are guided by the Five-Year National Development Plans. These are overall developmental plans. Let's try to understand the highlighting aspects of the last three FYPs with regard to education (source: Education For All-Towards Quality with Equity NUEPA)

The Xth FYP (2002-2007) envisions to accomplish the following within the plan period:

- envisaged all children completing five years of schooling;
- reduction in gender gaps in literacy rates by at least 50 per cent; and
- increase in literacy rates to 75 per cent.

The XIth FYP (2007-2012) envisions to accomplish the following within the plan period:

- sought to reduce dropout rates in elementary education to 20 percent from 52.2 per cent in 2003- 04;

- develop minimum standards of educational attainment in elementary school, and monitor effectiveness of education to ensure quality;
- increase literacy rate for persons of age 7 years and above to 85 per cent;
- lower gender gap in literacy to 10 percentage points; and
- increase the percentage of each cohort going to higher education from the present 10 per cent to 15 per cent by the end of the Plan.

The XIIth FYP (2012-17) envisions :

The Twelfth Plan targets for school education and literacy include:

- ensuring universal access and, in keeping with the letter and spirit of the RTE Act, providing good-quality free and compulsory education to all children in the age group of 6 to 14 years;
- improving attendance and reduce dropout rates at the elementary level to below 10 per cent and lower the percentage of out-of-school children (OoSC) at the elementary level to below 2 per cent for all socio-economic and minority groups and in all States/UTs;
- increasing enrolments at higher levels of education and raise the Gross Enrolment Ratio (GER) at the secondary level to over 90 percent, at the higher secondary level to over 65 per cent;
- raising the overall literacy rate to over 80 percent and reducing the gender gap in literacy to less than 10 per cent;
- providing at least one year of well-supported/well-resourced pre-school education in primary schools to all children, particularly those in educationally backward blocks (EBBs);
- improving learning outcomes that are measured, monitored and reported independently at all levels of school education with a special focus on ensuring that all children master basic reading and numeracy skills by Class II and skills of critical thinking, expression and problem solving by Class V.
- has accorded high priority to the expansion of education, ensuring that educational opportunities are available to all segments of the society, and ensuring that the quality of education imparted is significantly improved.

Check Your Progress 1

1. Match the two columns

A	B
1) National Youth Policy	<i>a)</i> 2013
2) National Educational Policy	<i>b)</i> 2002
3) National Policy on Early Childhood Care and Education	<i>c)</i> 1986
4) Starting of X Five Year Plan	<i>d)</i> 2014

1. Mark the following as 'True' or 'False'

- a)* NYP stressed the empowerment of empower youth
- b)* The development programmes are guided by Five Year Development Plans
- c)* Instillsocial values and promote community service to build national ownership was an objective of NEP.
- d)* Participation in politics and governance is a priority area of NYP.

2. Answer the following questions

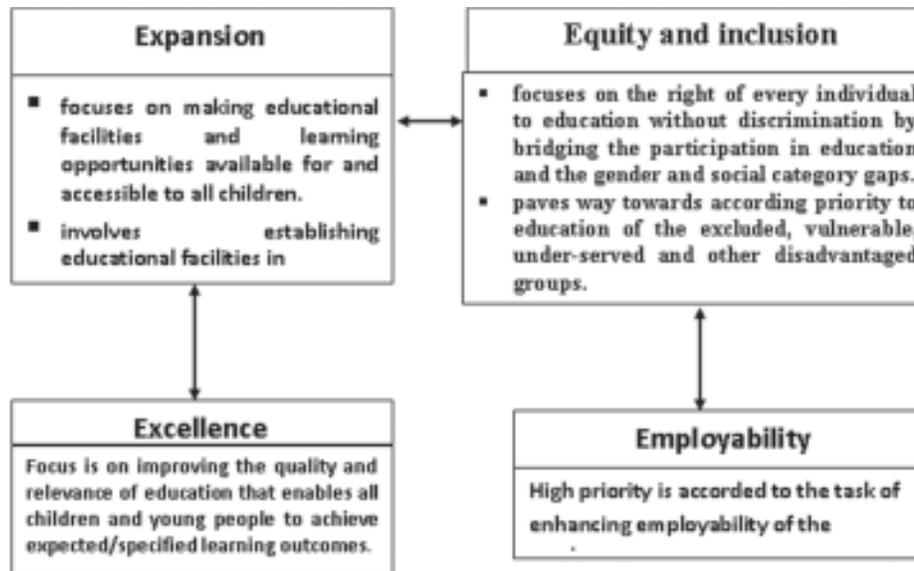
- a)* Mention at least two significant targets for school education in X FYP, XI FYP and XII FYP.
- b)* What are the objectives of National Youth Policy?

1.3.3.1 Strategic Approaches

The NUEPA in its document EFA, towards quality with equity, has explained about an approach to education development, which is based on the following four mutually supporting strategic priorities, often referred to as four Es. They are

- Expansion;
- Equity and inclusion;
- Excellence &
- Employability

The following figure indicates the focus aspects of each of the Es:



In order to achieve these 4Es, several strategic programmes were introduced.

Integrated Child Development Services (ICDS) :

Launched in 1975, Integrated Child Development Scheme (ICDS) is a unique early childhood development programme, aimed at addressing malnutrition, health and also development needs of young children, pregnant and nursing mothers. ICDS consists of 4 different components, namely Early Childhood Care Education & Development (ECCED), Care & Nutrition Counseling, Health Services and Community Mobilization Awareness, Advocacy & Information, Education and Communication.

The main objectives of the scheme were

- Improvement in the health and nutritional status of children 0–6 years and pregnant and lactating mothers.
- Reduction in the incidence of their mortality and school dropout.
- Provision of a firm foundation for proper psychological, physical and social development of the child.
- Enhancement of the maternal education and capacity to look after her own health and nutrition and that of her family.
- Effective co-ordination of the policy and implementation among various departments and programmes aimed to promote child development.

The beneficiaries of the program include

- Children 0–6 years of age
- Pregnant and lactating mothers
- Women 15–44 year of age
- Since 1991 adolescent girls up to the age of 18 years for non-formaleducation and training on health and nutrition

The services are extended to the target community at a focal point ‘Anganwadi’ (AWC) located within an easy and convenient reach of the community. AWC is managed by an honorary female worker ‘Anganwadi Worker’(AWW),and she was the key community level functionary. She is a specially selected and trained woman from the local community, educated up to high school. She undergoes 3 months training in child development, immunization, personal hygiene, environmental sanitation, breastfeeding, ante-natal care, treatment of minor ailments and recognition of ‘at risk’ children.

a. Sarva Shiksha Abhiyan (SSA) :

In order to facilitate Universal access and enrolment, several interventions have been supported by Sarva Shiksha Abhiyan (SSA). These interventions have contributed substantially to the expansion of primary and upper primary schooling facilities and increased enrolment. The programme has been in operation since 2000-01. The overall goals of the SSA were:

- (i) All children in schools: This focus took care of two aspects,
 - increasing the schooling facilities of primary, upper primary & elementary education.
 - Increasing the enrolment in elementary education. You will study about SSA in detail in a separate unit exclusively devoted to that topic.

b. Education for All

Education For All (EFA) is a global movement led by UNESCO (United Nation Educational, Scientific and Cultural Organization), aiming to meet the learning needs of all children, youth and adults by 2015. In an effort to achieve the objectives of this, several efforts have been made. Following are a few of them which contributed directly or indirectly towards meeting this objective.

- Ensuring the availability of primary schools within one kilometer of the habitation of residence of children and upper primary schools within three kilometers of the habitation;

- Provision of separate toilets for girls;
- Recruitment of 50 per cent of women teachers;
- Early childhood care and education centers in or near schools in convergence with Integrated
- Child Development Services (ICDS) scheme to free girls from sibling care responsibilities;
- Special training for mainstreaming out-of-school girls;
- Teachers' sensitization programmes to promote equitable learning opportunities for girls;
- Gender-sensitive teaching-learning materials, including textbooks;
- Intensive community mobilization efforts;
- "Innovation fund" for need-based interventions for ensuring girls' attendance and retention;
- National Programme for Girls Education at Elementary Level (NPEGEL);
- Residential programme for education of disadvantaged girls in educationally backward Blocks;
- Kasturba Gandhi Balika Vidyalaya (KGBV).

Between 2000-01 and 2013-14, substantial progress has been made towards gender parity in elementary and secondary education and the enrolment of girls as percentage of total enrolment registered substantial improvement at all levels of school education. The overall increase in the enrolment of girls as percentage of total enrolment in elementary education was 5.3 percentage points during the period 2000-01 to 2013-14.

c. Mainstreaming Children with Special Needs (CWSN)

Mainstreaming students with special needs in regular schools and supporting their participation in the schooling process is one of the priorities of education programme under SSA. The main components of the interventions for children with special needs include

- Identification, functional and formal assessment, appropriate educational placement, teacher training, appointment of resource teachers and therapists, establishing resource rooms to provide specialized support to children with disabilities, and provision of ramps, handrails and disabled friendly toilets, monitoring and evaluation and a special focus on girls with special needs;

- special training for children with special needs with a view to preparing them for schools and promoting their effective inclusion in elementary education;
- home-based education for children with severe and profound disabilities with the objective of preparing children with special needs for schools and for life by imparting to them basic life skills;
- financial support for integration of children with special needs, as per specific proposal. These provisions have resulted in increased identification and enrollment of CWSN.

In order to track the progress achieved, both household surveys as well as special surveys have been conducted by all States. The number of CWSN identified in 2013-14 was 2.72 million as against to 1.46million in 2003-04. The enrolment in 2013-14 has gone up to 86%.

In addition, 33,900 CWSN are enrolled in school readiness programmes and 2,06,000 children were provided home-based education. The total coverage of CWSN is 2.6 million, which is 95.3 percent of the total number of CWSN identified children (Source: Education For All Towards Quality with Equity INDIA, NUEPA)

d. Imparting Learning and Life Skills for Young People and Adults

The following are the programmes for learning life skills for young and adults.

- RashtriyaMadhyamikShikshaAbhiyan (RMSA: ‘Rashtriya Madhyamik Shiksha Abhiyan (RMSA))’ - a centrally sponsored programme was launched in March 2009, with the objective of making secondary education of good quality available, accessible and affordable to all young persons in the age group 14-15 years.
- Scheme of vocationalisation of secondary education,
- National Skill Development Mission was set up by government in 2007.

e. Adult Literacy

The following are the programme for adult literacy.

- National Literacy Mission (NLM) (1988-2008): The National Literacy Mission (NLM) was launched in 1988 to impart functional literacy to non-literates in the age group 15-35 years in a time-bound manner.
- ‘Saakshar Bharat’ Mission (2009 onwards)

f. Quality Education

- Restructuring and Reorganisation of Teacher Education: The Centrally-Sponsored Scheme (CSS) of Restructuring and Reorganisation of Teacher Education was initiated in 1987 pursuant to the formulation of the National Policy on Education (NPE), 1986. The programme emphasized the need for a decentralised system for the professional preparation of teachers, and envisaged the establishment of District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Study in Education (IASEs).

Check Your Progress 2

- a) Mention any two key programmatic thrusts under SSA for promoting girls' education.
- b) Mention any two intervention programmes for mainstreaming children with special needs

1.3.4 Let us Summarise :

- The efforts made to provide education can be studied under four headings namely constitutional provisions, policy frame work, five-year development plans and strategic approaches.
- National Policy on Education (1986) was a major milestone in providing education for all.
- National Policy on Early Childhood Care and Education focusing on children below six years helped preschool children for formal education.
- National Youth Policy provided a holistic Vision for the youth of India and empowered them to achieve their full potential.
- Expansion; Equity and inclusion; Excellence & Employability were the four factors identified for educational development as a whole.
- ICDS, SSA, EFA, CWSN were some of the strategic programmes developed to achieve various objectives of education.
- Adult literacy was also given due consideration through National Literacy Mission and Sakshar Bharat.

1.3.5. Answers to Check Your Progress:

Check Your Progress 1

- 1) – d); 2) – c); 3) – a); 4) – b)
- a) True, b) True, c) False, d) True
- Refer 1.3.3.1

Check Your Progress – 2

For a) and b) Refer Section 1.3.3.2

1.3.6. Unit end Exercises

1. Explain the various key programmatic interventions
2. Explain the various policy frame work for education development
3. Explain the envisions of XII five year national development plans

1.3.7. References

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Block-1: Contemporary India

Unit-4 : Challenges in Achieving Universal Elementary Education

Unit Structure

- 1.4.1. Learning Objectives
 - 1.4.2. Introduction
 - 1.4.3. Learning Points and Learning Activities
 - 1.4.3.1. Challenges related to the basic aspects of UEE
Check Your Progress -1
 - 1.4.3.2. Challenge related to other aspects
Check Your Progress – 2
 - 1.4.4. Let us Summarise
 - 1.4.5. Answer to Check Your Progress 1 and 2
 - 1.4.6. Unit end Exercises
 - 1.4.7. References
-

1.4.1. Learning Objectives :

After going through this Unit, the student teachers will be able to

- Define the concept of UEE;
 - Mention various challenges in achieving UEE;
 - Explain the meaning of universal provisions of school facilities;
 - Identify various aspects that hinder enrolment of pupils;
 - Differentiate between concepts of wastage and stagnation; and
 - Identify the factors involved in qualitative improvement of Education.
-

1.4.2. Introduction

The importance of education in the development of an individual and the nation at large is well established. Realizing this, the efforts made by the government is also studied in the previous units. The dream of eminent men of our country to make primary education universal within 10 years of independence can be witnessed from the records in our constitution. In spite of all this, even after seven decades of independence universalisation

of primary education is an unfulfilled dream. This is mainly because of the series of challenges faced by the country in moving towards universalisation of primary education. The challenges are hard and complex. As teachers you have also faced these challenges. In this unit we will learn about these and other challenges related to universalisation of primary education.

1.4.3. Learning Points and Learning Activities:

Before learning about the challenges in achieving universalisation of elementary education, let us first understand what exactly is universalisation of elementary education. Universalisation of primary or elementary education basically involves three important things i.e. Universalisation of Provision, Universalisation of Enrolment and Universalisation of Retention. Universalisation of Provision means that school facilities should be provided to all the children between the age group of 6-14 years in the country. The school should be easily accessible within the walking distance of a child. Universalisation of Enrolment means that all children between the age group of 6 to 14 years must be enrolled. The provision has demanded to introduce the compulsory legislation act and under the legislation, parents can be finding for not sending their children to schools. Universalisation of Retention retains a child who joins the primary school where he or she should remain there till he or she completes all 8 classes. It has been accepted as a national goal.

1.4.3.1. Challenges in achieving UEE

The challenges in achieving UEE can be viewed with a fourfold approach as follows.



Let us look at each of these approaches in a little more detail.

a) Universal Provision of School Facilities :

Let us understand this with a small exercise.

Visit around 20 houses near by your house or in a small village of your choice and record the following information from each house.

- How far is the school from their houses?
- How many children are not enrolled in the school?
- Whether all parents in the village can afford to send their children school?

Let your friends also do similar survey. Compare your data with that of your friends and your analysis might reveal some of the following facts.

- Some children are not enrolled in the schools.
- Schools are not there in a nearby area.
- Even though there are schools around, there is no transport facility to go to the school.
- Where there is transport facility, they may not afford it.
- Even if every facility is available, the parents or caretakers do not have a mindset to send them to school.

This suggests that there is lack of facility required for a student to attend school and enough provision should be made to make the children enroll and attend the school on a regular basis. Lack of these facilities results in deterioration in the quality of education and makes education unattractive. It gives an excuse for children for not attending the school. This also demotivates teachers. Absence of separate facilities required for boys and girls also poses a big challenge.

Although efforts have been made to set up primary schools in all the villages with fairly large extent of success, 100% success has yet remained a dream. It is true that lack of school facility is not the only reason because of late schools are more in number even in villages. If a serious effort is made to find out the facilities available, you will come to know that there are many villages in our own state where school facilities are notably poor. Provision of more such facilities would certainly yield a better enrollment and retention.

b) Universal Enrolment of Pupils:

The next requirement will be to enroll all children between the age group 6-14 in the primary schools. Compulsory Primary Education Act has come a long way to achieve this end. However, the problem of universal enrolment in rural areas still remains complicated.

Study the following table and analyse the data regarding enrolment in elementary schools of three small villages and reflect upon it to identify the probable reasons.

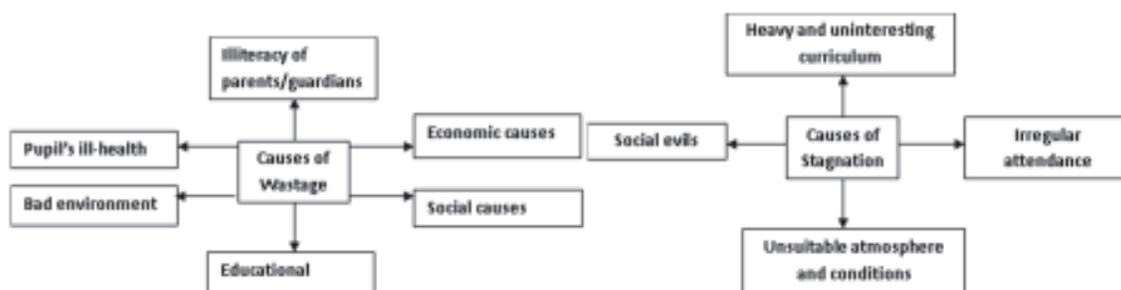
Villages	Enrollment in 2011-12	Enrollment in 2013-14
R1	39	28
R2	45	43
R3	45	44

A survey study by NUEPA also reports that total enrollment in Elementary Education was at its highest in 2011-12, i.e., 199.10 million and declined in 2013-14 to 198.90 million. So, there is indeed a push back. The main factors responsible for this are parents, Community, School authority, and Finance. In addition to this, studies have shown that ignorance and illiteracy of parents, lack of co-operation between school and local commitment, and Indifferent attitude of authority towards the desired enrolment are also responsible for the decrease in enrolment. In addition to all these, spending on primary education has been quite low compared to other countries.

c) Universal Retention of the Enrolled Children

In spite of achieving reasonably good success in the enrolment progress, the idea of UEE stands defeated if the children leave the school without completion of the elementary education. Enrolment may happen with compulsion but retention involves a number of other interrelated factors. Retention has to do with holding the children in the school till they complete their primary school course. This demands from the concerned to ensure the children's progress regularly from year to year in the primary school. Otherwise universal retention cannot be achieved. Non achievement of universal retention leads to the problems of wastage & stagnation. Wastage & Stagnation lay a strong negative impact on the universal retention of students in schools. You can see from the below given figures the factors that cause Wastage and Stagnation:

Various causes of Wastage and Stagnation



Some of the challenges mostly related to the problems of Wastage and Stagnation are,

- Adjustment of school schedules pose a challenge as it is a function of so many contradicting factors;
- Adjustment of school vacation poses challenge as the school expectation of students vary from school to school;
- Parental indifference to education is a threat and to convince parents regarding safety of children and benefits of education is itself a challenge
- Increasing and holding the power simultaneously attracting them to stick to school, poses a serious challenge as it demands ensuring quality education with safety measures in the schools.

Qualitative Improvement of Education:

Universalization of compulsory education has not been hundred percent success to catch up the desired target, because of poor maintenance of quality. Enhancement in quantity does not work in isolation without similar efforts to enhance its quality. If we want to keep pace with the expansion, here is the time for us to think about quality with quantity. Quality education is the right of every child.

If we are really keen to improve the quality of primary education, we must attach highest importance to the teachers, their competence and basic requirements. If quality is taken care of, other challenges can also be solved to some extent.

Check Your Progress 1

1. Identify the following statement as 'True' or 'False'
 - a) Universal provision of school facilities simply means open more number of schools.
 - b) Adjustment of school vacation poses challenge as the school expectation of students, parents and community vary from school to school.
2. Mention various causes of wastage and stagnation

1.4.3.2. Challenges related to other aspects

There are other factors also that pose challenge in this regard. Following are a few of them.

a) Faulty Policy of Government:

It can be recalled that since Vedic period it was Basic Education which was prevailing in our country. So Basic Education was accepted as the form of national education. Work started with this inspiration, to convert the existing primary schools into basic schools. For a country like India which is a vast country with a very large population, implementation posed a problem as conversion of a large number of elementary schools turned out to be expensive and money was too much in shortage.

To make separate treatment for the basic schools along with the general primary and middle schools would have been the best for policy for Government in such situations.

b) Political Difficulties :

The basis of education is democracy. For establishing a successful democracy, it is necessary to educate the citizens and demands undivided attention. But so far, the Government of India has not been able to devote full attention towards education. Providing education to all has been one of the focuses of post independent India. The Government is responsible to solve the political problems. However, on no account, this indifference of Government towards universal primary education could be justified.

c) Dearth of Money :

Inadequacy of money is a serious problem that confronts universalisation of primary education. Income of the local institutions responsible for primary education is so much limited that they are totally incapable of meeting the expenditure of compulsory education.

d) Dearth of Trained Teachers:

There is shortage of trained teachers to make elementary education universal and compulsory. Non availability of good teachers poses threat to quality education.

e) Achieving the Progress of Disadvantaged and Deprived Groups:

The responsibility of education of these should not be left as burden on only government. The challenge is to attract voluntary and philanthropic organisations and people to assist government in this regard.

Check Your Progress 2

Mention the challenges to achieve the goal of UEE.

1.4.4. Let us Summarise

- India is making great strides in order to achieve the goal of Universal Elementary Education (UEE), which is the second of the MDGs. But achieving this requires, that every child,

- ✓ Gets enrolled in a primary school
- ✓ completes the full cycle of primary schooling.
- The following are the challenges of achieving the goal of UEE
- ✓ Universal provision of school facilities
- ✓ Universal enrolment of pupils
- ✓ Universal retention of pupils
- ✓ Qualitative improvement of education
- ✓ Faulty policy of government
- ✓ Dearth of money and trained teachers
- ✓ Political difficulties

1.4.5. Answer to Check Your Progress

Check Your Progress 1

1. a) False b) False
2. Refer Section 1.4.3.1

Check Your Progress 2

Refer Section 1.4.3.2

1.4.6. Unit end Exercises

Explain the various challenges of achieving the goals of UEE..

1.4.7. References

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Block-1: Contemporary India

Unit-5 : Demands of Various Social Groups towards Education

Unit Structure

- 1.5.1. Learning Objectives
- 1.5.2. Introduction
- 1.5.3. Learning Points and Learning Activities
 - 1.5.3.1. Determinants of Educational Participation
Check Your Progress-1
 - 1.5.3.2. Concept of marginalized groups
Check Your Progress -2
 - 1.5.3.3. Demands of special groups
Check Your Progress -3
- 1.5.4 Let us Summarise
- 1.5.5 Unit end Exercises
- 1.5.6 Answers to Check Your Progress 1, 2 and 3
- 1.5.7 References

1.5.1. Learning objectives

After going through this Unit, the student teachers will be able to

- Identify the major determinants of educational enrolment of various social groups;
- Define and list the various disadvantaged groups in groups in India; and
- Mention various demands of the special social groups towards Education.

1.5.2. Introduction

We have discussed in the previous unit, some of the general challenges involved in achieving the goals of universalisation of elementary education. But this is not an end of all the challenges. There are certain special or specific challenges to be met. This is mainly because ours is a land of diversity. Though this diversity has many positive aspects to its credit, it poses some challenges too. It creates mainly inequality and a class of people

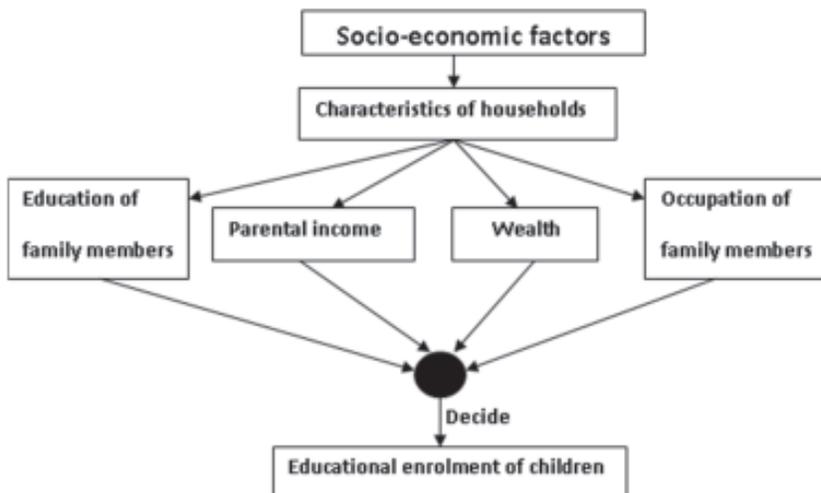
leading to stratification. This in turn results in different group of people with different needs. Identifying these groups, understanding their educational needs is the scope of this unit.

1.5.3. Learning Points and Learning Activities

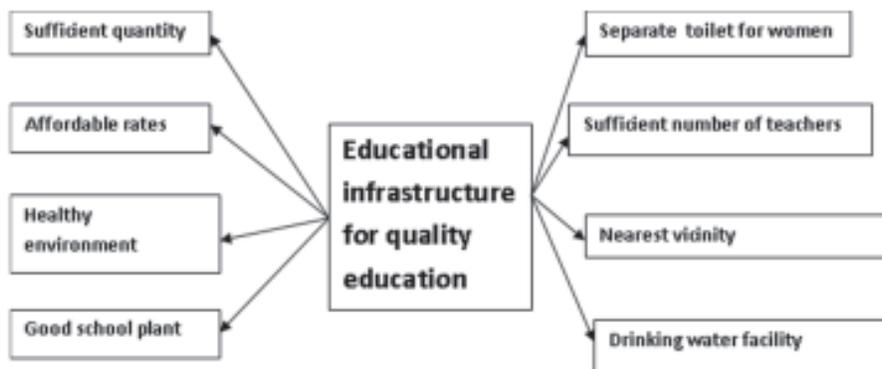
1.5.3.1. Determinants of Educational Participation:

In a developing country like India participating in universalisation of education is not an easy task. It depends on many factors. But, three major factors are identified as determinants to educational participation. They are socio-economic factors, factors related to educational and cultural infrastructure and cultural factors. Let us understand each of them in a little detail.

a) Socio-economic factors :

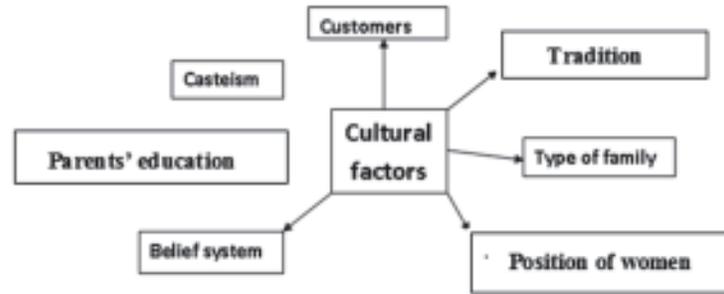


a) Factors related to Educational Infrastructure



These factors, however trivial they may appear, have the potential to become the strong determinants of educational participant.

a) Cultural factors :



These factors lay a strong impact on the attitude of the people of various groups regarding educational enrollment. They influence the choices made by individuals, through their own attitudes, and those of the people in their close environment.

Check Your Progress 1

Identify the correct answer to complete the following sentences

- 1) A non-determinant factor of universal participation in education is _____
 - a) Social factor
 - b) Educational factor
 - c) Cultural factor
 - d) Personal factor
- 2) Casteism is identified as a part of the determinant belonging to _____
 - a) Social factor
 - b) Economic factor
 - c) Cultural factor
 - d) Personal factor
- 3) A factor not related to educational infrastructure facility is _____
 - a) Vicinity of school
 - b) Drinking water facility
 - c) Separate toilet for girls
 - d) Parental income

1.5.3.2. Concept of Marginalized Groups

The concept of Deprived/ Marginalized Groups is generally used to analyse socio-economic, political, and cultural spheres, where disadvantaged people struggle to gain access to resources and full participation in social life. In other words, marginalized people might be socially, economically, politically and legally ignored, cornered, excluded, or neglected, and, therefore vulnerable. Marginality could be in the direction of economic well-being, human dignity, as well as physical security. The overall social systems including the religions, ecological patriarchy and political economy of a country lay impact on the

marginalization of specific groups or an individual. **Marginalization** at the individual level results in an individual's exclusion from meaningful participation in society.

Some broad types of deprived/ marginalized Groups identified are, socially deprived/ marginalized groups; economically deprived/ marginalized groups; politically deprived/ marginalized groups.

Although these are various types of deprived groups, the impact of the political and economic deprivation in these groups will be sometimes to such a great extent that they also tend to become socially deprived. Let's try to understand the demands of socially deprived/ Marginalized Groups. Social marginalization is a process of social rupture or destruction, in which groups as well as individuals alike become detached from various types of social functions and relations. This normally prevents affected people from functioning in the so-called normal activities within a society. There is a social stigma attached and the individual is forced into a new system of rules and are cornered by the dominant group in the society. They are largely deprived of social opportunities. They are deprived of access to resources, such as, economic, educational, cultural, and other support systems. This creates social isolation and limits their participation in any of the development process.

Although there are many social groups, let us focus on some of the most vulnerable marginalized groups. They are,

- **Women:** Women belonging to lower classes, lower castes, illiterate, and the poorest region have been marginalized more than their better off counterparts.
- **People with Disabilities:** People with disabilities have had to battle against centuries of biased assumptions, harmful stereotypes, and irrational fears for centuries.
- **Ethnic minority:** As the term indicates, they do not make dominant majority. Every large society contains ethnic minorities. They may be migrant, indigenous or landless nomadic communities, or religious minorities that have a different faith, national or cultural traditions from the majority of the population.
- **Caste Groups:** 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 or the Scheduled Castes constitute the bottom of the hierarchy. Physical segregation of their settlements is common although off late it is reducing.
- **Tribes:** In India, the population of Scheduled Tribes is around 84.3 million and is considered to be socially and economically disadvantaged group. They

are mainly landless with little control over resources such as land, forest and water. They constitute agricultural, casual, plantation and industrial labourers.

Check Your Progress 2

1. Explain the marginalized groups having different demands for education.

1.5.3.3. Demands of Socially marginalised groups

a) Demands of Scheduled Caste and Tribes

- **Demand 1:** Most of the backward class children (SC/ST) are from poor families, who cannot afford private schools. But the government schools lack adequate facilities. This fate exists even after the implementation of RTE. There is a great demand from this sector of social group for affordable quality education, either by elevating the government schools or by providing access to private schools at affordable rates. Even households below the poverty line increasingly prefer to send their children to private fee-paying schools rather than to free public schools.
- **Demand 2:** English is gaining a hegemonic status within the Indian education system. The official three-language formula is increasingly replaced by bilingualism with English and Hindi or with English and a regional language as the medium of instruction. Private English medium schools are considered to be superior to government-run regional or vernacular medium schools, because they give access to better jobs. More and more people from the lower strata seek expensive English-medium private schools for their children in the hope that their ability to speak English enables them to find decent employment. But most of the backward people are also economically backward. Also, there exists a discrepancy between the language spoken at home and the language of instruction may remain for the smaller language groups. The demand is to reduce the difference between English medium and regional language medium schools by giving awareness that the students need to get primary education in mother tongue or regional for maximum development.
- **Demand 3:** In India there are many single and two-teacher schools. These schools have to rely on multi-grade teaching, which has a negative impact on students' learning abilities. Besides fulltime teachers, there are also part-time and Para-teachers in India. Para-teachers are full-time teachers who earn less than a regular teacher's salary and often have lower qualifications than regular teachers. They are appointed to meet the demand for basic education within the

limited financial resources available. The demand is to provide teachers who are capable of handling multi grade schools.

- **Demand 4:** Demand to ensure the availability of basic amenity with minimal infra structure before sanctioning recognition.
- **Demand 5:** In some remote, sparsely populated areas, it may be difficult to set-up secondary schools due to small number of students. Two options need to be implemented for such areas. a) Schools in small habitations need to be planned. b) Adequate Ashram/residential schools with competent teachers need to be provided at locations that can provide access to a group of small habitations. Many such schools have been setup. But demand is for sufficient number of teacher & proper infrastructure in such schools. In some schools, good science & Mathematics lab provisions are made but unfortunately competent teachers are not in the school.
- **Demand 6:** Hostels are critical for children coming from educationally deprived communities to access middle and higher level of school education. These facilities need to be expanded.
- **Demand 7:** Seasonal migration is common in several tribal areas. Facilities like seasonal hostels should be provided in all such areas/blocks with high incidence of migration to help retaining children in the village when the parents migrate.

Special Demands of Tribes

- Developing curricula and instructional materials which depict rich cultural identity of the tribal people in tribal languages with facility to switch to regional language.
- Teacher training to tribal youth with assured employment is one of the greatest demands, so that in turn he/she teaches them more effectively.
- Provision of Tribal welfare schemes, Incentive schemes, scholarships for schools and also higher education with emphasis on technical, professional and Para-professional courses.
- Remedial programmes to help overcome psycho-social impediments help retention.
- legislative norms can help overcome marginalisation along with awareness efforts to modify public attitude towards them.

a) Women

➤ **Demand 1: Awareness programme for parents**

- ✓ If the parents, especially mothers are educated then the demand is to develop awareness among them to use their power and insights derived from their Higher Education to make sure that their children, even daughters are sent to school. More independent women may be able to create better possibilities for their children, and especially their daughters, to go to school.

If the parents, especially mothers are educated then the demand is to develop a
a If they are not educated, develop awareness as to how providing education enhances the life chances of their children.

- **Demand 2: To convince farmers and others:** If the parents are farmers and other businessmen who are not in any 'dependent employment', they feel less need to invest in their girl child's education. Also, the cost may appear high. There is a demand to convince them that the option to educate ensures their children a better position in the society.

- **Demand 3: To ensure safety and facility for smooth schooling:**

- ✓ In north Karnataka, the head master, teachers of one particular school in a remote place had a strange experience. Whenever they go to the houses of the village and even try to convince them and bring their girl children to school from their houses, they were harassed, even beaten for doing this. The villagers did not want to send their girls to school. Dear students reflect on this as to what could be the reason for such a behavior.
- ✓ In remote places parents need to be ensured of three things: Availability schools at walkable distance with basic and separate toilet facility for girls. Safety of their daughters in the way to and from the school and also during their stay in the school. Giving an awareness that education has the potential to improve the quality of life one leads.

There is great demand to ensure these to further the education to girls.

- **Demand 4:** A quality indicator, which might be especially important to girls, is the presence of female teachers. Male teachers might not provide girls with enough support, or might even be sexually threatening to them. Recruiting more female teachers in schools where girl students are more is one of the demands.

- **Demand 5:** According to many researchers, acknowledging the link between girl's under enrolment and women's status in the society alone can make the strategies of national governments. International agencies like the World Bank, aimed at increasing girls' participation in developing countries. Providing access to education is not enough if the factors at home which influence the demand for it are not addressed such as the division of labour between men and women which is to a large extent culturally determined.
- **Demand 6:** Few years ago the school text book would have sketches/diagrams related to all school subjects that depicted women in the kitchen / pooja room/ preparing flower garland/ taking care of children/ etc. and men in office / agricultural land /etc. This clearly demarks the role to be played by men and women. Even though the text books have stopped this, the notion of people still continues to perceive in similar direction. This is very important since Indian classical patriarchal family system still prevails in some place of our country. There are "specific views on the appropriate roles to be played by women in family and society. This might mean daughters need not be sent to school, since investments in daughters' education accrue to their future husbands' family, as against educating boys who stay in the family. These gender specific roles may be responsible for continuing wide gaps in education across gender in patriarchal areas. Our cultural indicators make clear that this factor plays a bigger role in rural than in urban areas. Demand is to break this circle to have more educated women in the country. Thus, by eliminating such traditional, gender biased attitude prevalent among people, can successfully find more women participants in higher education. There is a demand for similarly to increase the supply and also effort such as awareness programme, provision of incentives to parents etc., in order favorably impact the factors at home. Demand to convince family members regarding the benefit of Education for a girl child becomes the priority.

b) Differently Abled (Special Children):

- **Demand 1:** We get to witness that challenge of poverty is usually associated with disability. A large number of children with disabilities live in families with income significantly below the poverty level. In a country like India, poverty causes disability, although it may be the other way around! The combination of poverty and disability results in a condition of "simultaneous deprivation". This is a syndrome that sets up barriers to the participation of persons with disabilities in the normal routines and activities of the community,

including regular schooling. Demand is to provide easy access of affordable Education to disabled children.

- **Demand 2:** The challenge of modifying deeply held attitudes of public: Attitudes of the non-disabled are posing obstacle for such children in the social integration. The more severe and visible the deformity is, the greater is the fear of contagion, hence the attitudes of “aversion and segregation towards the crippled”, etc. should be curbed. Such attitudes are reinforced by religious institutions also. This in turn may militate against any attempts to include students with disabilities into regular schools. Such attitudes of people may be due to the way they think and also their superstitious believes. Serious and strong efforts to modify attitude among school authorities so that, a) they do away with their superstition regarding challenged individuals, b) help modify the prevailing negative attitude of the people towards such children and c) school atmosphere becomes soothing.
- **Demand 3:** There is ignorance prevailing among even the teachers and parents of differently abled children regarding the following:
 - ✓ full intent of the recent legislation passed in the favor of such children by Indian Parliament.
 - ✓ of funding available to include students with disabilities in regular schools.
 - ✓ demand to develop awareness among the stake holders regarding the above aspects.
- **Demand4:** Rigorous training of teachers who can handle inclusive setup of education.
 - ✓ The regular B.Ed training compulsorily should include internship in inclusive setup. Presently institutions are not practicing this. The majority of school personnel in India are not trained to design and implement educational programs for students with disabilities in regular schools (Inclusive setup).Teacher education institutions do not train them for this but schools recruit them.
 - ✓ It is not sufficient to have teachers who have ‘knowledge of’ and ‘skill to’ teach in inclusive set up but also accountable who possess positive attitude and sincerity. Demand is to supply such teachers by attracting them to this field through some incentives.
 - ✓ Demand for competent teacher educators who train such teachers. Otherwise teacher training institutes fail to serve the purpose.

- **Demand 5:** The majority of schools in India are poorly designed and few are equipped to meet the unique needs of students with disabilities. The lack of disability friendly transportation services and accessible buildings pose far greater problems than social prejudice and negative attitudes. Both the Central and State governments will have to provide increased resources to this aspect of education to ensure successful implementation of integrated practices in schools.
 - ✓ Gadgets that will be of great help to disabled students such as, Hearing aid; disabled friendly vehicles (wheel chairs, arm chairs etc.), making small adjustments in the infrastructure facilities such as providing Library and Restrooms in ground floor and provision for ramp, Software for blind students viz., JAWS (Job Access With Speech), NVDA (Non Visual Desktop Access) both of which are screen readers. Demand for such provisions, ensure their enrolment and retention.
- **Demand 6:** Mainstreaming is the process, to integrate (a student with special needs) into regular school classes. The demand is to abolish the prevalent negative attitude, values and practices of society in this regard, so that such children can be brought into the mainstream.

Other demands are listed below:

- Incentives to families to send their children regularly to schools till they reach the age of 14.
 - Government to sanction Pre-metric scholarships for all children regardless of income.
 - In order to ensure enrolment, retention and successful completion of courses, constant micro planning and verification is required.
 - Providing remedial measures to better their chances for further education and employment.
 - Also demand to make provision for hostels which ensure safety for Special children (not with acute disabilities) so that retention problem does not arise.
- c) Children Living in Urban Slums**
- **Demand 1:** To provide tenure to the existing urban slum people so that they will be eligible to apply for schools. For new slums to obtain tenure so that they may become eligible for public services like education and also provision

of water, sanitation and safe housing, which is of crucial importance to the health and survival of the dwellers.

- **Demand 2:** The population of new settlements needs early assistance to ensure that processes of assuring tenure and basic security can be initiated. To strengthened the systems for early registration and follow-up of new slum pockets is crucial.
- **Demand 3:** To enhance the provision for school facilities as well as quality of education in rural areas so that urban – rural gap is reduced. Migration from rural to urban may get reduced there by reducing the number of urban slums.
- **Demand 4:** The data related to ‘slums alone’ may be difficult to obtain as limited research has been conducted exclusively on slums. Usually slums constitute relatively a small share of the urban survey samples. Demand for the exclusive research in this field may be there. In order to strengthen education in slums, to emphasize monitoring and evaluating of related aspects is very much needed.
- **Demand 5:** Demand for more research in order to,
 - ✓ find the ways and means of educating the urban slums without much of financial constraint;
 - ✓ justify the higher investment per child that may be needed in slums cannot be neglected, for e.g. Public health, crime prevention etc..
- **Demand 6 :** There is a need to feature slums as specific target areas in global education strategies and hence a demand for creating tailor-made educational programme in order to provide a holistic approach to education and thereby help co-ordinate and main stream educational initiatives to urban slums. This surely caters to their improved situation and is a part of mainstreaming process. This necessitates the search for flexible, low–cost, high-impact educational and instructional models.
- **Demand 8 :** School and Education make little sense to the slum children who are facing other challenges such as malnutrition, morbidity, insecurity and neglect and child labour. There is a need to integrate education programmes with other social sector programmes. Hence there the demand is to approach educational deficits as an integrated part of a more multifaceted situation of poverty and depravation.

- **Demand 9:** Demand to perceive Education as slum child's right and bring in suitable modification in the education with a view to respect child's special needs.

d) Religious Minorities

- **Demand 1:** In order to facilitate and promote the education of adolescent minorities girls, it becomes crucial to ensure that upper primary, secondary and higher secondary schools are available in all minority concentration areas and are located close to Muslim habitations.
- **Demand 2:** The demand for education, especially for older girls among minorities can remain as a distant dream in the absence of a demand for social mobility. This involves special efforts from teachers, educational administrators and programme functionaries to work with parents, religious leaders, panchayat representatives etc. in order to overcome barriers due to social and cultural traditions.
- **Demand 3:** Religious minorities are usually not included in incentive programmes like scholarships. Children of religious minorities may be provided scholarships at least at the upper primary stage in identified educationally backward district.
- **Demand 4:** Urdu medium/syllabus need to be set up wherever required, based on demand and the local language pattern of the Minority community. In other Muslim concentration areas, the teaching of Urdu as a subject may be encouraged, wherever there is demand.
- **Demand 5:** Madarasas need
 - ✓ to serve as institutions for providing bridge education for mainstreaming of children into regular schools.
 - ✓ if necessary, to introduce general curriculum with a focus on ensuring education of equivalent standard
 - ✓ to set up schools / centers (with adequate teachers) that run for at least 4 hours in its premises in the forenoon / afternoon, before or after the religious instruction with a view to educate the older girls who have not been to school and cannot be mainstreamed easily.

e) Linguistic Minorities

The basic principle of providing education in the language concerned as far as possible should be implemented sincerely. This is an important issue in most of the

inter-state border areas and places with a concentration of migrants with a different language background.

For example, the issue of Urdu medium needs attention in some states. In several states/UTs work relating to development of textbooks and other teaching learning materials and training modules is highly delayed or sometimes not taken up at all for the minority languages. Although it is now undertaken by RMSA it should be ensured that curriculum and textbook development, TLM development and training programmes are held regularly in such states and Union Territories for all languages used as medium of instruction.

In order to avail academic support to schools with a different medium of instruction than the background language, additional resource persons with that particular language background is to be provided wherever necessary.

Check Your Progress 3

- 1) List any three educational demands of each of the following groups
 - a) SCs and STs
 - b) Women
 - c) Disabled children
 - d) Religious minorities

1.5.4. Let us Summarise

- Educational participation has many determinants. They can be grouped under three headings namely socio-economic factors, educational factors and cultural factors.
- Diversity in the country has created stratification that has resulted in different classes of people, each having their own demand.
- While some classes are privileged and their demands are met to a great extent, the demands of some classes are not given due consideration. They are grouped under marginalized class or deprived class.
- These groups are studied and their problems are analysed to understand their demands and provide suitable solutions wherever possible
- The demands of SC/Sts are studied and listed. The other major groups considered are women, differently abled, religious minority, children living in urban slum, linguistic minority etc.

1.5.5. Answers to Check Your Progress 1, 2 and 3

Check Your Progress 1

- 1 – d; 2 – c; 3 - d

Check Your Progress 2

Refer Section 1.5.3.2

Check Your Progress

Refer Section 1.5.3.3

1.5.6. Unit end Exercises

1. Explain the 3 major determinants of Educational enrolment of various social groups in India.
2. Mention the demands of the various social groups (dealt in this unit) towards Education.

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Block-1: Contemporary India

Unit-6 : Impact of Urbanisation; Industrialisation, Globalization, Modernization, Economic Liberalization and Digitalization on Education

Unit Structure

- 1.6.1. Learning Objectives
- 1.6.2. Introduction
- 1.6.3. Learning Points and Learning Activities
 - 1.6.3.1. Impact of Industrialization and Urbanisation on Education
Check Your Progress 1
 - 1.6.3.2. Impact of Modernisation and Liberalisation on Education
Check Your Progress 2
 - 1.6.3.3. Impact of Globalisation, Privatisation and Digitalisation on Education
Check Your Progress 3
- 1.6.4. Let us Summarise
- 1.6.5. Answers to Check Your Progress 1, 2 and 3
- 1.6.6. Unit end Exercises
- 1.6.7. References

1.6.1. Learning Objectives

After going through this Unit, the student-teachers will be able to

- Define various concepts that have laid impact on Education;
- Explain the impact of Urbanisation, Modernisation, Digitalisation and Globalisation on Education;
- Understand the implications of these on teaching-learning process.

1.6.2. Introduction:

If we browse through the history of education, we come across many factors that have influenced the progress of education. We have understood the influence of social and

cultural factors on education in our previous unit. In addition, the political and environmental factors also have a role to play. Some of the very notable factors that have shown great impact on education are Industrialisation, Urbanisation, Modernisation, Liberalisation, Globalisation, Privatisation and Digitalisation. They have brought in very obvious and noticeable changes not only on education, but changes up to the global level. In this unit, let us study about these factors and their impact on education in our country.

1.6.3. Learning Points and Learning Activities

1.6.3.1. Impact of Industrialization and Urbanisation on Education

The term ‘Industrialization’ generally refers to the process of shifting from hand production to machine production. Individual manual labor is often replaced by mechanized mass production, and craftsmen are replaced by assembly lines. Characteristics of industrialization include economic growth, more efficient division of labor, and the use of technological innovation to solve problems as opposed to dependency on conditions outside human control.

In order to understand Urbanisation, collect the following information related to your friends & their family:

- Which is their native village?
- Do they still go to their village?
- Do all their relatives still stay in the village? If not, where have they moved to and why?

You will be surprised to know the common response from almost all of them! Many people are moving from villages to cities since the last century. Thus, there is a shift of people from rural to urban areas resulting in a gradual increase in the proportion of people living in urban areas. This phenomenon is called Urbanisation.

‘Urbanisation’ refers to the process of people migrating from rural areas (such as villages and towns) to large cities. At this point of time it is relevant to understand the terms urban and rural.

According to ‘*Census of India 2011, Rural Urban Distribution of Population*’ the terms urban and rural are defined as follows:

Urban Unit (or Town): All places with a municipality, corporation, cantonment board or notified town area committee, etc. (known as Statutory Town)

All other places, which satisfied the following criteria (known as Census Town):

§ A minimum population of 5,000;

- At least 75 per cent of the male main workers engaged in non-agricultural pursuits; and
- A density of population of at least 400 per sq. km

Rural Area: All areas which are not categorized as Urban area are considered as Rural Area. Urbanisation is the increase in the proportion of people living in towns and cities. It is a process whereby populations move from rural to urban area, enabling cities and towns to grow. It can also be termed as the progressive increase of the number of people living in towns and cities and the ways in which each society adapts to the change (Census of India 2011).

Industrialisation and Urbanisation are different concepts. Science and technology were two sectors that received prominence during industrialization. Many new inventions took place during this period. Many factories were started in cities and naturally it became a hub of opportunities for job. Thus, people from rural areas started moving to cities. Originally the migration was to find work in these big factories. However, presently shifting to large cities is often to find better housing, education, work and other facilities. Thus, we can say Urbanisation is actually a by-product of industrialization. A majority of Urbanisation happened because of large-scale industries being established. Industrialisation puts urbanisation on wheels. Therefore, any change or impact can be credited to a function of industrialization and Urbanisation.

Impact of Industrialization and Urbanisation on Education

Growth of Industries has contributed to the growth of cities. At this time the industries demanded skilled, literate labourers. Thus, Urbanisation brought tremendous change in literacy rates. The literacy rate has increased among the rural people. Many villages attained status of towns because of increased literacy rates and other job opportunities. The improvement in literacy rate in rural area is two times that in urban areas. The rural urban literacy gap which was 21.2 percentage points in 2001, has come down to 16.1 percentage points in 2011. People became more modernized in terms of dress habits, adoption of modern technology, empowerment of women, modern transport and communication. Significant changes took place with a high rate of Urbanisation. Rural people migrated to urban areas. Employment opportunities increased in urban centres. There was improvement in transport and communication facility. People became more educated and there was an increase in the standard of their living.

Urbanisation and Industrialisation are two mutually impacting phenomenon. This led to the establishment of Modern School system in India. Originally this system was brought to India (including the English language), by Lord Thomas Babington Macaulay in

1930s. Subjects like metaphysics and philosophy were considered unnecessary, the curriculum was confined to “modern” subjects such as Science & Mathematics,

The impact of urbanisation also gave free hand to the colonial government to manipulate the education system. This led to the following demands which in turn suggested changes in our education system:

- Skilled and unskilled labour marked the difference.
- White collared jobs attained priority.

Both Urbanisation and Industrialization brought about many changes within the society and the economy of the country. The impact was to such great extent that it did give birth to capitalism. Big companies and huge money were involved and influenced the government policies including the ones related to education.

Urbanisation removed the wider gap, which existed in society with regard to availability of educational opportunity and as of now education is available to each and every individual although it depends on their financial status. Student from any caste aspiring for a better livelihood can acquire education and compete for different competitive examination and improve his/her standard of living.

Check Your Progress 1

- 1) Define Industrialisation and Urbanisation.
- 2) List out the features of modern education which is an impact of Industrialisation and Urbanisation

1.6.3.2. Modernisation, and Liberalisation

a) Modernisation

When you talk about Modernisation, you do refer to the changes in the way of living (better life style), communication Urbanisation, , literacy, change in residencee, profession etc. Yes you are correct. But it is not confirmed to life style alone. Modernisation is a process of change with respect to the development in social, economic & political systems. It is not only a concept, rather it is our thought and perception too. In India Modernisation occurred because of Colonialism. British introduced English language which was considered to be the sign of Modernisation.

Although there are various aspects of Modernisation like social, political and economic, let us look at only the social aspects. This includes modern way of living, mass media, changes in residence, Urbanisation, change of profession (from agriculture to non-agriculture), literacy and education and high per capita income. Modernisation increases literacy and education of population increases. This is the sign of Modernisation. In relation to education, it involves literacy, emphasis on knowledge, skill and training.

Impact of Modernisation on education

- Modernisation developed the idea of Privatisation of the number of educational institutes. These institutes and universities provided opportunities to many of those who otherwise could not have dreamt of getting education.
- The fast increase in the number of enrolments of scheduled caste right from primary to higher education is undoubtedly due to impact of Modernisation.
- The greater needs of Modernisation evolved technology which in turn evolved new branches such as computer science, IC, ICT etc. which are at the peak of demand and the fastest ones that took entry into the field of education. The Modernisation led to the technology based smart class rooms, computers, LCD, projector, disc for education. The technology led to e-learning, e-media, e-books, Moocs, e-journal. Evaluation of the teacher in terms of API, impact factor is also the fruit of Modernisation in the name of upgradation of teacher and hence the quality education.
- Modernisation led to nearly equal status of girls' enrolment at all stages of education.
- Modernisation deeply rooted as a need, changed the society, socially and culturally which resulted into inclusion and rise of female teachers in Education.
- Since one of the strongest social aspect of Modernisation is Urbanisation, It led to further industrialization.

b) Liberalisation

In the post independent India, the feel of education was a government matter but now there is provision for public participation. Education is a social sector. This is a process which leads to relaxation of a policy in the society. This process is called Liberalisation. Liberalisation refers to the process of removal of the restrictions which mainly include the government policies which are imposed on the economic, political and social matters of the state.

Economic Liberalisation

Economic Liberalisation refers to the eradication of such limitations imposed by the government policies on the economic, social and political matters so as to promote integration amongst different processes within the state. Liberalisation can be related to the society, politics, economics, capital markets or trades.

Economic Liberalisation generally refers to allowing more private entities to participate in economic activity, and capital market Liberalisation refers to reducing restrictions imposed on debt and equity markets. It can be related to the promotion of privatisation in the country and to remove the restrictions on economic activities.

Impact of Economic Liberalisation on education:

Sri S.Venkatanarayanan, in his research article, discusses some of the following impacts of Economic Liberalisation:

- During 1991, India openly accepted the economic Liberalisation program and economy was open for private parties officially. Along with the policy changes, a turning point in constitutional rights occurred, making right to education a fundamental right of every citizen.
- The adoption of Economic Liberalisation in 1991, led to the sanctioned and institutionalized external borrowing. This is the main reason that can be attributed for the increase in union government's expenditure on elementary education.
- The projects that were undertaken from external borrowing mainly during the 1990s focused their attention on various subsectors of elementary education viz., access and retention of disadvantaged groups, improving the teaching-learning processes, textbook and curriculum reforms, etc. However, the education department takes the lead role in education expenditure, whereas other departments do spend a substantial amount for educational infrastructure and other developments.

- As far as India is concerned, after the Economic Liberalisation and its consequent external borrowings from World Bank and other international donors, there was also a consistent underhand pressure on the state to constrict its financial expenditures even on the education sector. The reduced funding for government-aided education automatically leads to deterioration in quality. This led to mushrooming of private schools to satisfy the unhappy parents. In all the states of India where government schooling is inefficient, the private sectors have thrived better. The private unaided schools have increased from 8.58% in 1986-1987 to around 70.5% in 2011-12. Now it is still more (S. Samuel Ravi, 2015).
- According to the Article 25 of the Companies Registration Act, registered trusts, societies and charitable companies can set up Educational Institutes in India, but the profits have to be reinvested.
- Another important breaking point in the post-independence educational development of India is the NPE, which was formulated in 1986 by Indian government. The NPE reiterated the issues of equality of educational opportunity and free and compulsory education for all children up to 14 years. The NPE emphasized three important aspects with regard to elementary education. They are as follows:
 - ✓ Universal access and enrolment,
 - ✓ Universal retention of children up to 14 years of age, and
 - ✓ A substantial improvement in quality of education to enable all children to achieve essential levels of learning.
- Conscious efforts to increase the educational finance in 5-year plans have been carried after 2000, depending on the external funding sources in the domain of education.
- There was yet another political–economic policy change by the Indian state through its Eighty-Sixth Amendment in 2002, which made elementary education a fundamental right by inserting Article 21A in Indian Constitution, which says that “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” (Government of India [GOI], 2007).
- After 8 years of the Eighty-Sixth Amendment to Indian Constitution, the Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE,2009) was passed by the Indian Parliament. According to the GOI, this

act serves as a building block to ensure that every child has his or her right (as an entitlement) to get a quality elementary education, and that the state, with the help of families and communities, fulfils this obligation. This act demands the private educational institutions to reserve 25% seats for children from the weaker sections of society. The Center and the States have agreed to share the financial burden in the ratio of 55:45. The school management committee or the local authority will identify the dropouts or out-of-school children aged above 6 and admit them in classes appropriate to their age after giving special training.

- There is a subtle shift, from working to fulfill the students' academic needs to aggressively move toward student performance as the private and profit-oriented schools are increasingly attracting "motivated" parents with "able" children. Thus, the schools are inclined to shift their resources more towards marketing and public relations moving away from the students' real needs.

Check Your Progress 2

- 1) Define Modernisation
- 2) List out four aspects that depicts the impact of Modernisation
- 3) Define the terms Economic Liberalisation and Globalisation.
- 4) Write any two impacts of Liberalisation and Globalisation on Education.

1.6.3.3. Globalisation, Privatisation and Digitalisation

a) Globalisation

The term "globalisation" was introduced by Adam Smith especially for the field of economy in 1776. This term officially started in the last phase of 20th century. Globalisation is an important development that changed deeply the world in modern history. It is seen that a new era starts and nations face huge changes in their social, economic and cultural ways, and it is obvious that it comes into our society with new concepts and values and they carry new problems and perspectives for the nations in the process of Globalisation. Globalisation as many of you have heard is the greater integration among countries and economies for trade, economic, social, and political benefits. Globalisation relates to activities among countries and results in interdependence and interaction among countries and facilitates the movement of goods and services, capital, individuals, knowledge, technology, etc.

Globalisation promises,

- dramatic and rewarding change to the higher education systems of societies, which are relatively stable and are needed to build well performing higher education system.
- Highly skilled workforce and contributes to the research base and innovation capacity.

Impact of Globalisation on Education

According to Twiggs and Obringer, Globalisation has a close relation with education. As education has an important place in shaping a society, Globalisation has to be connected with education and the global activities have deep impact on it. Globalisation of the world economies is leading to increase emphasis on internationalization of the subjects included in a course of study in school. It also creates the opportunities for new partnerships in research and teaching with agencies and institutions across the world.

Globalisation has become a wide spread idea in national and international dialogue in recent years. Global Education has become a widespread idea. It is obviously a dominant force, both positively and negatively, shaping the multiple environments in which we live. Economic forces motivate Globalisation and digital technologies and communications drive it. Individuals and institutions are linked by Globalisation across the world with unprecedented interconnection and immediacy.

Global education places particular emphasis on the changes in communication and relationships among people throughout the world, highlighting such issues as human conflict, economic systems, human rights and social justice, human commonality and diversity, literatures and cultures, and the impact of the technological revolution. While it continues to depend on the traditional branches of specialist knowledge, global education seeks to weaken the boundaries between disciplines and encourages emphasis on what interdisciplinary and multidisciplinary studies can bring to the understanding and solution of human problems.

b) Privatisation

It is a process which can be defined as the transfer of activities, assets and responsibility from Government, 'Public Institutions and organizations' to 'private individuals and agencies. You can witness this phenomenon in our education system.

Since education gained significance, demand for higher education raised. As a consequence, Private colleges, autonomous colleges, deemed universities and private universities were established in India. Even the number of self-financed colleges of engineering and medical stream, has been increased. It also increased the gap between

demand and supply of Higher Education. As a result of this, Privatisation of education has been growing day by day.

Thus, Privatisation is a process, which can be defined as the ‘transfer of assets, management, functions or responsibilities relating to education that are previously owned or carried out by the state to private actors.’

Impact of Privatisation on Education

Education has made its impact both positively and negatively. Let us study them.

Positive impact of Privatisation on Education

- Economically, higher education is one of the positive impacts of privatisation in the modern society. The role of privatisation is essential to provide higher education to the over populated country like India.
- Privatisation increases gap between demand and supply of higher education. It is observed that the demand for higher education is less than its supply in many educational institutions.
- As there are a greater number of aspirants of school and higher education, Government cannot alone satisfy the demands by supplying more school and colleges. Instead there are private schools and colleges that reduce the gap between demand and supply. Government calls for recruitment of teachers for B.Ed. graduates once a while. But there exists a wide gap between the number of government posts that are available and aspirants’ number, which means all cannot be recipients of government jobs. This is where private colleges come as handy. Many colleges organise placement provision for their outgoing students by inviting reputed private aided and unaided schools and colleges. To some extent this helps reduce the gap between supply and demand.
- It increases the number of higher education institutions in rural and urban areas. So, the schools and colleges facilities at immediate vicinity to their residence can be created.
- It enables the parents to admit their children in any course irrespective of the mark scored and ability. There are some private institutions which provide admission for students with minimum eligibility.
- It generates employment and income opportunities.
- By extending higher educational facility to rural areas, it causes regional development.

- It increases the demand for higher education in rural area.
- Some influential factors of private institutions are,
 - ✓ the quality of teacher-pupil interaction,
 - ✓ better teaching,
 - ✓ an atmosphere of cooperation and healthy competition both
 - ✓ caring between teacher and students, and
 - ✓ well-organized course preparation
- Private institutions provide superior learning environments in terms of school organization, material resources, buildings, furniture, and well-equipped laboratories and other infrastructure. All these factors motivate students for good performance.
- Private schools give parents greater freedom of choice to get their children admitted.
- These schools have the freedom to use experimental methods of schooling.

Negative impacts of Privatisation

- It increases the cost of higher education by affecting the poor and middle-income groups.
- In most private institutions the quality of faculty is poor. Many of them are not fully qualified and experienced and also lack in language fluency and subject. When there is lack of sincerity in private colleges to provide quality education, it ends up hiring poor quality teachers who are not competent thus attracting only students who are not interested to learn.
- Many colleges have inadequate infrastructure facility such as building, library, furniture, ventilations, toilets and drinking water. Many such institutions do not even own a decent building of their own.
- It has made education not 'social goods', but 'economic goods' used for money making.
- The quality of education is poor but all efforts to provide a superficial impression is made.

- Encourages the institutions to prepare students for examinations and not for life.
- Exploitation and partiality are found in the privatisation of higher education in India.
- Schools look upon the marginalized groups (SCs, STs, OBCs, ethnic minorities) with low esteem. This reinforces existing social class inequality and discourages alternative and more democratic visions of society, by education becoming instrument of elite domination and elite reproduction.

The role of Privatisation is important to expand education qualitatively and quantitatively in the Indian society as it facilitates the utilization of human resources to a maximum extent. Therefore, in order to achieve economic development through this, the state and the central governments encourage the Privatisation of education. But the lack of quality education in private institutions affects the employability of educated in national or international levels. In fact, privatisation increases the number of degree holders on one hand and unemployment on the other hand. It is desirable that the private institutions are run for the welfare of the man and society at minimum cost.

c) Digitalisation

Digitization is creating a digital (bits and bytes) version of analog/ physical things such as paper documents, microfilm images, photographs, sounds and more. So, it's simply converting and / or representing something non-digital (other examples include signals, health records. Location data, identity cards, etc.,) into a digital format which then can be used by a computing system for numerous possible reasons.

Let's try to define Digitalisation. Digitalisation is the integration of digital technologies and of data-digitized and natively digital (in order to create revenue; improve business; replace/transform business etc.) where digital information is at the core, into everyday life by the digitization of everything that can be digitized. The literal meaning of Digitalisation gives an apparent idea of development and technology dependent world.

Impact of Digitalisation on Education

Digitalisation is the integration of digital technologies into everyday life by the digitization of everything that can be digitized. The literal meaning of Digitalisation gives an apparent idea of development and technology dependent world.

In the 21st century, the integration of technology within the education sector can fundamentally transform how learning is received and delivered. Technology in the digital

era has created a new level of personalized learning. Digitalisation in education industry has totally changed the learning and also the teaching process to a very great extent.

- Information and communication technology in education has facilitated students with better and meaningful understanding.
- Schools are gradually implementing digital teaching solutions to involve with a generation of learners familiar with the likes of PlayStations and iPads and trying to make the classroom atmosphere broader and more participatory.
- Currently students live in a world that is constantly linked and alive outside the class room, so traditional methods are gradually eroding.
- When government is making inclusive education mandatory, education institutions can use disabled students' friendly software like JAWS and NVDA both of which are screen readers.
- Digitalized learning is bringing true revolution in the pace of learning so that the students can learn at their own speed both within and outside the classroom.
- Technology has made imparting education stress-free for both students and educators.
- Digitalisation has its direct impact on the following four aspects:
 - ✓ **Time:** Digitalisation saves a lot of people's time. For example, in terms of administration.
 - ✓ **Scope of knowledge:** Digitalisation provides the system a better scope to grow up and move ahead. Imagine digital class rooms with internet availability. Learning gets deeper, due to the availability of platforms like Wikipedia, google etc.,
 - ✓ **Lesser burden:** Remember those kilograms of weight of books that we used to carry to schools, digitization can reduce this burden and the students can happily go to their schools with joy.
- **Tech-teaching:** Which has a greater impact on students – a paragraph about solar system or a video showing solar system and its features? Definitely the latter. We human beings remember better when we are shown something. So, explaining things by showing them through videos and graphics has a better impact.
- **Better choice : Digitalization makes it easy to,**
 - Choose better universities and branches,

- collect opinions of other students and parents regarding while making selection of colleges,
 - get connected to alumni of specific colleges for various reasons,
 - it is easier to know if there is anything wrong in the choices made.
- Government of India has launched under ‘Digital India’ a number of ambitious projects like eBasta on which all NCERT text books as well as some State Boards’ textbooks will be available online for downloading from an app free of cost.
- Digi Locker facility has been initiated in India, which will enable Indians to secure their certificates and access them online at the click of a button. Filling up online forms using the e-sign facility and the DigiLocker will ensure elimination of usage of fake documents.

Negative impact of Digitization

- **Side-effects on health:** Digitalized world demands more use of lap tops. Yes, continuous staring over laptops has a direct bad impact on eyes and indirect impact on brain and focus levels, say numerous doctors. So may be complete replacement of books by tabs and black boards by projectors may not be a very good idea.
- **Disturbed teaching system:** The new teacher in the form of Google and Wikipedia might disturb the usual way of teaching. Age-old format of classroom interactions might also get disturbed. Teachers might turn out to be just employees of the institute. The fact that nobody/nothing can replace the position/role of *alive teacher* in the class is true! Not to forget, an intelligent teacher can use internet to teach in a better way.
- **It facilitates for improved knowledge sharing with enhanced communication network with increased connectivity, speed and cloud-based storage capabilities.** Some universities are motivated to experiment with virtual learning spaces by providing on line courses.

Check Your Progress 3

- 1) Define the term Privatisation.
- 2) Mention any two negative impacts of Privatisation on Education.
- 3) Differentiate between Digitalisation and digitization.
- 4) Mention any two impacts of Digitalisation on Education.

1.6.4 Let us Summarise

- Development of education in India had its impact from a variety of factors.
- Each factor brought in changes in its own way.
- Industrialisation, Urbanisation, Globalisation, Modernisation, Privatisation, Liberalisation and Digitalisation have a strong impact on education.
- In addition to many positive impacts, there are some negative impacts as well.

1.6.5. Answers to Check Your Progress 1, 2 and 3

Check Your Progress 1

Refer Section 1.6.3.1

Check Your Progress 2

Refer Section 1.6.3.2

Check Your Progress 3

Refer Section 1.6.3.3

1.6.6. Unit end Exercises

Explain the Impact of Globalisation, Privatisation and Digitalisation on Education

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Block-2 : Constitutional Provisions and Education

Unit-1: Constitutional Provisions on Education that reflect National Ideals

Unit Structure

- 2.1.1. Learning Objectives
- 2.1.2. Introduction
- 2.1.3. Learning Points and Learning Activities
 - 2.1.3.1. Meaning of National Ideals and Constitutional Provisions
Check Your Progress 1
 - 2.1.3.2. Significance of the Provisions and their Educational Implications
Check Your Progress 2
- 2.1.4. Let us Summarise
- 2.1.5. Answers to Check Your Progress 1, and 2
- 2.1.6. Unit-end Exercises
- 2.1.7. References

2.1.1. Learning Objectives

After going through this Unit, the student-teachers will be able to

- Understand the meaning of ‘Constitutional Provisions’ and ‘National Ideals’;
- Analyse the various provisions made in the field of education to achieve the national ideals;
- Understand and appreciate the value of our constitutional rights;
- Appreciate the efforts made by the government to meet the objectives of democracy; and
- Act as role models to practice the ideals of the nation.

2.1.2 Introduction

Time and again, in all our classes, we have been talking about the importance of education in the life of an individual. This gains additional momentum in a democratic country like India, where every individual has a very responsible role in the governance of the country. A complete education system provides a large number of qualified people with advanced knowledge and skills in a wide range of subjects and thus makes him a successful individual to participate in the country's affairs. Through educational facilities, including but not limited to school, college and university, people can get themselves prepared for and contribute to the development of the country. This clearly requires the effort from all professions. Education in itself has a tremendous influence on civilisation, which accounts for a large part in a country's development. For several years, education has proved to be an integral part of society. It is a significant factor in the development of a nation.

Realising this, the framers of our Constitution identified education as a major means through which many goals of the nation can be achieved. Almost every act or provision in the Constitution signifies directly or indirectly the role of education. The very ideals of the nation, expressed in the Preamble of the Constitution, are achieved mainly through education as a medium. Hence, many provisions were made in the Constitution to improve education and the facilities therein to strengthen it. We will study in the following pages some of the major educational provisions in our Constitution to achieve the national ideals.

2.1.1. Learning Points and Activities

2.1.3.1. Concept of Constitutional Provisions and National Ideals

The concept of 'Constitutional Ideals and National ideals' is a phrase with two important concepts in it. They are

- National Ideals
- Constitutional Provisions

Let us understand each of these concepts separately

a. What are National Ideals?

"National ideals" is a phrase with two words – nation and ideal. An understanding of the meaning of these two words will help us to understand the meaning of national ideal. A nation is a stable community of people, formed on the basis of a common criteria, which may be in terms of language, territory, philosophy, history, ethnicity, or psychological make-up manifested in a common culture. On the other hand, ideal is a principle or a way of behaving that is of a very high standard, or a principle that sets a high

standard for behaviour. Hence, combining the two, national ideal is a principle or a way of life believed or accepted by a community of people called “nation”. This forms the basis according to which the people want the country to be governed and the society to move on. This includes not only an agreement on the type of government, but also certain principles that the country should uphold. The Indian Constitution has certain core constitutional values that create its spirit and are expressed in various articles and provisions. These values called ‘the ideals’ are of great significance and are expressed formally in the Constitution of a country. India is no exception to it. The Indian Constitution contains all such values. These values are universal, human, and democratic.

The Indian Constitution has adopted the fourfold ideal of justice, liberty, equality, and fraternity. Our Constitution has laid down that in the eyes of the law, everyone is of equal status, justice cannot be denied to anyone, and everyone should have liberty of thought and expression.

The ideals of India that are expressed in the Indian Constitution, mainly in the Preamble, reads as follows:

“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, political;

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

Equality of status and 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”.

The meaning of each of the words used in the Preamble are discussed in detail in our study in the unit on “Democracy and the values of equality, justice, freedom, concern for others’ wellbeing, secularism, respect for human dignity and rights”. Based on the declaration in the preamble, and for the purposes of our study, we can identify Justice, Liberty, Equality, and Fraternity as the ideals of our country. This can also be justified based on the scriptures of our country, wherein the good of everyone is the ultimate wish expressed as “sarve janaaha sukhino bhavantu”.

b. What are Constitutional Provisions?

The Constitution of India gives directions and suggestions for the development of the country, which are called constitutional provisions. They are termed as Articles in the

Constitution. Every Article can be thought of as significant in more than one way. For example, abolition of untouchability can be viewed from the angle of justice, equality, human dignity, etc. The various constitutional provisions regarding education in India are in accordance with our political, economic, social, and cultural needs. They aim at fulfilling the aims of the people through the medium of education. They serve as the ultimate goals or ideals to be achieved and form the basis for the various educational forms in the country. Some of the major constitutional provisions, which have a bearing on education in India, are discussed below.

Constitutional Provisions on Education

The major provisions of the constitution related to education are discussed below. While some of them are directly related to education, some indirectly support the cause of education and highlights its importance. Further we will also understand as to how they help in achieving the ideals of the nation.

Protection and Maintenance of Law

A basic requirement of the Constitution is that it should have protection for the rules and regulations or the laws that it forms. Accordingly, the protection and maintenance of laws and rules is the first step in making any provision.

Article 13 of the Constitution prohibits the Parliament and the state legislatures from making laws that “may take away or abridge the fundamental rights” guaranteed to the citizens of the country. The provisions under Article 13 ensure protection of the fundamental rights and consider any law “inconsistent with or in derogation of the fundamental rights” as void. It deals with Laws inconsistent with or in derogation of the fundamental rights.

But, the Supreme Court has observed that the Article 13 refers to a ‘legislative’ law (made by a legislature) and does not include a ‘constituent’ law (made to amend the Constitution). The Article was amended and Clause (4) was inserted in Article 13

Free and Compulsory Education

Prior to the 86th amendment of the constitution, Article 45 of the Directive Principles of State Policy stated 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. 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”. Accordingly, the amendment stated as follows

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” .

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

These amendments helped all children and their education up to the age of 14 years.

RTE Act 2009: The implementation of the RTE Act was a major breakthrough in the field of education and provided free and compulsory education for all children between 6 to 14 years of age. With this, India has moved forward to a rights-based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution. We will study about this act in detail in the unit on RTE.

Religious Instruction in Educational Institutions

Article 28 of the constitution deals with the provisions for religious instruction in various educational institutions. It states as under

Article 28(1) states, “No religious instruction shall be provided in any educational institution wholly maintained out of State funds.”

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 in such institution.”

Article 28(3) states, “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.”

This article only means that India being a secular state supporting freedom of religion does not want any state funded educational institutions except 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.

Protection of Interests of Minorities based on Language or Religion

Article 29 deals with the Protection of Interests of Linguistic 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*

It establishes the right of admission to educational institutions.

Article 30 deals with the right of minorities to establish and administer educational institutions and relates to certain cultural and educational rights to establish and administer educational institutions. It states that

- (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 29 guarantees the rights of minorities with regard to the protection of their language-scripts and culture, provided they are Indian citizens in any State of the Union or in any territory under direct administration of the Central Government. It has also been declared that no Indian citizen will be deprived of admission to any educational institution run through the Government financial assistance on the basis of religion, caste, language and heredity.

Article No. 30 specifies that all types of minorities will have the freedom of establishing their own educational institutions under their own administrative control. It is further declared that the government will not refuse to give financial assistance to any school on the ground of its being under the management of any minority group associated with any particular religion or language.

Hence Articles 29 and 30 protect and guarantee certain collective rights for the minorities to help them preserve their language, religion and culture. These rights also contribute to preserve the rich diversity of the country and give minority a sense of security.

For promotion of teaching of mother tongue, the Constitution has made some provisions for Hindi language.

Article 350 details the Language to be used in representations for redressal of grievances. It states as follows.

“Every person shall be entitled to submit a representation for the redress of any grievance to any officer or authority of the Union or a State in any of the languages used in the Union or in the State, as the case may be”.

Article 350A provides for facilities for instruction in mother-tongue at primary stage. It states that *“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”.*

The Constitution of India under Article 350 B deals with the provision for Special Officer for Linguistic Minorities. The States Reorganisation Commission (SRC) made a recommendation and accordingly the 7th Amendment of the Indian Constitution, 1956, added a new Article 350 B Part 17 to address the grievances of the linguistic minorities. The Article reads as follows:

It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and report to the President upon those matters at such intervals as the president may direct, and the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Governments of the States concerned

Article 351 is a Directive for development of the Hindi language. It says, *“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 for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and secondarily on other languages”.*

Education for Weaker Sections

Articles 15, 17, and 46 safeguard the educational interests of the weaker sections of the Community, that is, socially and educationally backward classes of citizens and scheduled castes and scheduled tribes.

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

Article 15 prohibits the state from discriminating any citizen on ground of any religion, race, caste, sex, place of birth or any of them. It states

- “(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

Article 17 of the Indian Constitution is a legislation that abolishes practice of untouchability in any form. According to the provision of Article 17, *“enforcement of any disability arising out of untouchability” is a punishable offence in accordance with the law.*

Article 17 is considered as one of the earliest manifestations of India’s effort towards bringing social reforms. The enactment of this Act provided for social justice and was a major milestone in bringing social reform in to the country. To expand the ambit of Article 17, the then government came up with the Scheduled Castes and Scheduled Tribes

(Prevention of Atrocities) Act, 1989. The new legislation was enacted to deal with more violent caste-driven atrocities against Scheduled Castes and Scheduled Tribes. Although these legislations have a dismal record of enforcement, they carry a symbolic value – India treats caste discrimination as a serious form of human rights violations. It was a major step in providing social and legal justice to all citizens. It increased the dignity and self-esteem of the individual.

Article 46: Economic and Educational Development of the Scheduled Castes and Scheduled Tribes

According to 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.

Education from State List to Concurrent List

The 42nd amendment of the constitution brought major changes in the field of education. One of the main purposes of the amendment was to transfer more power from the state governments to the central government. Education was no exception to it. Before 1976, education as a whole was a State Subject and the Central Government used to play only an advisory role. The 42nd amendment put education in the Concurrent List. This implied that both the Centre and the States can legislate on any aspect of education from the Primary to the University level. This amendment made the Central and State government equal partners in framing educational policies. Union became supreme over states in enacting laws regarding education. The executive power was given to the Union to give direction to the States. The States got powers limited to the extent that these do not impede or prejudice the exercise of the executive powers of the Union.

Besides the above change in the Constitution, the Preamble of Constitution enjoined two specific duties to the educators and the administrators:

- To impart education to the people so that they understand the principles or ideals incorporated in our Constitution.
- To give facilities of education to the citizens of this land and to provide equal opportunities for social upliftment to all classes of the people.

These duties revealed that educational opportunities for all must be provided and Every individual must have equal chances of upliftment, development and progress.

Check Your Progress 1

1. What are the national ideals of India?
2. Where will you find the ideals of our country expressed?
3. What are 'Constitutional Provisions'?
4. What are the provisions made in Article 28 of the Constitution for protecting the education of the minorities?
5. Which Article suggests elimination of untouchability?

2.1.3.2. Significance of the Provisions and their Educational Implications

The success or the development of a country depends mainly on the progress of its people. In a democratic country like India, education is a major factor which determines the participation of the people. To ensure this, it is necessary to make suitable legal provisions, irrespective of any consideration. Following are the major observations by experts in the field.

- There is a great need for emphasising the equality of opportunity in education due to the following reasons:
 - Establishment of an egalitarian society; and
 - It is through the education that the success of democratic institutions is assured.
- The equality of educational opportunities will ensure the rapid advancement of the nation;
- When people have opportunities to get education, they will have the chance to develop their natural talent and thus enrich the society;
- The equality of educational opportunity will extend the search for talent among all the people and;
- It will help to develop a close link between the manpower needs of the society and the availability of skilled personnel.
- The adoption of the fourfold idea of Justice, Liberty, Equality, and Fraternity in our Constitution was really incorporated for the elimination of social inequalities, economic disparities, and political privileges. All these provisions are of vital

significance for our education. It is often said that values are caught and not taught. Schools should provide a more secular and democratic environment, where a student can interact with peers drawn from various communities and religions and speaking in different languages. In a multilingual, multiracial environment, the student must be provided with a set of social and cultural values that will help him/her participate openly and wholeheartedly in the process of education.

- The teacher is a role model and should imbibe the students with positive values set by her own example. If values are to be made the core of personality development, students must be made aware of the social, cultural, and environmental values through every aspect of the curriculum.
 - Literature can emphasise on human values through prose and poetry by taking care to choose writings that bring out positive emotional values;
 - Social studies emphasise the study of human beings and their interactions in relation to time and place;
 - The study of history gives the student perspective on ancient, medieval, and modern events that shaped the destinies of man the world over. Progressive civilisation and their evolutionary patterns and discoveries come to view. The destructive nature of the wars and the loss of life and property on the battlefield teach the student the need for national integration and international cooperation;
 - Lessons in geography teach the students the impact of different places, climate conditions, and terrains on its natural and human environment. International peace and harmony come from understanding and appreciating life in all its diversity.
- Playground games and physical education are other areas that can develop universal and wholesome values in students; and
- Since nature itself is the best teacher, environmental value should be developed in students in the heart of nature itself. Field trips and educational excursions can reveal to a student, man's exploitative use and abuse of nature, the harms that accrue from deforestation and the effects of pollution. Love for nature and a deep sensitivity can be developed through activities such as gardening, nature-photography, nature trails and camps, vermi-composting, cleaning up projects of the school and neighbourhood, and so on.

The ideals of our nation identified as liberty, equality, justice, and fraternity are of great importance in the life of every individual. They are the essential and eternal values that need to be practised throughout life. Hence, it needs to be inculcated right from childhood. Many of our committees and commissions on education have also recognised this and made many recommendations for educating children on these values.

Accordingly, the National Conference on Minimum Curriculum Standards for primary stage organised by NCERT (National Council For Educational Research and Training) in July 1970, emphasised the importance of inculcating in the students moral and spiritual values which form a part of our culture, viz., honesty, kindness, charity, tolerance, courtesy, sympathy, and compassion.

The Kothari Commission has very rightly observed “the expanding knowledge and growing power which is placed at the disposal of modern society must, therefore, be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values”.

Based on the provisions made in the Constitution, the following measures were taken for education to realise the ideals of democracy:

- Equalisation of educational opportunities were one of the major objectives of the successive Five-Year Plans;
- Considerable works in this respect has been done through the programme of expansion of educational facilities at the elementary, secondary, and university stages; and

Further, for achieving the target of equality of educational opportunity in India, efforts are directed in many dimensions for reorganising the educational system. Some of them are as follows:

- Provision for universalisation of elementary education;
- Removing restriction on admission in educational institutions;
- Wide distribution of educational institutions;
- Provision of pre-school education;
- Provision of scholarship and other facilities;
- Special treatment and facilities for S.C., S. T., and Other Backward Communities;
- Residential Schools; and
- Special education for the handicapped.

Check Your Progress 2

1. What are the advantages of providing equality in educational opportunities?
2. List two measures taken to realise the objectives of democracy.

2.1.4. Let us Summarise

- The core values that uphold the principles, values and the spirit of the country are called its national ideals
- The ideals of our country are liberty, equality, justice and fraternity. These are enshrined in the Preamble of our Constitution
- The direction, suggestion and facilities approved by the constitution for the development of the country and its people are called constitutional provisions. These are expressed as Articles in the Constitution. The constitutional provisions related to education are the following.
 - ✓ Protection and maintenance of law
 - ✓ Free and compulsory education
 - ✓ Religious instructions in educational institutions
 - ✓ Protection of interests of minorities based on language
 - ✓ Prohibition of education based on grounds of religion, race, caste, sex or place of birth
 - ✓ Abolition of untouchability
 - ✓ Economic and educational development of SC/STs
 - ✓ Equality of opportunity in educational institutions
 - ✓ Education from state list to concurrent list
- Each of these is related to the achievement of each of our national ideals either fully or partly. Our education system needs to be oriented in a better way to achieve the ideals

2.1.5. Answers to ‘Check Your Progress 1, 2, and 3’

Check Your Progress 1

Refer Section 2.1.3.1

Check Your Progress 2

Refer Section 2.1.3.2

2.1.5. Unit end Exercises

1. Discuss the provisions made in the Constitution to achieve equality of educational opportunity.
 2. As a model teacher, list five actions you have taken to demonstrate the values of democracy to your students.
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2.1.7. References

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Block-2 : Constitutional Provisions and Education

Unit-2: Democracy and Values of Equality, Justice, Freedom, Concern for Others' Well-being, Secularism, Respect for Human Dignity and Rights

Unit Structure

- 2.2.1. Learning Objectives
- 2.2.2. Introduction
- 2.2.3. Learning Points and Learning Activities
 - 2.2.3.1. Meaning and Types of Democracy
 - Check Your Progress 1
 - 2.2.3.2. Values of Democracy
 - Check Your Progress 2
- 2.2.4. Let us Summarise
- 2.2.5. Answers to Check Your Progress - 1 and 2
- 2.2.6. Unit-end Exercises
- 2.2.7. References

2.2.1. Learning Objectives

After going through this Unit, the student-teachers will be able to

- Understand the concept of democracy and its related terms;
- Explain the significance of democracy in India;
- Appreciate the salient features of the Indian democracy and its values; and
- Develop a sense of patriotism, imbibe and promote the spirit of democracy.

2.2.2. Introduction

“If we desire a society of peace, then we cannot achieve such a society through violence. If we desire a society without discrimination, then we must not discriminate against anyone in the process of building this society. If we desire a society that is democratic, then democracy must become a means as well as an end.” **Bayard Rustin**

In our previous lesson, we understood the meaning of the Constitution and the significance attached to it. We have also understood the background in which our Constitution was drafted to reflect the values of democracy. “We live in a democratic country, we follow democratic principles”, are often talked about. Democracy is a common word in our communication with many people. What then is democracy? Is it related to our freedom, is it our philosophy or is it a way of life? What is its meaning? What are the values attached to it? We will answer all these questions in this lesson.

India is a land of great culture with rich values. Its culture is unique and variant. It includes intellectual and social aspects of any human being. It takes into account the aesthetic instinct as well as the spiritual impulses of a human being. Peace, non-violence, universal brotherhood, etc. are all the principles imbibed in the development of the Indian culture. This is popularly expressed as “Vasudaiva kutumbakm,” by great people on great occasions and is followed even today. It has always lived with the belief “sarve janaaha sukhino Bhavantu”, “lokaaaha samastaaha sukhino bhavantu”. To move ahead in this direction, India has accepted democracy not only as a form of government, but as a way of life.

2.2.3 Learning Points and Learning Activities

2.2.3.1 Democracy and its Different Types

We will start with an understanding of the meaning of democracy.

a. What is Democracy?

The term ‘democracy’ is derived from the Greek words ‘demos’ and ‘kratos’, the former meaning ‘the people’ and the latter ‘power’. Democracy thus means ‘power of the people’. Let us study a few definitions of democracy.

According to Abraham Lincoln, it is “a government of the people, by the people and for the people”.

According to Bryce, “Democracy is that form of Government in which the ruling power of a state is legally vested, not in any particular class or classes but in the members of the community as a whole”.

It is a social structure which allows people to participate equally, either directly or indirectly

b. Types of Democracy

Democracy is of two types, namely, direct and indirect or representative. A direct democracy is one in which the citizens get to vote for a policy directly, without any intermediate representatives or houses of parliament. In representative democracy or indirect democracy, people choose to vote for who will represent them in the parliament. This is the most common form of democracy found across the world. India also has an indirect form of democracy. Indian democracy is characterised by; -

- participation of the public in the process of governmental elections,
- majority rule,
- establishment of basic human rights
- free and fair elections, and
- welfare of the people.

These characteristics of democracy are expressed in terms of the nature of the country and the objectives of the nation. We find these expressions in the Preamble of our Constitution”. The Preamble is based on the Objectives which was drafted and moved in the Constituent Assembly by Jawaharlal Nehru on 13 December 1946. The significance of our Preamble according to Dr. B. R. Ambedkar is as follows.

“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 Preamble of the Constitution of India is a special document. It covers in it the most important values and objectives of our Constitution. It is the soul and spirit of the Constitution. It briefly describes the features and objectives of our nation, and succinctly states what our political leaders and Constitutional Fathers wanted India to be. The Preamble is the mirror of India’s Constitution and the yardstick with which one can judge the Constitution.

Let us recall the Preamble of the constitution presented under 2.3.3.1 in the previous unit.

The Preamble indicates that the first five important terms, namely, sovereign, socialist, secular, democratic, and republic indicates the nature of the country and the last four, namely, justice, liberty, equality, and fraternity are the valuable objectives to be achieved by the country. Let us understand the meaning of these important terms.

Sovereign

Sovereignty means the independent authority of a State. The term ‘**sovereign**’ refers to external freedom and internal authority. It means the power to legislate on any subject and that it is not subject to the control of any other State or external power. According to D.D Basu, the word ‘sovereign’ is taken from Article 5 of the Constitution of Ireland. “Sovereign or supreme power is that which is absolute and uncontrolled within its own sphere.” In the words of Cooley, “A state is sovereign when there resides within itself supreme and absolute power, acknowledging no superior”. Sovereignty, in short, means the independent authority of a state.

Socialist

This term was added by the 42nd Amendment of the Constitution in 1976. Before that, the Constitution had socialist content in the form of certain Directive Principles of State Policy. The term ‘socialist’ as used here refers to democratic socialism, and holds faith in a mixed economy where both public and private sectors co-exist side by side. It reflects the fact that India is committed to secure social, economic, and political justice for all her people. The main aim is to end poverty, ignorance, disease, and inequality of opportunity. Indian socialism is a blend of Marxism and Gandhism, leaning heavily towards Gandhian socialism. Essentially, it means that wealth should be shared equally by society through distributive justice and not concentrated in the hands of few, and that the government should regulate the ownership of land and industry to reduce socio-economic inequalities.

Secular

Secular means that the relationship between the government and religious groups are determined according to the Constitution and the law. It separates the power of the state and religion. By the 42nd Amendment in 1976, the term ‘secular’ was also incorporated in the Preamble. Accordingly, all religions are equally respected. There is no state religion. All the citizens of India are allowed to profess, practice, and propagate any religion of their choice. India’s secularism ensures that religious minorities do not suffer from a sense of

inferiority. Explaining the meaning of secularism as adopted by India, Alexander Owics has written, “Secularism is a part of the basic structure of the Indian Constitution and it means equal freedom and respect for all religions”.

Democratic

The people of India elect their governments by a system of universal adult franchise, popularly known as “one man one vote”. Every citizen of India of 18 years of age and above and not otherwise debarred by law is entitled to vote. The word ‘democratic’ not only refers to political, but also to social and economic democracy.

Republic

In a republican form of government, the head of a state is elected and not a hereditary monarch. Hence, it is a government where no one holds public power as proprietary right. The head of a state is elected, directly or indirectly, for a fixed tenure. India has a President who is elected and has a fixed term of office. The state sovereignty is vested in, and held by the people, and the political power is exercised popularly as an expression of the people’s sovereign authoritative command, grace or pleasure. This can be seen in the phrases “To ourselves” and “We, the People” in the Preamble.

Justice

Justice refers to fairness in protection of rights and punishment for wrongs. It is a concept of rightness and fairness based on ethics, moral, religion, and rationality. It is an essential condition for the all-round development of the personality of an individual. According to Salmond, “Justice means to distribute the due share to everybody”.

Liberty

Liberty refers to the freedom on the activities of nationals. There is freedom to think, express their views, and the way they wish to follow -up their thoughts. It is defined as “the right and the power to believe, act, and express oneself as one chooses, of being free from restriction, and having the freedom of choice. It is the condition of having the power to act and speak without restraints”. But, liberty does not mean freedom to do anything or absolute freedom. It is exercised within the constitutional limits. Liberty is the right of doing an act which the law permits.

Equality

This encompasses the idea that no section of the society enjoys special privileges, and individuals are provided with adequate opportunities without any discrimination. It

assures that all are equal before the law. The meaning and the related constitutional provisions are studied in detail in the chapter on “Fundamental Rights”.

Fraternity

This refers to a feeling of brotherhood and a sense of belonging with the country and among its people. It does not support regionalism, communalism, casteism, etc., which hinders the unity of a state. The Preamble declares that fraternity has to assure two things, namely, the dignity of the individual and the unity and integrity of the nation. The word ‘integrity’ was added to the Preamble by the 42nd Constitutional Amendment (1976).

Check Your Progress 1

1. What are the characteristics of a democracy?
2. What is sovereignty?
3. When was the term ‘Socialist’ added to the Preamble of our Constitution?
4. What do you call “equal freedom and respect for all religions”?
5. What are the components of fraternity as envisaged in the Preamble of our Constitution?

2.2.3.2 Values of Democracy

Before understanding the values of democracy, let us comprehend as to what are values. The Business Dictionary defines values as “important and lasting beliefs or ideals shared by the members of a culture about what is good or bad and desirable or undesirable. They have a major influence on a person’s behaviour and attitude and serve as broad guidelines in all situations”. In a layman’s understanding, value is that which is very essential or ‘worth having and observing’ for the existence of human society as an entity. We have seen that the Indian Constitution contains all such values, the values that are the universal, human, and democratic of the modern age.

Based on the above understanding, let us consider the following as the values of our Constitution, which in turn acts as the values of our democracy, for the Constitution is based solely on the principles of democracy:

- Equality,
- Justice,

- Freedom,
- Secularism, and
- Fraternity.

Let us study each one of these values in a little more detail.

a. Equality

Equality literally means a levelling process whereby the difference between the rich and the poor can be minimised. Equality refers to equal opportunities for all citizens. This means that everybody is equal in the eyes of law, without any discrimination on grounds of race, religion, gender, caste, class or birth. According to Prof. Laski, “Equality does not mean the identity of treatment or the sameness of reward”. If a mason gets the same reward as a mathematician or a scientist, the purpose of society will be defeated. Equality, therefore means, the absence of social privilege. It also means that adequate opportunities are laid open to all. No man shall be placed in a society where he can overreach his neighbor to the extent which constitutes a denial of the latter’s citizenship”. According to experts, “It is derived from the supreme value of the development of personality-in each alike and equally, but each along its own different line and of its own separate motion”. It is essential for social justice. It pledges to secure to all citizens of India, equality of status and opportunity. As no two men are equal and as inequality is an accepted truth of our very existence, the term ‘equality’ is given much more importance. Equality has three basic features.

- Absence of special privileges in society;
- Presence of adequate and equal opportunities for development for all; and
- Equal satisfaction of basic needs of all.

Types of Equality

When we look at the world around us, we can very easily make out that many things are unequal. Even among men, there are vast differences, may be in terms of colour, height, weight, etc. We know this is a universally accepted fact and is natural. On the other hand, there are certain differences due to socio-economic inequalities. Hence, these inequalities can be natural or manmade. The discriminations practiced and inequalities maintained in the name of caste, colour, creed, religion, sex, place of birth, and the like are all unnatural manmade inequalities. Equality calls for an end to all such inequalities and discriminations that are man made. Based on the angle from which equality is analysed, equality is of many types of equality. Let us describe some of them.

Social Equality

We have studied that absence of special privileges in society is one of the main features of equality. Social equality refers to entitlement of equal status for all the citizens in society and no one is entitled to special privileges. There should not be any distinction of caste and creed, colour and race, groups and classes, clans and tribes. It means that all citizens are equally eligible to enjoy various opportunities in society. Social equality is a difficult idea to attain. It cannot be enforced entirely by law. All should have an equal opportunity to develop their personality. Non-discrimination against individuals with disabilities in employment applications, contracts, dismissals, compensation, conditions, etc. are some examples of social equality.

Civil Equality

It refers to subjecting persons to the same law in the enjoyment of their various rights and liberties. It implies that all citizens should be treated alike in the matters of possession of their rights without any discrimination on the grounds of religion, belief, caste or creed. Entering into village temples and eating with members of another caste are some examples of civic equality.

Political Equality

Political equality is considered as the nerve-centre of a democratic polity. Democracy emerges and thrives on this principle. It means that all people must be provided with equal right in the field of voting, contesting. Political equality refers to the extent to which citizens have an equal voice over governmental decisions. It implies that all citizens should have political rights and should have equal access to all offices of authority. Democracy believes in equal consideration of the preferences and interests of all citizens. This is expressed in such principles as one-person/one-vote, equality before the law, and equal rights of free speech. Equal consideration of the preferences and needs of all citizens is fostered by equal political activity among citizens; not only in voting turnout but equality in other forms of activity. These activities include working in a political campaign, campaign contributions, activity within one's local community, direct contact with officials, and protest. Equal activity is crucial for equal consideration since it is the means by which citizens inform the governance about their needs and preferences and expect them to be responsive. This also gives a hold on public office and the government. It guarantees the enjoyment of similar political rights to all citizens. The highest office of the land is within the reach of a common man on the street. To form a political party, to canvass and to mobilise public opinion in favour of a particular political party are within the scope of political equality.

Legal Equality

It means that all persons (noncitizens as well as citizens) are to enjoy the equal protection of the law. That is, no one is to be discriminated against by law on account of accidents of birth such as race, ethnicity, gender, or ancestry; nor on account of personal choices such as religion, group membership, or occupation. Talking about legal equality, J.R. Lucas writes, “Equality before law does not necessarily mean that the law will treat all alike, but rather it determines that the law will be within the reach of everybody. In other words, nobody will be small enough that he will be unable to take the shelter of law and nobody will be big enough that he will not be accountable to law. It means that anybody can ask for the help of courts, everybody is bound to obey its orders, and the courts will also take decisions impartially. Equality before law means equal subjection to law and equal protection of law”.

Economic Equality

It refers to the principle that wealth should be enjoyed by all equally. It was Karl Marx who opined that without economic equality, political equality is meaningless. “He who pays the Piper orders the tune” is the acceptable principle of society. He who holds the economic lever holds the political lever too. To Lord Bryce it means “the attempt to expunge all differences in wealth, allotting to every man and woman an equal share of worldly goods”. It does not mean equality of income, but it definitely means right of an individual to be provided with equal opportunity in the matter of public employment.

Among the most important forms of democratic equality to be guaranteed by the equal protection of the law is “equality of opportunity”. This means that the law must not unfairly disadvantage anyone in their opportunity to seek a variety of social goods such as education, employment, housing, and political rights. Policies among democracies vary widely with respect to promoting equality among citizens.

Beyond the formal equality of each citizen in a democracy, there can be an informal “spirit of equality” that manifests in democracies. As democracy deepens in a society, the idea of equality generally spreads to social habits and more. These aspects of a mature democracy may take considerable time to develop. Examples of informal equality include the following: citizens treat each other with equal respect, despite differences in wealth and social status; individual merit counts more in the estimation of society than accidents of birth, such as race, gender, and ancestry; and consciousness of social hierarchy and class resentment.

Experts of democracy support the idea that equality is necessary, but at the same time, they consider it as an ideal only. Equality of status and opportunity which the Preamble of the Indian Constitution proclaims, is an ideal to which mankind is moving nearer. The obstacles on the path of equality are gradually removed. It is more realised today than it was realised in earlier times.

b. Justice

We have all heard of the famous slogan “we want justice” during agitations. What does this word ‘justice’ mean? It stands for rule of law, absence of arbitrariness, and a system of equal rights, freedoms, and opportunities for all in society. Recognising its importance, in the Preamble of the Constitution, Justice stands as the first virtue, ideal or objective to be secured and is a great value of democracy.

The word ‘justice’ has been defined by different people in different ways. Following are a few among them. Justice can be said to be a system in which men are joined in a close relationship. It seeks to harmonise different values and to organise upon it all human relations. As such, justice means bonding or joining or organising people together into a right or fair order of relationships. The United Nations’ 2006 document ‘Social Justice in an Open World: The Role of the United Nations’, states that “Social justice may be broadly understood as the fair and compassionate distribution of the fruits of economic growth”. According to C.E. Merriam, “Justice consists in a system of understandings and a procedure through which each is accorded what is agreed upon as fair”. According to Dr. Raphael, “Justice protects the rights of the individual as well as the order of society”. That is, it refers to securing and protecting of rights of all in a fair way. It focuses on harmony among all the people and orderly living for securing of rights in a just and fair way.

Justice is a concept of fair and just relations between the individual and society. This is measured by the explicit and tacit terms for the distribution of wealth, opportunities for personal activity, and social privileges. In Western as well as in older Asian cultures, the concept of social justice has often been referred to as the process of ensuring that individuals fulfil their societal roles and receive their due from society. In the current global grassroots movements for social justice, the emphasis has been on the breaking of barriers for social mobility, the creation of safety nets and economic justice.

Justice, in its broadest context, includes both the attainment of that which is just and the philosophical discussion of that which is just. **It is a broad multidisciplinary notion that is based on a concept of moral rightness that incorporates varying perspectives on fairness, ethics, rationality, religion, and law.** The Oxford Dictionary observes, justice

as “just conduct of fairness. It means all forms of rightful action”. Justice is, thus, opposed to inequality, injustice, and deprivation. Justice connotes moral dispensation and it is the human ideal. The Preamble of the Constitution of India gives first priority to the securing of social, economic, and political justice for all its people. Justice is a conscience, not a personal conscience but conscience of the whole of the humanity.

Importance of Justice

- It helps in upholding good and punishing evil, that is necessary for having a safe society dedicated to the benefit of all people;
- Every person will not choose to do that which is deemed right in society;
- It helps create a safe environment for people to live in; and
- It places a standard of good over all people and demands all people to pay attention to this standard.

The following are listed as the features of Justice by experts

- Justice is related to mutual relationships of persons living in society.
- Justice is based on values and traditions of society.
- Justice is related to all aspects of human behaviour in society. Laws are made and courts are set up with this aim in view.
- Aim of Justice is to provide equal rights, opportunities and facilities to all in a fair way.
- The function of Justice is to harmonise individual interests with the interests of society.
- Justice is a primary value and it is inseparably related to other values like Liberty, Equality and Property.
- Justice is the principle of balancing or reconciling human relations in society in such a way as enables each one to get his due rights, towards and punishments.
- Justice has several dimensions: Social Justice, Economic Justice, Political Justice and Legal Justice.

Types of Justice.

Social Justice

Social justice is a broad concept that is not limited to any specific religious or political movement. It is considered as a basic need and concern of human societies. It forms a part of the broader concept of justice in general. The idea and principle of social justice is based on treating every individual equally and giving each his due. Social justice is the intelligent cooperation of people in producing an organically united community, so that every member has an equal and real opportunity to grow and to live to the best of his native abilities. The concept of social justice is founded on the basic ideal of socioeconomic equality and its aim is removal of socioeconomic disparities and inequalities. According to Baker, "Social justice is another name for equal social rights". "Social Justice aims to provide equal opportunities to every individual to develop his inherent qualities."

The framers of the Constitution realised that unless unequals are treated unequally the socioeconomic, political, regional and gender gaps could not be bridged. The compelling social situation led to the creation of special provisions in the Constitution for the advancement of socially and economically backward classes of citizens. The positive discrimination was thought of as a policy mechanism to realise the social goals set before the nation and as means by which the backward citizens could reach the mainstream to achieve social justice.

The concept of social justice is replete with multifarious connotations. It is equated with a welfare state. It is considered to be analogous to an egalitarian society and treated to be an incident of the Rule of Law. It is co-extensive with social welfare. Social justice is concerned with the ways in which benefits and burdens are distributed among the members of a society. This includes the fairness in which a society provides, protects and recognises the means and qualities individuals require to both determine a conception of, and live, a good life.

Social justice is an important aspect of education in today's society. It is a combination of fairness, equity, and a strong dedication to social action. In education, social justice means both educating students in a fair and just manner and also preparing them to become change agents, or people equipped to fight for what they believe is right once they enter the world.

In the Indian Constitution, several provisions have been provided with a view to secure social and economic justice. A major example in this direction is the abolition of untouchability. Accordingly, every citizen has been granted an equal right of access to any public place, place of worship, and use of places of entertainment.

Economic Justice

Another type of justice closely related to social justice is the economic justice as society and economy are closely inter-related. Economic justice is based on the economic system and in turn, economic system is an integral part of the social system. Economic rights and opportunities available to an individual are always a part of the entire social system.

Economic justice demands that all citizens should have adequate opportunities to earn their livelihood. People should have opportunities to get fair wages that enables them to satisfy their basic needs and help them to develop further. Care should also be taken to provide economic security to people during their inability like illness, old age, etc.

No person or group or class should be in a position to exploit others, nor get exploited. There should be fair and equitable distribution of wealth and resources among all the people. The gap between the rich and the poor should not be glaring. The fruits of prosperity must reach all the people.

The concepts of social and economic justice that can be seen in the Preamble of the Constitution are based on the principles of natural justice. It concerns procedural fairness and ensure a fair decision is reached by an objective decision maker. It is based on the following principles: “No one should be made a judge in his own case, or the rule against bias. No one should be condemned unheard”. Natural justice is a principle that is intended to ensure law with fairness and to secure justice. Violation of natural justice is equal to violation of Equality of Article 14. These principles are referred to as the following three rules:

The Hearing Rule

This rule requires that a person must be allowed an adequate opportunity to present their case where certain interests and rights may be adversely affected by a decision maker. To ensure that these rights are respected, the deciding authority must give both the parties an opportunity to prepare and present evidence and to respond to arguments presented by the other party

The Bias Rule

No one ought to be a judge in his or her case. The deciding authority must be unbiased when conducting the hearing or making decisions

The Evidence Rule

The administrative decision must be based upon logical proof or evidence material. The decisions should not be based on suspicion or speculation. The evidence presented should be disclosed to the other party for scrutiny, if required.

The principles of natural justice are so important for the functioning of state that they can be regarded as part of the basic structure of the Indian Constitution. These principles are found in Articles 14 and 21 implicitly.

Political Justice

Political justice means giving equal political rights and opportunities to all citizens to take part in the administration of the country. Citizens should have the right to vote without any discrimination on the basis of religion, colour, caste, creed, sex, birth or status. Political justice means equal, free and fair opportunities to the people for participation in the political process. It stands for the grant of equal political rights to all the people without discrimination. The Constitution of India provides for a liberal democracy in which all the people have the right and freedom to participate. Every citizen should have an equal right to vote and to contest elections.

Legal Justice

Legal justice means the rule of law and not rule of any person. It includes two things: that all men are equal before law, and that law is equally applicable to all. It provides legal security to all. The law does not discriminate between the rich and the poor. Objective and due dispensation of justice by the courts of law is an essential ingredient of legal justice.

The legal procedure has to be simple, quick, fair, inexpensive, and efficient. There should be an effective machinery for preventing unlawful actions. According to Salmond, “The aim of law is the establishment of what is legitimate; provide legal security, and prevention of unjust actions”.

Thus, justice has four major dimensions: Social Justice, Economic Justice, Political Justice, and Legal Justice. All these forms are inter-related and inter-dependent. Justice is real only when it exists in all these four dimensions. Without Social and Economic Justice, there can be no real Political and Legal Justice.

The presence of social and economic inequalities always leads to a denial of political and equal justice. An oppressed and poor person is virtually unable to participate in the political process or to seek the protection of law and law courts. Likewise, without political rights and equal protection of the law, no person can really get his social and economic rights and freedoms protected. Further, justice needs the presence of rights, liberty, and equality in society and only then can it really characterise life in society.

c. Freedom

We read about freedom, dream about freedom, rejoice in the notion of freedom, teach, advocate, and hope for freedom. It is one of the choicest things in every body's life. But what exactly do we mean by freedom?

Freedom means many things to many people. We can view freedom politically, as having the opportunity to vote for particular ideas, people, or parties which best represent our views. There is also the freedom of speech, where one has the liberty to voice his/her personal opinion or perspective. Freedom also means in the financial context, free from financial debt, outstanding credit, and burdensome loans.

The Law Dictionary defines freedom as, "The state of being free; liberty; self-determination; absence of restraint; the opposite of slavery. The power of acting, in the character of a moral personality, according to the dictates of the will, without other check, hindrance, or prohibition than such as may be imposed by just and necessary laws and the duties of social life".

According to our Constitution, freedom refers to the power or right to act, speak, or think as one wants. The idea behind freedom is to be respectful and useful to our society. Freedom is important to everyone and brings with it responsibility. It has identified freedom of individual and made it a fundamental right. The details on the right to freedom are discussed in detail in the chapter on Fundamental Rights.

d. Secularism

Indian secularism refers to equal treatment of all religions by the state. The state cannot uphold any particular religion, but protect all religions equally. The separation of religion and state is the foundation of secularism. It ensures that religious groups do not interfere in affairs of state, and the state does not interfere in religious affairs. Secularism is the best choice we have to create a society in which people of all religions or none can live together fairly and peacefully. Secularism is a thought, philosophy or policy which believes that all religions are equal and one has the right to follow any of them or follow none. This principle says that followers of all religions have equal rights in all spheres of life. India is a secular state, because its Constitution believes in the Principle of Secularism. The concept of socialism is one facet of the Right to Equality.

The principles of secularism which protect and underpin many of the freedoms we enjoy are:

- Separation of religious institutions from state institutions and a public sphere where religion may participate, but not dominate.

- Freedom to practice one's faith or belief without harming others, or to change it or not have one, according to one's own conscience.
- Equality so that our religious beliefs or lack of them doesn't put any of us at an advantage or a disadvantage.

The concept of secularism was not explicitly mentioned in the Constitution, though the principles were imbibed in it. To make it clear, the word 'Secular' was added to the Preamble of the Constitution by the 42nd Amendment.

e. Fraternity

India is a land known for fraternity. Fraternity refers to a feeling of universal brotherhood. It depicts a sense of belonging with the country and among its people. As mentioned in the introduction to this chapter, India always looks for 'vasudaiva kutumbakam'. It clears all differences about regionalism, communalism, casteism, etc., which hinders the unity of the country. The very success of the Indian democracy lies on the foundation of fraternity and has proved itself over the years with multi-religious, multilingual, and multicultural congregation of people. This feeling of oneness is expressed in the various provisions made in the Constitution in terms of justice, equality, liberty, etc.

According to the Preamble, fraternity has to assure two things - the dignity of the individual and the unity and integrity of the nation. The word 'integrity' has been added to the Preamble by the 42nd Constitutional Amendment (1976). Let us first look at dignity of the individual.

f. Dignity of the Individual

Dignity is the right of a person to be valued and respected for their own sake, and to be treated ethically. It is of significance in morality, ethics, law, and politics. Human dignity is a concept that makes use of the idea that humans can exhibit a conscious decision to act in ways that illustrate honour, respect, empathy, kindness, selflessness, upright morality, courage, and other forms of grace and awareness of the innate value of others and self. Dignity covers all aspects of daily life, including respect, privacy, autonomy, and self-worth. According to Chapman, dignity is the quality of being honourable, noble, excellent or worthy. When a human is regarded as the most supreme living creature, dignity, in its appealing sense, is referred to as human dignity or dignity of the individual. It is the conceptual basis for the formulation and execution of human rights and is neither granted by the society nor can it be legitimately granted by the society. An imperative implication of human dignity is that every human being should be regarded as a very invaluable member of the community with a uniquely free expression of their right to life, integrated bodily attributes, and their spiritual nature. TerMeulen Ruud feels, human dignity is a sense of self-worth. Therefore, dignity is a sense of pride in oneself that a human beings have with

them. This conscious sense makes them feel that they deserve respect and honour from other human beings.

The legal perspective of the concept of human dignity was coined at the end of the Second World War. It has been regarded as the central perspective that discourses human rights. The Universal Declaration of Human Rights states that all humans have been born with equality in dignity and rights. For this reason, they are endowed with enough reason and pure conscience. Hence, they should act towards one another with a deep spirit of brotherhood. In its preamble, the Universal Declaration of Human Rights seeks for recognition and respect for the inherent dignity as well as the equal and inalienable rights of every member of the human dignity despite where they come from, their religious beliefs or background history.

Human rights are valid because they have their roots in human dignity, which provides justification for human rights. The concept of human rights, from its inception, hundreds of years ago, finding its roots in ‘dignity’, is beautifully summed up by Professor Dr. A. Lakshminath and Dr. Mukund Sarada in their Article ‘From Human Rights to Human Dignity – An Unending Story’ (CNLU Law Journal, 2015, Volume 5), in the following words:

- From exploitation to exploration
- From exploration to proclamation
- From proclamation to declaration
- From declaration to protection
- From protection to perfection

g. Concern for the Well- being of others

The word ‘concern’ refers to caring for others. It is to take into consideration the needs of fellow beings. It usually starts at home with parents, brothers, and sisters. It is generally expressed with those close by blood or by proximity. As we grow and our circle of close friends grows to include others, we begin to feel concern for their well-being. And this draws us even closer to them. It is a positive feedback loop, a reinforcing action which helps build strong communities. The action started with a small group can be extended to larger groups as well. If someone is struggling to cope, it is important to remember that our job is not to advise them or to find a solution to their problem; often just having someone to talk to is enough. Experts recommend finding ways to empathise, rather than just sympathising. Empathy involves recognising how a person is feeling without trying to find a quick solution to their problem or making a judgement about whether it is valid or not.

Showing concern for the well-being of others has many advantages. Following are a few important ones

The more we are concerned for the well-being of others, the closer we will feel to each other.

- **It develops positive attitude among family and friends.**
- A sense of concern for others gives our lives meaning; it is the root of all human happiness
- Having a care and concern for others is the highest of the human qualities.
- Anger and hatred lead to fear; compassion and concern for others allow us to develop self-confidence, which breeds trust and friendship.
- Being concerned about the well-being of others is a fundamental life skill, and one at which we should all try to get better. Not that we'll ever master it, but the harder we try, the closer I believe we can get.
- If we can cultivate a concern for others, keeping in mind the oneness of humanity, we can build a more compassionate world.
- Developing concern for others, thinking of them as part of us, brings self-confidence, reduces our sense of suspicion and mistrust, and enables us to develop a calm mind.
- Our emotional state is a choice, and we will get more of what we chose to feel. If we focus on our anger, we will get more anger. If we focus on our concern for others, we will get more of that, and so much less anger.

Concern for the well-being of others is a behavioural expression. Some of the indicative behaviours are:

- Considers the needs and feelings of others;
- Respects the rights, needs, feelings, and perspectives of others;
- Involve others in decisions that will affect them;
- Supports others in their difficult situations;
- Shows respect to others in their daily dealings with them;
- Contributes positively to the welfare of those they interact with and serve;
- Shows consideration towards others, especially during their difficult situations;

- Generally, attends to the needs and feelings of others, without regards to how they express themselves; and
- Is respectful of persons who show cultural racial, physical, language, capacity and any other differences.

Some of the ways in which we can react to concern for others are :

- **Talk to them:** Offering a listening ear is the most helpful thing you can do when someone is struggling. You don't have to tell them anything or give them advice; try asking questions rather than trying to find answers. This helps the person find their own way through things and take ownership when trying to resolve difficulties. Active listening is a way of helping someone to talk about their feelings. While talking, the aim is not to influence the other person, but to help them to open up.
- **Take timely action:** The earlier someone tackles a problem, the quicker they can overcome any difficulties, so encouraging them to seek support quickly can be very helpful.
- **Provide information:** Provide information about the educational facilities, schemes and benefits for educating children around you.
- **Help your neighbour:** Children around you living in slums may not be able to cope up with their studies and cannot afford additional support. Help them with what you can at their level.
- **In an emergency:** Always call the emergency if someone is hurt or in immediate danger. Get the help of fully trained people to deal with emergency situations.
- **Get support for yourself:** Supporting a friend in crisis can be emotionally exhausting and very stressful but you do not need to go through it alone. Speak to the concerned.

Check Your Progress 2

1. What are the essential features of equality?
2. Mention any four types of equality.
3. List any four points to indicate the importance of justice.
4. Write any four features of justice.
5. What are the rules related to the principle of natural justice?
6. What are the benefits of showing concern for others?

2.2.4. Let us Summarise

- Democracy is a word derived from two Greek words ‘demos and ‘kratos’ meaning the power of the people.
- The salient features of democracy are expressed in the preamble of our constitution.
- Sovereign, Socialist, Secular, Democratic, Republic are the nature of democracy of our country.
- Sovereignty refers to independent authority of the country, socialist to the coexistence of private and public sectors, secular to equal treatment for all religions; democratic to a system of adult franchise popular as ‘one man one vote; and Republic to an elected head of state.
- Justice liberty, equality and fraternity are the values of our democracy.
- Equality refers to equal opportunity for all citizens and has three important features namely, Absence of special privileges in society; Presence of adequate and equal opportunities for development for all; and Equal satisfaction of basic needs of all.
- Social equality, political equality, economic equality, legal equality and democratic quality are its different types.
- Justice refers to fair and just relations between the individual and society. Social justice, economic justice, political justice and legal justice are some of its types.
- Freedom is the power or the right to act.
- Secularism refers to fair and equal treatment for all religions.
- Fraternity is a feeling of universal brotherhood assuring dignity of the individual and the unity and integrity of the nation.

2.2.5. Answers to ‘Check Your Progress 1 and 2’

Check Your Progress 1

Refer Section 2.2.3.1

Check Your Progress 2

Refer Section 2.2.3.2

2.2.6. Unit-end Exercises

Explain the Constitutional provisions on Education.

2.2.7. References

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Block-2 : Constitutional Provisions and Education

Uni-3 : India as an Evolving Nation: Vision, Nature and Salient Features; Democratic and Secular Polity, Federal Structure; Implications for Educational System

Unit Structure

- 2.3.1. Learning Objectives
- 2.3.2. Introduction
- 2.3.3. Learning Points and Learning Activities
 - 2.3.3.1 India as an Evolving Nation and Vision of India
Check Your Progress 1
 - 2.3.3.2. Salient Features of Indian Democracy and Federal Structure of India
Check Your Progress 2
- 2.3.4. Let us Summarise
- 2.3.5. Answers to ‘Check Your Progress 1, 2 and 3’
- 2.3.6. Unit-end Exercises
- 2.3.7. References

2.3.1. Learning Objectives

After going through this Unit, the student-teachers will be able to

- Understand the vision of India for 2020;
- Understand the salient features of democratic and secular nature of India;
- Analyse the structure of the government at the centre and the state;
- Appreciate the benefits of the federal structure of the government; and
- Work towards the vision of India.

2.3.2. Introduction

We have seen in our earlier lessons that India is a land of many multiples, be it language, religion, culture, etc. In spite of this diversity, she has achieved unity and is on the constant move to higher and higher levels. Many great thinkers of the land have always been working on this idea of continuous development from varied dimensions and have expressed their ideas as enthusiastic visions. Some of these visions may have immediate

implication and others may have long- term implication. These visions are supported by the principles that the country has adopted since independence and are outlined in the Constitution of India. For example, the vision of Rabindranath Tagore for India was,

*“Where the mind is without fear and the head is held high,
Where knowledge is free,
Where the world has not been broken up into fragments by narrow domestic walls,
Where words come out from the depth of truth.
Where tireless striving stretches its arms towards perfection,
Where the clear stream of reason has not lost its way into the dreary desert sand of
dead habit.
Where the mind is led forward by Thee Into ever-widening thought and action.
Into that heaven of freedom, my Father, let my country awake”.*

The principles of liberty, freedom, equality justice can be observed in his vision.

In this lesson, we will focus on the vision of our country and the salient features of some of our democratic principles, including the federal structure of our country.

2.3.3. Learning Points and Learning Activities

2.3.3.1. India as an Evolving Nation and Vision of India

India as an evolving nation involves two words namely ‘nation’ and ‘evolution’. We have already understood the meaning of the word nation in our previous lesson as a stable community of people formed on the basis of a common criteria may be in terms of language, territory, philosophy, history, ethnicity etc. According to the Business dictionary the word ‘evolution’ is ‘the slow process of change from one form or level to a better or higher one, or that brings into being a superior or new order’. This definition of evolution very aptly holds good for India as an evolving nation. A synthesis of the definitions of ‘nation’ and ‘evolution’ indicates the following as the characteristics of an evolving nation.

- Growth
- Development
- Refinement
- Advancement
- Progress

- Innovation
- Modernisation
- Scope for development

These characteristics aptly suits to illustrate India as an evolving nation. A brief review of the development of India especially in the post-independence period will help in identifying India as an evolving nation.

- India has an organised system of administration
- There is progress in the social welfare of the people of India
- There has been vast development in the scientific and technological advancements of the country
- India being an agriculturally dominated country, there are many progressive achievements in the agricultural sector of the country.
- With the evolution of technology, humans have been able to go from reading a paper map in order to get directions to simply going on a cellular device and letting that device guide you to your destination in less time.
- The slow and steady evolution of vehicle resistant systems has resulted in saving thousands of lives over the last few decades.
- India has not yet reached its perfection and there is a great scope for improvement
- In addition to these few examples, India has maintained its traditional values of peace, harmony, cooperation and transformed its culture progressively

We will learn more about these developmental aspects in different chapters.

Vision of India

Every country needs a vision statement, which stirs up the imagination and motivates all segments of society to greater effort. It is an essential step in building a political consensus on a broad national development strategy, which encompasses the roles and responsibilities of different agents in the economy, such as Central, State and local government, the private corporate sector, the small and tiny sector, people's organisations, etc. It must identify the potential risks and bottlenecks and their possible solutions in order to mobilise efforts in a focused manner. It is clear, therefore, that to meet these objectives, a vision statement has to operate at several levels of generality and specificity.

Initially, India's Vision 2020 was prepared as a document by the Technology Information, Forecasting and Assessment Council (TIFAC) of India's Department of Science

and Technology. It was the result of a team of 500 experts under the chairmanship of Dr. A. P. J. Abdul Kalam. The plan is further detailed in the book *India 2020: A Vision for the New Millennium*, which Dr. Kalam co-authored with Y. S. Rajan. The vision of Dr. A.P.J. Abdul Kalam as expressed in his book “Wings of Fire” is, “Transforming the nation into a developed country, five areas in combination have been identified based on India’s core competence, natural resources and talented manpower for integrated action to double the growth rate of GDP and realize the Vision of Developed India”. It is expressed in terms of the following six points:

- “Agriculture and food processing: Aimed at doubling the present production of agricultural and food processing.
- Infrastructure with reliable electric power: Providing urban amenities to rural areas, and increasing solar power operations.
- Education and Healthcare: Directed towards literacy, social security, and overall health for the population.
- Information and Communication Technology: For increased e-governance to promote education in remote areas, telecommunication, and telemedicine.
- Critical technologies and strategic industries: The growth of nuclear technology, space technology and defence technology.
- Decrease the rate of poverty and illiteracy, make people educated through media, communities, social networking sites and increase the Indian market rate CURRENCY by purchasing Indian manufactured goods.”

Now there is a group or private organisation called “Visionaries Organisation in Service to Society (VOISS)” and their page names in social-networking sites is “Let’s complete his vision 2020” to promote this vision 2020 after the death of Dr. A. P. J. Abdul Kalam on 27 July 2015.

In order to address these issues, among others, the Planning Commission constituted a Committee on Vision 2020 for India in June 2000 under the chairmanship of Dr. S.P. Gupta, Member, Planning Commission. This initiative brought together over 30 experts from different fields. Their deliberations, extending over a period of more than two years, helped throw up a range of interesting possibilities, critical issues, and crucial decision-points for the government and private bodies for future action.

The Committee outlined the vision of the country as “Our vision of India in 2020 is of a nation bustling with energy, entrepreneurship and innovation. The country’s people will be better fed, dressed and housed, taller and healthier, more educated and longer living

than any generation in the country's long history. India will be much more integrated with the global economy and will be a major player in terms of trade, technology and investment. Rising levels of education, employment and incomes will help stabilise India's internal security and social environment. A united and prosperous India will be far less vulnerable to external security threats. A more prosperous India in 2020 will be characterised by a better educated electorate and more transparent, accountable, efficient and decentralised government".

The framing of the vision has great support from the salient features of democracy and secularism that the country has adopted.

One of the current and most popular vision for India is the one stated by the current Prime minister is the 'New India' "The New India Movement 2017-2022 envisages India free from poverty, corruption, terrorism, communalism, casteism and uncleanness and unite the entire country by adopting good governance and using technology." Several schemes have been implemented all over the country to realise this vision.

Check Your Progress 1

1. What is an evolving nation?
2. Write two characteristics of an evolving nation
3. List any two examples to illustrate that India is an evolving nation
4. Identify the correct word to complete the following sentences
 - a) The Chairman of the Committee for "Vision 2020 for India" was _____.
 - b) Initially, "India's vision 2020" was a document prepared by _____.

2.3.3.2. Salient Features of Democracy and Federal Structure of India

The word 'polity' sounds something different. It comes from 'polis' which in Greek means a city or a state. It describes the type, nature, constitutional, and extra constitutional provisions of a state. The scope of Indian democracy and secular polity includes the salient features of the Indian democracy and secularism. We will now focus our study on these points.

a) Salient Features of Indian Democracy

Following are some of the important features of Indian democracy

- **Sovereignty** : Democracy is based on sovereignty. People can exercise their power and elect their representatives. The responsibility of the common mass rests with the government.

- **Political Equality:** This includes all citizens, irrespective of caste, creed, religion, race or sex to be considered as equal before law and enjoy equal political rights. Political equality gives the right to vote to every citizen.
- **Majority Rules:** Support of majority is given due recognition by all.
- **Federal:** As described in Article 1 of the Indian Constitution, India is a union of states, and the states are autonomous. They are free in certain matters, and in some other matters they are dependent on the Centre.
- **Collective Responsibility:** The Council of Ministers, both in states and centre, are collectively responsible to their respective legislatures. No minister is independently responsible for any act of the government. The entire council of ministers are responsible for all the activities.
- **Formation of Opinion:** This allows for formation of public opinion on various matters. The legislature provides the most important platform to estimate and express public opinion.
- **Respect for Opinion of Minority:** Majority opinion is accepted, but minority opinion is respected.
- **Provision for Rights:** Dignity and rights of the individual are highly valued. For example, the right to freedom of speech and expression, right to form association or union, and educational and cultural rights.
- **Rule of Law:** The law is supreme and cannot be compromised.
- **Rule by Consent:** Decisions are taken based on consent and not by force.
- **Government by Compromise:** Democracy is a government by adjustment and compromise. Different opinions are to be considered within the ruling party and outside of the party. There is plurality of ideas, which the government has to take into consideration.
- **It is a welfare government:** Being a welfare state, dignity of the individual and liberty are given due recognition
- **Independent Judiciary:** The judiciary does not depend on the executive or the legislature. No government organ can influence the judiciary.

b) Salient Features of Secularism in India

- **Liberal:** It means that the Constitution not only ensures religious equality and liberty to all Indian citizens, but it also protects the basic rights and privileges of all religious communities residing in India.

- **Not Absolute:** It is a qualified secularism, which means that religious freedom is subject to certain conditions like public order, morality, and health of the people. Moreover, the judiciary is to decide whether any restrictions imposed by the state on freedom of conscience as guaranteed to the people of India under Art. 25 of the Constitution are consistent or not with the basic philosophy of secularism.
- **Dynamic:** It disallows religion to interfere in politics, and it allows the state to take steps for promoting social welfare. The government can even change the personal law of a community, if necessary.

Federal Structure of India

Let us start our understanding of the federal structure with an understanding of the characteristics of federal constitution. By a federal constitution, we mean a constitutional division of power between one general government (that is to have authority over the entire national territory) and a series of sub national governments individually have their own independent authority over their own territories, whose sum represents, almost the whole nationality. According to H.M. Seervai, the characteristic features of a federal Constitution are:

- Division of power
- Independence of state
- Cooperation between general authority and regional authority
- Dual government
- Have be to a rigid as well as written constitution
- Direct authority over the people of both Government
- Supremacy of Constitution

Here, we will focus on the federal structure and the working of the Constitution.

Division of Power

The powers are distributed horizontally among three institutions, namely, the Parliament or Legislative, the Judiciary, and the Executive. Among all the three institutions, no one is superior to the other, and one cannot control the other, in any manner, but rather all three Organs need to work in harmony.

a) **The Executive**

The second but most powerful organ of the government is the Executive. It is that organ which implements the laws passed by the legislature and the policies of the government. According to Garner “In a broad and collective sense, the executive organ embraces the aggregate or totality of all the functionaries and agencies which are concerned with the execution of the will of the state as that will has been formulated and expressed in terms of law.”

According to Gettell, “In its broadest sense, the executive department consists of all government officials except those acting in legislative or judicial capacity. It includes all the agencies of government that are concerned with the execution of states will as expressed in terms of law.”

The Executive consists of two parts namely the political and the permanent. The political part of the executive consists of the executive head of the state and other heads of the executive departments called ministers. Ministers are political leaders. They are mostly elected representative of the people and responsible for all their decisions and policies before the public. Political Executive works for a fixed tenure of about 5 years. The permanent executive consists of the civil servants (Bureaucracy) from the lowest to the highest levels. It carries out the day to day administration by working in the government departments. The civil servants are politically neutral. They do not owe allegiance to any political party. They carry out the laws and policies of the government without any political consideration. They collect, classify and present data to the political executive on the basis of which the latter takes all decisions.

The functions of the Executive are the following

- Enforcement of Laws:
- Appointment-making Functions:
- Treaty-making Functions:
- Defence, War and Peace Functions:
- Foreign Policy-making and the Conduct of Foreign Relations:
- Policy-making:
- Functions relating to Law-making:
- Law-making under the system of Delegated Legislation:
- Financial Functions:

- Some Semi-Judicial Functions:
- Grant of Titles and Honours:

Structure of the Executive

- The President of India is the head of the State. He/She is designated as the first citizen of India
- All the executive actions of the government are formally taken in his name.
- The president does not hold membership of either of the Houses of the Parliament or the State Legislatures. But he is an integral part of the Parliament
- Under him, are the Vice President and the Prime Minister;
- The Executive is accountable for the implementation of laws and policies legislated by the legislature.
- The President is the formal head of the government;
- The President is elected by the Members of Parliament (MPs) and the Members of the Legislative Assemblies (MLAs) of each state;
- The President has a wide range of powers including executive, legislative, judicial, and emergency powers. However, in a parliamentary system like ours, these powers are in reality used by the President only on the advice of the Council of Ministers; and
- Article 74 (1) of the Indian Constitution states that “there shall be a Council of Ministers with the Prime Minister at the head to aid and advise the President who shall in the exercise of his functions, act in accordance with such advice”.

Vice President

- The Vice President is elected for five years and the election method is similar to that of the President; however, the only difference is that the members of State legislatures do not participate in the electoral process; and
- The Vice President acts as the ex-officio Chairman of the Rajya Sabha.

b) The Parliament

- The elected representatives collectively form a body called as Parliament;
- It is the Supreme legislative body of the country
- The Parliament consists of the President two houses, namely, Rajya Sabha (Upper House or Council of States) and Lok Sabha (Lower House or House of People);

- The Parliament is the central legislature or Union legislature, and the legislature of the state is known as ‘State Legislature’;
- The Union Legislature of India is not only the lawmaking body, but the centre of all democratic political process;
- The Rajya Sabha is an indirectly elected body and represents the States of India;
- The members of the Lok Sabha and the State Legislative Assemblies are directly elected by the people for a period of five years;
- The Parliament is the highest forum of debate in the country and hence, there is no limitation on its power of discussion;
- The Parliament has the power of discussing and enacting changes to the Constitution (i.e., amendment power);
- The Parliament also performs some electoral functions, as it elects the President and the Vice President of India; and
- The Parliament has also judicial functions, as it considers and decides the proposals for the removal of the President, the Vice-President, and the Judges of the Supreme Court and High Courts.

Special Powers of Rajya Sabha

- The Rajya Sabha has some special powers. If the Parliament wishes to remove a matter from the State List (over which only the State Legislature can make law) to either the Union List or the Concurrent List in the interest of the nation, the approval of the Rajya Sabha is essential.

Special Powers of Lok Sabha

- Regarding Money Bills, the Lok Sabha has the exclusive power and hence, the Rajya Sabha cannot initiate, reject, or amend money bills; and
- Amendment/s made by the Rajya Sabha to the Money Bill may or may not be accepted by the Lok Sabha.

Prime Minister and Council of Ministers

- The Constitution of India provides for a parliamentary system of government, both at the centre and in the states.
- At the heart of the parliamentary system of government is the Council of Ministers headed by the Prime Minister as the real executive authority
- There is no direct election to the post of the Prime Minister (PM), but the Prime Minister is normally chosen from the elected MPs;

- The Prime Minister is appointed by the President of India. The President appoints a person as Prime Minister, who is the leader of the party having majority in the Lok Sabha; and
- The President appoints other ministers on the advice of the Prime Minister.
- The different categories of the ministers are “

Cabinet Ministers are the most experienced and top-level leaders of the ruling party. They usually hold charge of major ministries like Finance, Defence, Home, External Affairs, Food and Supply, etc. The decisions of the government are generally taken- up in the meeting of the Cabinet Ministers headed by the Prime Minister. Thus, the Cabinet is the core group of ministers within the Council of Ministers.

Ministers of State with independent charge usually hold independent charge of smaller Ministries. They generally do not participate in the Cabinet meetings, but may participate when specially invited. Ministers of State are generally appointed to assist the Cabinet Ministers.

Deputy Ministers cannot hold independent charge and always assist the Cabinet Ministers or State Ministers or both

c) The Judiciary

- It comprises of a hierarchy of courts. The apex body is the Supreme Court of India;
- The Judges of the Supreme Court (and the High Courts) are appointed by the President (of India) after ‘consulting’ the Chief Justice of India (CJI); and
- Normally, the senior-most judge of the Supreme Court of India is appointed as the Chief Justice of India (CJI).

Other than the central and the state governments, we have the Municipal Corporations and the Panchayats, which are forms of local governance. Following the 73rd Amendment, all states now have a uniform three- tier Panchayati Raj structure as “**Gram Panchayat** ” At the bottom level; **Mandal Panchayat** (also known as Block or Taluka) “ Intermediary level; and **Zilla Panchayat** ” At the top level.

d) Levels of government

In India, there are three levels of government, i.e., Centre, State and Local level.

- At the centre level, elections are conducted to elect a Member of Parliament, which is known as the Lok Sabha elections.

- For the Lok Sabha election, the whole country is divided into **543 constituencies**, and each constituency elects one representative as a Member of Parliament (MP).
- At the State level, an election is called the assembly election. Each state is divided into a different specific number of assembly constituencies.
- The elected representative in the assembly election is called as the Member of the Legislative Assembly (MLA).
- Similarly, at the local level, elections are held for the election of *Pradhan* in Panchayat (rural) areas and counsellor in Municipal (urban) areas.
- Each village or town is divided into several ‘wards’ (similar to constituencies), and each ward elects one member of the village or the urban local body.

Subjects of Federal structure

Our constitution makes a clear demarcation about legislative powers and jurisdictions. It is done through the three lists. They are:

- ***Union List:*** This includes subjects that carry national importance, like defense, finance, railways, banking etc. So such subjects only the Central Government is allowed to make laws.
- ***State List:*** Includes all matters important to the functioning of a particular state like transport, Trade, Commerce, agriculture etc. The state government is the deciding authority for framing laws on these subjects
- ***Concurrent List:*** This list includes topics on which both the Union and the state government can make laws. These are related to education, forests, trade unions etc. One point to be noted is if the two governments are in conflict with these laws, the decision of the Union Government will prevail. It is the final authority.

Educational Implications

The democratic and secular polity of India has many educational implications. On the one hand, it offers free and compulsory education for all children, education of children with special needs, education of the minority and other backward children, and promotes equality, liberty, and dignity of the individual that are identified as some of the core values of democracy. On the other hand, in spite of the many efforts taken to achieve universalisation of elementary and secondary education, there is still a long way to go. Even on the front of developing democratic and national values, several more steps are needed to be taken in terms of school curriculum, teaching methods, teacher training,

infrastructure facilities, etc. It is hoped that with more efforts the objectives will be met in the near future.

Check Your Progress 2

1. List any two characteristics of a Federal Constitution.
2. What is the special power of the Rajya Sabha?
3. What are the different categories of ministers?
4. Which is the Apex body of the Judiciary?
5. How many subject lists are there in the Constitution?
6. In which list can the subject of education be found?

2.3.4. Let us Summarise

- Evolution is a process of change for a better or a higher outcome.
- Growth, development, progress, innovation, scope for advancement are some of the characteristics of evolving nation.
- India is an evolving nation.
- India has a great vision to be technologically advanced with good governance and free from ill-health, poverty, corruption, casteism, uncleanness etc.
- Sovereignty, political equality, majority rule, federal collective responsibility, respect to opinion of minority are some of the features of Indian democracy.
- Liberal, not absolute and dynamic are the characteristics of Indian secularism.
- India has a federal constitution with division of power between different levels.
- The Executive, the Legislature and the Judiciary are the three major organs of the government.
- The president of India is the formal head of the Executive and under him are the vice president and the prime minister.
- The prime minister along with the council of ministers carries out the functions of the government.
- Ministers are at various levels namely cabinet ministers, state ministers and the deputy ministers.
- Local administration is taken care of by the Panchayats.

- The judiciary has a hierarchy of courts and with Supreme court as the Apex body.
- The subjects of federalism are distributed between the union list, the state list and the concurrent list.

2.3.5. Answers to ‘Check Your Progress 1, 2, 3 and 4’

Check Your Progress 1

Refer Section 2.3.3.1

Check Your Progress 2

Refer Section 2.3.3.2

2.3.6. Unit end Exercises

Explain the Salient Features of Indian Democracy and Federal Structure of India.

2.3.7. References

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Block-2 : Constitutional Provisions and Education

Unit-4 : Fundamental Rights and Duties of Citizens

Unit Structure

- 2.4.1. Learning objectives
- 2.4.2. Introduction
- 2.4.3. Learning points and Learning activities
 - 2.4.3.1. Meaning and importance of Fundamental Rights
Check Your Progress 1
 - 2.4.3..2 Classification of Fundamental Rights
Check Your Progress 2
 - 2.4.3.3. Specific provisions of the Fundamental Rights
Check Your Progress 3
 - 2.4.3.4. Fundamental Duties
Check Your Progress 4
- 2.4.4. Let us Summarise
- 2.4.5. Answers to Check Your Progress 1, 2, 3, and 4
- 2.4.6. Unit-end Exercises
- 2.4.7. References

2.4.1. Learning Objectives

After going through this Unit, the student-teachers will be able to

- Understand the concept of Fundamental Rights and Duties;
- Explain the genesis and significance of Fundamental Rights and Duties;
- Appreciate the salient features of Fundamental Rights and Duties; and
- Develop and promote the spirit of patriotism and encourage people to foster the spirit of unity in the country.

2.4.2. Introduction

We have studied in the previous three units of this block, the democratic and political issues of our country in the background of our educational system. We have also highlighted the salient features of our Constitution with special reference to our national ideals. The success of our democracy depends on the give-and-take between the government and its people. This give-and-take can be referred to as the “Rights and Duties of citizens”. In this unit, we will study in detail the various provisions made in our Constitution for a citizen to enjoy his rights and execute his duties.

Over the past four to five centuries there has been a great discussion that man has certain essential basic, natural and inalienable rights or freedom. It is the function of the state to recognise this freedom and allow them to live their life. This helps in preserving human liberty, developing human personality, and promoting social and democratic life. This is supported by the theory of Natural Law which states that “Natural order exists in the universe because all things are created by nature including man”. The Roman philosopher Cicero also held the view that this natural law could be discovered by human reason. This created an awareness of human rights. It was further strengthened by a series of historical events. Some of them are:

- The English Bill of Rights (1689),
- The French Declaration of Dignity of Man (1789),
- The US Bill of Rights (1791),
- The Universal Declaration of Human Rights ((1948),
- The Nehru Commission (1928), etc.

Further, the suffering of the Indians under the British Rule, the exposure of students to the idea of democracy, the working of the British political parties, and the diversity of language and religion in India strengthened the need for fundamental rights. Finally, the Fundamental Rights were accepted and adopted in the Constitution on 26th January 1950.

2.4.3. Learning Points and Learning Activities

2.4.3.1. Meaning and Importance of Fundamental Rights

Let us start our study with an understanding of the meaning of rights. A right generally refers to something that is a

- Reasonable claim of a person;
- Recognised by society; and
- Sanctioned by law.

In broad terms, Fundamental Rights refer to a right that is basic or essential. According to the Indian Constitution, Fundamental Rights are defined as “basic human freedom that every Indian citizen has the right to enjoy for a harmonious development of his personality”. Fundamental Rights are deemed by the Supreme Court to receive the highest level of protection against government interference. They are secured and guaranteed. It is recognised by the Supreme Court as “Fair and Legal”. These rights universally apply to all citizens irrespective of caste, creed, religion, place of birth or gender. They are also called human rights or natural rights and command higher sanctity than legal rights. These are popular as the “Magna Carta of India”. It is also called the ‘cornerstone’ of the constitution.

Fundamental Rights are the most important part of the Constitution of India as it helps in the advancement and development of the cognitive, moral, and internal status of a person. It provides a sense of security and belongingness to the country. It helps a citizen to rely on the judiciary and live his life with dignity and fight against any odd situation created by the society, if any.

The Fundamental Rights were included as a part of the Constitution as the writers felt that, democracy is, in essence, a government by opinion and therefore, the means of formulating public opinion should be secured to the people of a democratic nation. For this purpose, the Constitution guaranteed to all the citizens of India freedom of speech and expression and various other freedoms in the form of Fundamental Rights.

The importance of Fundamental Rights is enhanced by the Article 13 of the Indian Constitution where it says that “*any law which includes ordinance, order, rule, bye-laws, regulation, customs, etc., which is inconsistent with the fundamental rights shall be held void*”. This makes it clear that anything or any law that violates the Fundamental Rights shall be held as unconstitutional.

The Fundamental Rights not only provide protection or enhance the status and personality of the people, but it also ensures the justice that is to be provided to the people by giving a right to directly reach the Supreme Court when there is any violation of the Fundamental Rights, thus making it more valuable.

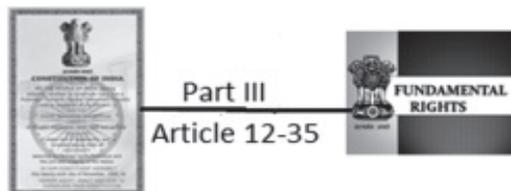
In the words of Dr. B. R. Ambedkar, their objective is two-fold:

- Every citizen must be in a position to claim those rights; and
- These rights must be binding upon every authority that has got power to make law.

This ensures the right benefit to all concerned.

Where do we find the Fundamental Rights?

Details of the provisions about the Fundamental Rights are found in Part III of the Constitution of India. This part of the Constitution is called the **Cornerstone of the Constitution**. It is covered in Articles 12-35 of the same part.



Salient Features of the Fundamental Rights

The salient features of the fundamental rights are shown in the picture given below.



2.4.3.2. Classification of Fundamental Rights

The Fundamental Rights are classified based on two major criteria. They are:

- Citizenship Status, and
- Extent of Limitation.

Fundamental Rights based on Citizenship Status

All Fundamental Rights are applicable to all people in India. But some are applicable to only Indian citizens.

The Fundamental Rights applicable to only citizens of India are:

- Protection from discrimination on grounds of religion, race, caste, sex or place of birth (Article 15);
- Equality of opportunity in matters of public employment (Article 16);
- Freedom of speech, assembly, association, movement, residence and profession (Article 19); and
- Cultural and educational rights of minorities (Article 30).

Fundamental Rights available to all people in India—citizens or foreigners

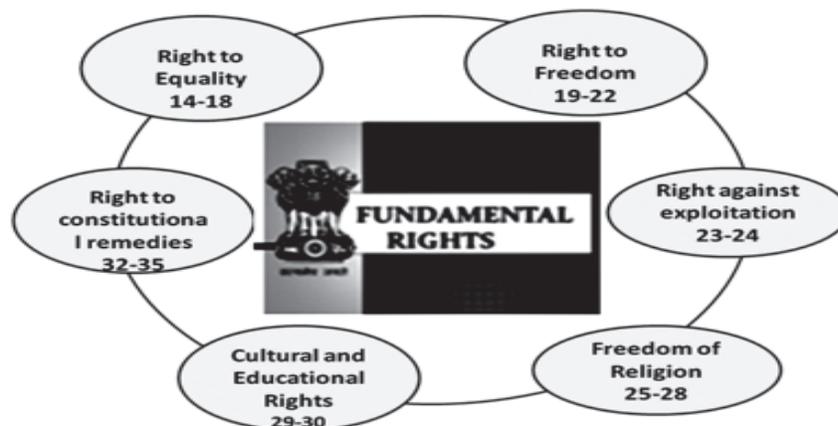
- Equality before the law and equal protection of the people by law (Article 14);
- Protection in respect of conviction against ex post facto laws, double punishment and self-incrimination (Article 20);
- Protection of life and personal liberty against action without authority of law (Article 21);
- Right against exploitation (Article 23);
- Freedom of religion (Article 25);
- Freedom for the payment of taxes for promotion of any particular religion (Article 27); and
- Freedom to attend any religious programme or worship and study in state educational institutions (Article 28).

Classification of Fundamental Rights based on Extent of Limitation

A classification can also be made from the standpoint of the extent of limitation imposed by the different Fundamental Rights upon legislative power.

- On the one hand, we have some Fundamental Rights, such as under Article 21, which are addressed against the Executive, but impose no limitation upon the Legislature at all.
- On the other hand, some Rights are intended as absolute limitations upon the legislative power, such as Articles 15, 17, 18, 20, and 24. In-between are the Rights given in Article 19 upon which reasonable restrictions may be imposed by the Legislature in public interest.

But all Fundamental Rights are grouped under six major categories as under. A schematic diagram of the same is given below.



The numbers given therein refers to the Articles that give details about the Right
(**Note:** The Right to Property which was included in Article 31 has been eliminated by the 44th Amendment Act, so that only six rights are there as of today)

Check your progress 2

1. Which Article of the Constitution highlights the importance of Fundamental Rights?
2. Mention any two fundamental features of Fundamental Rights

Mark the following as 'True' or 'False'

- a. Citizenship is a criterion for getting fundamental rights.
- b. Equality before law and equal protection of law mean one and the same.
- c. Freedom of religion is applicable only to Indian citizens.
- d. All Fundamental Rights are grouped under six categories.

2.4.3.3 Specific Provisions of the Fundamental Rights

Let us move on to study the specific provisions of the rights in detail.

a) Right to Equality

Equality means “the state of being *equal*”. Equality forms part of the basic structure of the Constitution of India. Equality is the essence of democracy and hence right to equality is a basic structure of the constitution. Right to equality is detailed in a set of articles from Article 14 to 18 of the Constitution of India. Article 14 is based on the principle of rule of law and Articles 15, 16, 17 and 18 contain the application of this principle. The importance of the principle of equality is highlighted even in the Preamble to the Constitution of India.



The Principle of Equality does not mean uniformity of treatment to all in all respects. It only means that all persons in similar circumstances shall be treated alike both in the privileges conferred and liabilities imposed by the laws. Equal law should be applied to all in the same situation, and there should be no discrimination between one person and another.

Let us study these articles in brief.

Article 14 Equality Before Law

“The State shall not deny to any person equality before the law and equal protection of laws within the territory of India”.

This Article implies two expressions:

- Equality before law, and
- Equal protection of the laws.

Equality before law means that amongst equals law shall be equal and shall be equally administered. For example, two people being stopped by the police for the same issue, and one being charged and the other getting a warning leads to violation of the right.

Equal protection of the law means right to equal treatment in similar circumstances, both in privileges conferred and liabilities imposed. For example, a well-earning person does not need subsidies, but a lower middle class family needs it. So the government provides subsidy to lower middle class people to help lower their financial burden. Hence, it is called protection by law, to help suppressed people stand on the same platform as others.

The second expression is the corollary of the first. The main purpose of the right is to ensure that everyone should get a basic minimum condition so that they can develop their personality, irrespective of their caste, creed, religion, race, etc. There can be a discrimination between the groups, but not within a group.

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 ground only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to –*
 - (a) *access to shops, public restaurants, hotels and places of public entertainment;*
or
 - (b) *the use of wells, tanks, bathing ghats, roads and places of public resort maintained whole or partly out of State funds or dedicated to the use of general public.*

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

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

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-

- access to shops, public restaurants, hotels and palaces of public entertainment; or
- 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.

But, the State is free to make any special provision for the advancement of any socially and educationally backward classes of citizens or for the Scheduled Castes and the Scheduled Tribes.

Also, the Article does not prevent the State from making any special provision for women and children.

Article 16 Equality of Opportunity in Matters of Public Employment

(1) There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State.

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

(3) Nothing in this article shall prevent Parliament from making any law prescribing, in regard to a class or classes of employment or appointment to an office under the Government of, or any local or other authority within, a State or Union territory, any requirement as to residence within that State or Union territory prior to such employment or appointment.

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

(4A) Nothing in this article shall prevent the State from making any provision for reservation in matters of promotion to any class or classes of posts in the services under the State in favour of the Scheduled Castes and the Scheduled Tribes which, in the opinion of the State, are not adequately represented in the services under the State.

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

Equal Employment Opportunity (EEO) principles apply to :

- Access to jobs,
- Conditions of employment,
- Relationships in the workplace,
- The evaluation of performance, and
- The opportunity for training and career development.

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 the law.

But the act does not define untouchability.

Article 18 Abolition of Titles

- (1) *No title, not being a military or academic distinction, shall be conferred by the State.*
- (2) *No citizen of India shall accept any title from any foreign State.*
- (3) *No person who is not a citizen of India shall, while he holds any office of profit or trust under the State, accept without the consent of the President any title from any foreign State.*
- (4) *No person holding any office of profit or trust under the State shall, without the consent of the President, accept any present, emolument, or office of any kind from or under any foreign State.*

A study of the above provisions in our Constitution leads us to a set of questions in our educational practice. Some of them are:

- Why is it important to learn about equality and human rights?
- What are the benefits of teaching these topics?
- How do these topics fit into the curriculum?

Let us try to answer these questions.

It is an established fact that the youth play a great role in the development of a nation. For a proper all- round growth of these youngsters, it is necessary that they should know how to treat others and how they should be treated. It encourages them to explore, discuss, challenge and form their own opinions and values.

An understanding of these rights also develops in them respect and tolerance for difference, and empowers them to tackle prejudice, improve relationships, and make the most of their lives. Even in a competitive and challenging society, it becomes more important to instil young people with these positive and open-minded attitudes.

It empowers the students for better learning beyond the classroom, into their homes, into their community, and to the wider community at large. It creates a healthier, happier, fairer school culture, and could lead to reductions in bullying and other negative behaviour, and improvements in attainment and aspirations. This results in the overall development of the society. These topics naturally develop themselves to citizenship and make the study of history, civics, etc. as real- life subjects. And ultimately results in delivering a balanced, relevant curriculum that helps students to make sense of the wider world.

a) Right to Freedom

According to the Institute of Ethics and Emerging Technologies, freedom stands for something greater than just the right to act however I choose. It also stands for securing everyone an equal opportunity for life, liberty, and the pursuit of happiness.

Let us recollect President Franklin Delano Roosevelt’s words in his State of the Union address delivered on January 6, 1941 said, “We look forward to a world founded upon four essential human freedoms.

- The first is freedom of speech and expression—everywhere in the world.
- The second is freedom of every person to worship God in his own way— everywhere in the world.

- The third is freedom from want—which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants—everywhere in the world.
- The fourth is freedom from fear—which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor—anywhere in the world”

Many of these are found in our right to freedom. It is the prevalence of these freedoms that make democracy meaningful.

Articles 19-22 talks about right to freedom and is considered as the heart of the Constitution as it gives the basic and most vital rights to the citizens of India.

Article 19 Protection Of Certain Rights Regarding Freedom Of Speech, Etc.

- (1) *All citizens shall have the right –*
 - (a) *to freedom of speech and expression;*
 - (b) *to assemble peaceably and without arms;*
 - (c) *to form associations or unions;*
 - (d) *to move freely throughout the territory of India;*
 - (e) *to reside and settle in any part of the territory of India; and*
 - (f) *to practice any profession, or to carry on any occupation, trade or business.*
- (2) *Nothing in sub-clause (a) of clause (1) shall affect the operation of any existing law, or prevent the State from making any law, in so far as such law imposes reasonable restrictions on the exercise of the right conferred by the said sub-clause in the interests of the sovereignty and integrity of India, the security of the State, friendly relations with foreign States, public order, decency or morality, or in relation to contempt of court, defamation or incitement to an offence.*
- (3) *Nothing in sub-clause (b) of the said clause shall affect the operation of any existing law in so far as it imposes, or prevent the State from making any law imposing, in the interest of the sovereignty and integrity of India or public order, reasonable restrictions on the right conferred by the said sub-clause.*
- (4) *Nothing in sub-clause (c) of the said clause shall affect the operation of any existing law in so far as it imposes, or prevent the State from making any law imposing, in the interests of the the sovereignty and integrity of India or public*

order or morality, reasonable restrictions on the exercise of the right conferred by the said sub-clause.

- (5) *Nothing in sub-clause (d) and (e) of the said clause shall affect the operation of any existing law in so far as it imposes, or prevent the State from making any law imposing, reasonable restrictions on the exercise of any of the rights conferred by the said sub-clauses either in the interests of the general public or for the protection of the interests of any Schedule Tribe.*
- (6) *Nothing in sub-clause (g) of the said clause shall affect the operation of any existing law in so far as it imposes, or prevent the State from making any law imposing, in the interests of the general public, reasonable restrictions on the exercise of the right conferred by the said sub-clause, and, in particular, nothing in the said sub-clause shall affect the operation of any existing law in so far as it relates to, or prevent the State from making any law relating to, –*
 - (i) *the professional or technical qualifications necessary for practicing any profession or carrying on any occupation, trade or business, or*
 - (ii) *the carrying on by the State, or by a corporation owned or controlled by the State, of any trade, business, industry or service, whether to the exclusion, complete or partial, of citizens or otherwise.*

The importance of freedom of speech and expression can be well understood in John Milton's words, when he said *"Give me the liberty to know, to utter, and to argue freely according to conscience, above all liberties"*.

The essence of free speech is the ability to think and speak freely and to obtain information from others through publications and public discourse without fear of retribution, restriction, or repression by the government. It is through free speech, people can come together to achieve political influence, to strengthen their morality, and to help others become moral and enlightened citizens.

Freedom of speech is regarded as the first condition of liberty. It is one of the most basic elements of a healthy democracy for it allows its citizens to participate fully and effectively in the social and political process of the country. In fact, the freedom of speech and expression gives greater scope and meaning to the citizenship of a person extending the concept from the level of basic existence to giving the person a political and social life. It occupies a preferred and important position in the hierarchy of liberty, as it is truly said that freedom of speech is the mother of all other liberties.

The phrase “speech and expression” used in Article 19(1) (a) has a broad connotation. This right includes the right to communicate, print and advertise the information. In India, freedom of the press is implied from the freedom of speech and expression guaranteed by Article 19(1)(a).

Freedom of speech enjoys a special position as far India is concerned. The importance of freedom of expression and speech can be easily understood by the fact that the Preamble of the Constitution itself ensures to all citizens inter alia, liberty of thought, expression, belief, faith and worship.

Need to Protect Freedom of Speech and Expression

- It assists in the discovery of truth: When there are no reasonable restrictions, there is scope for publication of actual facts and opinions. This in turn helps in establishing the truth.
- It helps an individual to attain self- development: Freedom to express facts and figures allows a person to be true to himself leading to self- satisfaction and development.
- It helps in expressing one’s belief and attitudes: It provides opportunity to express one’s belief and show attitudes. It ultimately results in the welfare of the society and state.
- It helps in the active participation of democracy: Participation of its people is the most important feature of democracy. Freedom of speech strengthens this capacity and makes an active citizen.

The Constitution also imposes restrictions on these rights. The government restricts these freedoms in the interest of the independence, sovereignty and integrity of India. In the interest of morality and public order, the government can also impose restrictions. However, the right to life and personal liberty cannot be suspended. The six freedoms are also automatically suspended or have restrictions imposed on them during a state of emergency.

The other rights in the Article along with the reasonable restrictions are given in the table below.

Rights	Restrictions
Right to freedom of speech and expression	<ul style="list-style-type: none"> ▪ Defamation ▪ Contempt of court ▪ Decency or morality ▪ Security of the state ▪ Friendly relations with other states ▪ Incitement of offence ▪ Sovereignty ▪ Integrity of India
Right to assemble peaceably and without arms	The assembly must be peaceable and the members of assembly must not bear arms. However, the Sikhs are allowed to carry 'Kirpan' as part of their religious creed.
Right to form associations or unions	Not entitled for persons to enter into criminal conspiracy either against individuals, groups or against the state.
Right to move freely throughout the territory of India	Trespass into homes or restricted areas. State also may restrict this freedom to protect aboriginal tribes.
Right to reside and settle in any part of the territory of India	Thus, professions or trade or business must not be harmful to the interest of the community. The state may also prescribe qualifications for particular profession or technical occupation. The state may itself carry on trade or business to the exclusion of its citizens.

This Right was made stronger by the inclusion of the Right to Information Act in 2005.

Right to Information (RTI) Act

Right to Information has been given the status of a Fundamental Right under Article 19(1) of the Constitution in 2005. Article 19 (1) under which every citizen has freedom of speech and expression and has the right to know how the government works, what roles does it play, what are its functions, and so on.

The Right to Information in India is governed by two major bodies:

- Central Information Commission (CIC) – Chief Information Commissioner heads all the central departments and ministries with their own Public Information Officers (PIOs). CICs are directly under the President of India.
- State Information Commissions – State Public Information Officers or SPIOs head over all the state department and ministries. The SPIO office is directly under the corresponding State Governor.

State and Central Information Commissions are independent bodies and the Central Information Commission has no jurisdiction over the State Information Commission. All eligible persons can get the required information by paying the fee laid down by the RTI authorities.

Article 20 Protection in Respect of Conviction for Offenses

- (1) *No person shall be convicted of any offence except for violation of a law in force at the time of the commission of the act charged as an offence, not be subjected to a penalty greater than that which might have been inflicted under the law in force at the time of the commission of the offence.*
- (2) *(No person shall be prosecuted and punished for the same offence more than once.*
- (3) *No person accused of any offence shall be compelled to be a witness against himself.*

Article 21 Protection of Life and Personal Liberty

No person shall be deprived of his life or personal liberty except according to procedure established by law.

According to Bhagwati, J., Article 21 “embodies a constitutional value of supreme importance in a democratic society”. Iyer, J., has characterised Article 21 as “the procedural *magna carta* protective of life and liberty. This right has been held to be the heart of the Constitution, the most organic and progressive provision in our living Constitution, the foundation of our laws.

Article 21 can only be claimed when a person is deprived of his “life” or “personal liberty” by the “State” as defined in Article 12. Violation of the right by private individuals is not within the purview of Article 21.

Article 21(a) Right to education

The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.

Article 21(a) and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words ‘free and compulsory’. ‘Free education’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21(a) of the Constitution, in accordance with the provisions of the RTE Act.

The passing of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, marks a historic moment for the children of India. This Act serves as a building block to ensure that every child has his or her right (as an entitlement) to get a quality elementary education, and that the State, with the help of families and communities, fulfils this obligation.

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”.

Article 22 Protection Against Arrest and Detention in Certain Cases

- (1) *No person who is arrested shall be detained in custody without being informed, as soon as may be, of the grounds for such arrest nor shall he be denied the right to consult, and to be defended by, a legal practitioner of his choice.*
- (2) *Every person who is arrested and detained in custody shall be produced before the nearest magistrate within a period of twenty-four hours of such arrest excluding the time necessary for the journey from the place of arrest to court of the magistrate and no such person shall be detained in custody beyond the said period without the authority of a magistrate.*
- (3) *Nothing in clauses (1) and (2) shall apply –*
 - (a) *to any person who for the time being is an enemy alien; or*

- (b) to any person who is arrested or detained under any law providing for preventive detention.*
- (4) No law providing for preventive detention shall authorize the detention of a person for a longer period than three months unless –*
- (a) an Advisory Board consisting of persons who are, or have been, or are qualified to be appointed as, Judges of a High Court has reported before the expiration of the said period of three months that there is in its opinion sufficient cause for such detention:*
- Provided that nothing in this sub-clause shall authorise the detention of any person beyond the maximum period prescribed by any law made by Parliament under sub-clause (b) of clause (7); or*
- (b) such person is detained in accordance with the provisions of any law made by Parliament under sub-clauses (a) and (b) of clause (7).*
- (5) When any person is detained in pursuance of an order made under any law providing for preventive detention, the authority making the order shall, as soon as may be, communicate to such person the grounds on which the order has been made and shall afford him the earliest opportunity of making a representation against the order.*
- (6) Nothing in clause (5) shall require the authority making any such order as is referred to in that clause to disclose facts which such authority considers to be against the public interest to disclose.*
- (7) Parliament may by law prescribe –*
- (a) the circumstances under which, and the class or classes of cases in which, a person may be detained for a period longer than three months under any law providing for preventive detention without obtaining the opinion of an Advisory Board in accordance with the provisions of sub-clause (a) of clause (4);*
- (b) the maximum period for which any person may in any class or classes of cases be detained under any law providing for preventive detention; and*
- (c) the procedure to be followed by an Advisory Board in an inquiry under sub-clause (a) of clause (4).*

This Article, in short, supports the statement that “No accused is a criminal, until proved guilty”. If a person is arrested, by Article 22, the reason of arrest shall be informed

to him and his family members shall be informed about the arrest. He should be produced before any district court within 24 hours of detention. If he is arrested under preventive detention, it shall be not more than 3 months and for such cases, the due process shall be followed by a district magistrate. If he is arrested for more than 3 months under preventive detention, a high court judge shall confirm the reason for the same.

Educational Implications of Right to Freedom

In a study on assuring children's right to freedom of opinion and expression in education' Jenna Gillett Swan has identified four key barriers for participation of children in education. They are; adult attitude and knowledge, organisational structure, technological advances and pedagogical tradition. Recognition of these barriers enables more ready access to the previously underutilised perspective of children as it removes some of the restrictions of language-based communication alone and serves to recognise and respect children's communication and participatory rights in practice. Lansdown et al observe that 'if fully implemented, the right of children to express views and have them taken seriously, throughout the school environment, would represent one of the most profound transformations in moving toward a culture of respect for children's rights, for their dignity and citizenship, and for their capacities to contribute significantly towards their own well-being' In order to fully realise the child's right to freedom of opinion and expression, more recognition of the multiple ways in which children can communicate effectively is needed..

c) Right Against Exploitation

The Right to Liberty cannot be fulfilled in real terms if people are exposed to exploitation. Article 23 and Article 24 are designed to prevent exploitation of men by men.

Article 23 Prohibition of Traffic in Human Beings and Forced Labour

- (1) *Traffic in human beings and beggar and other similar forms of forced labour are prohibited and any contravention of this provision shall be an offence punishable in accordance with law.*
- (2) *Nothing in this article shall prevent the State from imposing compulsory service for public purposes, and in imposing such service the State shall not make any discrimination on ground only of religion, race, caste or class or any of them.*

Through this Article, the Supreme Court has ensured that the rights of the people who belong to poor class, working class, or any other class are not infringed and they do not suffer atrocities by their employers.

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.

The main focus of this Article is to protect the rights of a child who is forced to do hazardous works to earn money.

For the implementation of this Fundamental Right, the government has passed The Child Labour (Prohibition and Regulation) Act, 1986. This provides for rules for the prohibition and regulation of child labour in the country.

In August 2012, the Union Cabinet approved a proposal to completely ban employment of children below 14 years in all occupations.

The Government of India has notified the amendment in the Child Labour (Prohibition and Regulation) Central Rules after extensive consultation with the stakeholders. The Rules provide a broad and specific framework for prevention, prohibition, rescue and rehabilitation of child and adolescent workers. It also clarifies on issues related with help in family and family enterprises and definition of family with respect to child; specific provisions have been incorporated in the rules. Further, it also provides for safeguard of artists, who have been permitted to work under the Act, in terms of hours of work and working conditions. The rules provide for specific provisions incorporating duties and responsibilities of enforcement agencies in order to ensure effective implementation and compliance of the provisions of the Act.

d) Right to Freedom of Religion

India is a land of multiple religions. As a secular nation, every citizen of India has the right to freedom of religion, i.e., right to follow any religion. The Constitution guarantees to every citizen the liberty to follow the religion of their choice. According to this Fundamental Right, every citizen has the opportunity to practice and spread their religion peacefully. The right to freedom of religion is detailed in Articles 25, 26, 27, and 28 of Indian Constitution

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, practice and propagate religion.*
- (2) *Nothing in this article shall affect the operation of any existing law or prevent the State from making any law –*

- (i) *Regulating or restricting any economic, financial, political or other secular activity which may be associated with religious practice;*
- (ii) *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.

- Every individual is “equally entitled to freedom of conscience” and has the right “to profess, practice and propagate religion” of one’s choice. Practicing religion or the act of propagating it should not, however, affect the “public order, morality and health”.
- The Article does not put any restriction on the government when it comes to making any law to regulate “economic, financial, political or other secular” activities, which may be associated with religious practice.
- The gates of Hindu religious institutions should be opened to every section of Hindus. Here the term ‘Hindus’ also includes individuals who profess Sikh, Jain or Buddhist religion. The same holds true for the term ‘Hindu religious institutions’.

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 to:

- a) *establish and maintain institutions for religious and charitable purposes;*
- b) *manage its own affairs in matters of religion;*
- c) *own and acquire movable and immovable property; and*
- d) *administer such property in accordance with law.*

Article 27 Freedom as To Payment of Taxes for Promotion of Any Particular Religion

No person shall be compelled to pay any taxes, the proceeds of which are specifically appropriated in payment of expenses for the promotion or maintenance of any particular religion or religious denomination.

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 minor, his guardian has given his consent thereto.*

e) Cultural and Educational Rights

Cultural and educational rights preserve the right of any section of citizens to conserve their culture, language or script, and right of minorities to establish and administer educational institutions of their choice. These rights are presented in Articles 29 and 30.

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*

This Article seeks to protect the interests of the minority communities. This Article confers the freedom to all citizens, residing in different parts of the land, to conserve their distinct languages, scripts or cultures and the state shall not impose upon it any culture other than the community's own culture.

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.*

Besides safeguarding the rights of religious and linguistic minorities to establish educational institutions of their choice, the Article categorically directs the government to ensure that the minority rights do not get abrogated in case of compulsory acquisition of educational institutions run by minorities. The clause (1A) was inserted in the Article during the 44th amendment of the Indian Constitution in 1978. The primary objective behind including this clause was to make sure that acquisition of minority institution should be followed by ‘conformable compensation’.

f) Right to Constitutional Remedies

This right is popular as the ‘the heart and soul’ of our Constitution. It acts as a double protection to our rights as it is a right to protect our right. This is covered in the Articles 32-35 of the Fundamental Rights.

Article 32 Remedies for Enforcement of Rights Conferred by This Part

- (1) *The right to move the Supreme Court by appropriate proceedings for the enforcement of the rights conferred by this Part is guaranteed.*
- (2) *The Supreme Court shall have power to issue directions or orders or writs, including writs in the nature of habeas corpus, mandamus, prohibition, quo warranto and certiorari, whichever may be appropriate, for the enforcement of any of the rights conferred by this Part.*
- (3) *Without prejudice to the powers conferred on the Supreme Court by clauses (1) and (2), Parliament may by law empower any other court to exercise within the local limits of its jurisdiction all or any of the powers exercisable by the Supreme Court under clause (2).*
- (4) *The right guaranteed by this article shall not be suspended except as otherwise provided for by this Constitution.*

Article 32 was called the “soul of the constitution and very heart of it” by Dr. Ambedkar. It makes the Supreme Court the defender and guarantor of the Fundamental Rights. It gives remedy only to Fundamental Rights.

Article 33 Power of Parliament to Modify the Rights Conferred by This Part in Their Application to Forces, Etc.

Parliament may, by law, determine to what extent any of the rights conferred by this Part shall, in their application to, –

- a) the members of the Armed Forces; or*
- b) the members of the Forces charged with the maintenance of public order; or*
- c) persons employed in any bureau or other organisation established by the State for purposes of intelligence or counter intelligence; or*
- d) persons employed in, or in connection with, the telecommunication systems set up for the purposes of any Force, bureau or organisation referred to in clauses (a) to (c), be restricted or abrogated so as to ensure the proper discharge of their duties and the maintenance of discipline among them.*

- This empowers the parliament(not state legislature) to restrict or abrogate the Fundamental Rights of the members of armed forces, paramilitary forces, and analogous forces.
- Main aim for this provision is to ensure the proper discharge of their duties and to maintain discipline amongst them.
- The expression “members of armed forces” also covers such employees of the armed forces as barbers, carpenters, cooks, tailors, chowkidars who are non-combatants.

Article 34 Restriction on Rights Conferred By This Part While Martial Law Is In Force In Any Area

Notwithstanding anything in the foregoing provisions of this Part, Parliament may by law indemnify any person in the service of the Union or of a State or any person in respect of any act done by him in connection with the maintenance or restoration or order in any area within the territory of India where martial law was in force or validate any sentence passed, punishment inflicted, forfeiture ordered or other act done under martial law in such area.

It empowers the Parliament to indemnify by law, any person in the service of the union or the state or any other person in respect of any action done in connection with the restoration of order in any area within the territory of India where Martial law is in force.

Article 35 Legislation to Give Effect to The Provisions of This Part

Notwithstanding anything in this Constitution, –

- a) *Parliament shall have, and the Legislature of a State shall not have, power to make laws –*
- (i) With respect to any of the matters which under clause (3) of article 16, clause (3) of article 32, article 33 and article 34 may be provided for by law made by Parliament; and*
 - (ii) for prescribing punishment for those acts which are declared to be offences under this part,*
and Parliament shall, as soon as may be after the commencement of this Constitution, make laws for prescribing punishment for the acts referred to in sub-clause (ii);
- b) *any law in force immediately before the commencement of this Constitution in the territory of India with respect to any of the matters referred to in sub-clause (i) of clause (a) or providing for punishment for any act referred to in sub-clause (ii) of that clause shall, subject to the terms thereof and to any adaptations and modifications that may be made therein under article 372, continue in force until altered or repealed or amended by Parliament.*

Check your progress 2

1. Give two reasons to justify the study of Fundamental Rights in schools.
2. List the six types of freedom provided in Article 19 of the Constitution.
3. When did the RTE Act come into effect?
4. What are the implications of Article 29?
5. When are the Fundamental Rights restricted?

2.4.3.3. Fundamental Duties

We have seen earlier that rights alone will not help a country to achieve the goals of democracy. It has to be balanced by certain duties. Realising this, the Constitution added Fundamental Duties in 1976. The two, namely, rights and duties act as the two sides of a coin. The inclusion of Fundamental Duties brought our Constitution in line with Article 29

(1) of the Universal Declaration of Human Rights and with provisions in several modern constitutions of other countries.

Fundamental Duties are the moral obligations of all citizens to help promote a spirit of patriotism and to uphold the unity of India. Citizens are morally obligated by the Constitution to perform these duties. They are not legally enforceable like Fundamental Rights. If the Constitution guarantees us essential rights to live, then we as citizens also have certain duties to follow. These duties are set in Part IV-A of the Constitution. Article 51-A of the Constitution including The Fundamental Duties of citizens was 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. Fundamental Duties are applicable only to citizens and not to aliens.

Accordingly, there are 11 fundamental duties. They 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 endeavour and achievement; and
- to provide opportunities for education by the parent or the guardian to his child or a ward between the age of 6-14 years, as the case may be.

Relationship between Fundamental Rights and Duties

Fundamental Rights, guaranteed under Part III of the Constitution, are important natural rights necessary for the development of human beings. They are enforceable through a court of law. No law can be made which takes away or abridges any Fundamental Right. On the other hand, Fundamental Duties though not enforceable, are always taken into account while interpreting any Fundamental Rights.

Young people need to understand their rights and duties, to understand both how they should be treated and how they should treat others. Teaching these topics creates a safe place for students to explore, discuss, challenge and form their own opinions and values.

The knowledge and respect of rights that students gain from this, combined with understanding, respect and tolerance for difference, can empower them to tackle prejudice, improve relationships, and make the most of their lives. In our ever more diverse and challenging society, it becomes more important to instill young people with these positive and open-minded attitudes.

Check your progress 3

Find the appropriate word to complete the sentences

1. The part of the Constitution dealing with Fundamental Duties is _____.
2. Fundamental Duties are applicable only to _____.
3. The number of Fundamental Duties are _____.
4. Fundamental Duties are not _____.

2.4.4. Let us Summarise

- Fundamental rights are the basic human freedom that every citizen has the right to enjoy for a harmonious development of his personality
- Fundamental rights are found in Part III (Articles 12-35) of our constitution and this part is popular as the corner stone of the constitution
- Fundamental rights are classified based on (a) citizenship status (b) extent of limitation
- Right to equality, right to freedom, right against exploitation, freedom of religion, cultural and educational rights, right to constitutional remedies are the major groups of rights

- Fundamental duties are the moral obligations of all citizens to help promote a spirit of patriotism and to uphold the unity of India.
- Fundamental rights and duties are like the two sides of a coin
- Knowledge and respect of rights that students gain from this, combined with understanding, respect and tolerance for difference, can empower them to tackle prejudice, improve relationships, and make the most of their lives

2.4.5. Answers to ‘Check your progress 1, 2, 3, and 4’

Check your progress 1

Refer Section 2.4.3.1

Check your progress 2

Refer Section 2.4.3.2

Check your progress 3

Refer Section 2.4.3.3

2.4.6. Unit end Exercises

1. Explain the fundamental rights and duties of citizens in India and their educational implications.

2.4.7. References

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Block-2 : Constitutional Provisions and Education

Unit-5 : Constitutional Interventions for Universalisation of Education and RTE Act, 2009

Unit Structure

- 2.5.1. Learning Objectives
- 2.5.2. Introduction
- 2.5.3. Learning Points and Learning Activities
 - 2.5.3.1. Universalisation of Elementary Education and its Background
Check Your Progress 1
 - 2.5.3.2. Constitutional Interventions of Universalisation of Elementary Education
Check Your Progress 2
 - 2.5.3.3. RTE Act, 2009
Check Your Progress 3
- 2.5.4. Let us Summarise
- 2.5.5. Unit-end Exercises
- 2.5.6. Answers to ‘Check Your Progress - 1, 2 and 3,
- 2.5.7. References

2.5.1. Learning Objectives

After going through this Unit, the student-teachers will be able to

- Explain the meaning of Universalisation of Elementary Education (UEE) and its importance;
- Analyse the efforts to achieve the goals of UEE;
- Clarify the provisions of the Right to Education Act, 2009; and
- Appreciate the efforts of the government to achieve the goals of the Act.

2.5.2. Introduction

The previous units have helped us to understand that education plays a major role in strengthening the social fabric of democracy. A greater role is assigned to elementary education for it is at this stage of formal education that the child is exposed to the outer world for the first time. Also, the success of the education system depends on the foundation on which it is being built, and elementary education forms this foundation. This in turn, gains additional recognition, for the youth who grow up with this foundation, forms the building blocks of the country tomorrow. The main aim of elementary education is to provide the learner with the opportunity to acquire literacy, numeracy, creativity, and communication along with basic writing skills. The role of elementary education is to ensure broad-based development of pupils. In other words, it should ensure that all pupils are able to develop their cognitive, social, emotional, cultural, and political skills to the best of their abilities. In short, it is during this period that the learner is expected to enjoy learning and develop a desire to continue learning. According to experts, “Elementary education constitutes a very important part of entire structure of education system. It is the backbone of the educational pattern of a country. No pattern of education can ever be successful as long as it does not have a sound primary educational system. Elementary education is crucial for spreading mass literacy which is the basic requirement for the effective functioning of democratic institutions, economic development and modernization of social structure. It also represents an indispensable first step towards the provision of equality of opportunity to all the citizens”.

The Constitution of India has recognised the importance of education in nation building. It has brought into its focus the development of elementary education and made several provisions in addition to the various policies and programmes for achieving the objectives of elementary education. In the pages that follow, we will study the concept of Universalisation of Elementary Education and highlight the constitutional provisions for achieving this. This has been one of the major targets of our nation since the day of independence. A unique and breakthrough effort in this direction is the RTE act, which we will be studying in-depth in the next few pages.

2.5.3. Learning Points and Activities

2.5.3.1. Universalisation of Elementary Education and its Background

a) Concept of Universalisation of Elementary Education?

Elementary education in India is defined as the education from Class I to VIII, and roughly covers children from the age of 6 to 14 years. Elementary education is further divided into two stages as primary and upper primary education. Primary education lasts up to Class V and covers children in the 6 -11 age group. Upper primary covers Class VI to

VIII and includes children in the age group of 11-14 years. Though this is generally accepted all over the country, there may be some minor variations in some of the states.

Universalisation of education refers to any system of education that extends opportunities to the concerned population regardless of any extraneous considerations like race, colour, caste, religion, sex, and ability. It is an educational term that intends to make education available to all children in the age of group of 6-14 years or from Class I-VII. It aims to provide opportunities for education through formal and non-formal means. It signifies that education is for all and not for a select few. This concept of UEE accepts that education is the birthright of every child. This also means that all children of the country belonging to the rich and poor, living in towns and in rural areas, and in places which are accessible with difficulty have to be provided with the facilities of elementary education. As per MHRD (2000), Universalisation of Elementary Education means “hundred percent enrolment and retention of children with schooling facilities in all habitations”. It is significant to note that the National Policy on Education defines universal elementary education in a broad framework, changing the emphasis from enrolment to participation, retention, and achievement.

According to the VIII Five-Year Plan, Universalisation of Elementary Education (UEE) means, “Universal access, universal retention and universal achievement”. The X Five-Year Plan laid emphasis on Universalisation of Elementary Education (UEE) guided by five parameters of (i) Universal Access, (ii) Universal Enrolment, (iii) Universal Retention, (iv) Universal Achievement, and (v) Equity.

According to the Report of the Saikia Committee (1997), the thrust of the Central and State Government in Universalisation of Elementary Education (UEE) has been on three aspects:

- Universal access and enrolment,
- Universal retention of children up to 14 years of age, and
- To bring about substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

Universalisation of Elementary Education basically evolves three important things such as universalisation of provision, universalisation of enrolment, and universalisation of retention. Universalisation of provision means that school facilities should be provided to all the children between the age of 6 to 14 years. Universalisation of enrolment means that all children between the age of 6 to 14 years must be enrolled. Universalisation of retention reveals a child who joins primary school; he or she should remain there until he or she completes their primary education.

Universalisation of Elementary Education (UEE) has been accepted as a national goal since 1950. The Directive Principles of the Constitution of India envisage provision of free and compulsory elementary education to all children up to the age of 14 years. The Constitution was amended in December 2002 to include free and compulsory education for all children in the age group 6 - 14 years as a fundamental right, while expanding the provision for children up to the age of six, to include early childhood care and education within the Directive Principles. The overall goal in this regard is to provide free and compulsory education of satisfactory quality to all children.

b) Background of Universalisation of Elementary Education

The demand for compulsory primary education in India started way back in 1870, when the Compulsory Education Act was enacted in England in 1870. As a result, Dadabhai Naoroji and Jyotiba Phule from the Bombay Presidency placed emphatic demands before the Indian Education Commission (Hunter Commission, 1882), which accepted the logic, and stated that “while every branch of education can justly claim the Fostering care of the state, it is desirable, in the present circumstances to declare the Elementary education of the masses, its provision, extension and improvement, to be that part of the educational system to which the strenuous efforts of the State should now be directed”. The report of the Indian Education Commission paved the way for an organised agitation for the introduction of compulsory education. Since 1880, a number of Indian leaders began stressing the need for education for all. The establishment of the Indian National Congress in 1885 further strengthened the movement. The Resolutions adopted by the 22nd Indian National Congress held at Calcutta from December 26 to December 29, 1906, pointed out that, “Government should take immediate steps for making primary education free and gradually compulsory all over the country”. In the Calcutta Congress of 1906, it was declared that it is the birthright of the people of India to get a proper education. A number of Indian leaders began to stress the need for compulsory primary education. Later, during 1912-14, Sri Gopal Krishna Gokhale took up the cause. His efforts were supported by Sri R. V. Parulekar. The Gokhale-Parulekar Model of Primary Education was limited to the attainment of universal literacy through four years of compulsory schooling. The passing of the Government of India Act, 1919, ushered in an era of rapid expansion of elementary education as this Act was passed for the first time through the hands of Indian ministers. Towards the end of the colonial rule, the post-war plan of educational development of 1944 proposed to provide primary education to all children in the age group 6-14 years. The movement thus initiated was kept up until 1947.

Ultimately, the Universalisation of Elementary Education was identified as one of the most important goals of educational development in India since independence. In 1950, the provision of Universal Primary Education was incorporated in Article 45 of the

Constitution of India. This Article made provision for free and compulsory education for all children up to the age of fourteen years within ten years of the promulgation of the Constitution. Since then, efforts are on to realise the goals, which are yet to be achieved.

Check Your Progress 1

1. What is the age group considered for Universalisation of Elementary Education?
2. List the parameters considered for Universalisation of Elementary Education.
3. Name any two Indians of 19th century who worked towards mass elementary education.

2.5.3.2. Constitutional Interventions for Universalisation of Elementary Education

In recognition of the importance of Universalisation of Elementary Education, the following interventions are made.

Article 45: The Directive Principle contained in Article 45 states, “The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years”.

By the 82nd amendment, it was substituted as

- The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.
- It made Right to Education a Fundamental Right for Children from age 6-14 years. We will study about this right in detail in the second part of this unit.

Article 28 (1) mandates “No religious instruction shall be provided in any educational institution wholly maintained out of State funds”.

Article 28 (2) enjoins that, “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”.

Article 28 (3) states that, “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”.

Article 29 (1) of the Constitution provides that any section of the citizens residing in the territory of India or any part thereof having a distinct language scripts or culture of its own shall have the right to conserve the same.

Article 29 (2) lays down that “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 (1) enjoins that, “All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice”.

Article 30 (2) lays down that “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 350 (A) enjoins that “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 46 mandates that the “state shall promote with special care for the educational and economic interests of the weaker sections of the people. And in particular, of the scheduled tribes (ST’s) and shall protect them from social injustice and all forms of exploitation”.

Article 51 (c) mandates that, “The State shall endeavour to foster respect for international law and treaty obligations in the dealings of organized peoples with one another”.

The 42nd Amendment to the Constitution in 1976 brought education under the Concurrent List, except for certain specified items in the Union List like determination of standards in institutions for higher education or research, establishment and maintenance of central universities as well as specified institutions for scientific or technical education and research. The objective of including education in the Concurrent List was to facilitate the evolution of the national policies in the field of education by placing a greater responsibility on the Union Government as well as State governments.

One of the major efforts to achieve Universalisation of Elementary Education was the RTE Act of 2009. Other than the RTE Act, some of the important measures adopted by the Government of India to achieve UEE include:

- Disaggregated target setting and decentralised micro-planning, which will provide the framework of universal access and community participation.

- Strengthening alternative channels of schooling such as the non-formal education system for those who cannot avail of conventional full-time schooling.
- Introduction of minimum levels of learning at primary and upper primary stages to improve learner's achievement.
- Improvement of school facilities by revamping the scheme of Operation Blackboard.
- Establishing linkages between programmes of early childhood care and education, primary education, literacy, and UEE.
- Addressing the more difficult aspects of access, particularly to girls, disadvantaged groups, and out-of-school children.
- Restructuring of teacher training in view of the changed strategies and programmes.
- Availing of external financial support for basic education.
- Launching the National Elementary Education Mission (NEEM).
- Launching of Sarva Shiksha Abhiyan.

In addition to these, several schemes and policies were set- up by both the State and the Central agencies. We will study about them in detail under a separate unit.

c) Education as a Human Right

Before understanding education as a human right, let us recapitulate what is human right. Human rights are based on the principle of respect for the individual. The fundamental assumption is that each person is a moral and rational being, who deserves to be treated with dignity. They are called human rights because they are universal. On the other hand, nations or specialised groups enjoy specific rights that apply only to them. Human rights are rights to which everyone is entitled, no matter who they are or where they live, simply because they are alive. These basic rights are based on shared values like dignity, fairness, equality, respect, and independence. These values are defined and protected by law. Examples of rights and freedoms which are often thought of as human rights include civil and political rights such as the right to life, liberty, and property; freedom of expression; pursuit of happiness; equality before the law; and social, cultural and economic rights, including the right to participate in science and culture, the right to work, and the right to education.

Education as a fundamental human right lies at the heart of UNESCO's mission and is enshrined in the Universal Declaration of Human Rights (1948) and many other international human rights instruments. The right to education is one of the key principles underpinning the Education 2030 Agenda and Sustainable Development Goal 4 (SDG4) adopted by the international community. The SDG 4 is rights-based and seeks to ensure the full enjoyment of the Right to Education as fundamental to achieving sustainable development.

Education as a human right means:

- the right to education is legally guaranteed for all without any discrimination;
- states have the obligation to protect, respect, and fulfil the right to education; and
- there are ways to hold states accountable for violations or deprivations of the Right to Education.

Education is a basic human right and has been recognised as such since the adaptation of the Universal Declaration of Human Rights (1948, UNO). Article 26 of the UDHR states that “everyone has the right to education”. Since then numerous international treaties have reaffirmed this right and have supported entitlement to free, compulsory and universal elementary education for all children, irrespective of caste, creed, colour, gender, religion, and all other social stratifications across the globe.

Characteristics of Education as a Human Right

Education as a human right has the following characteristics:

- It is a right: Education is not a privilege or subject to political or charitable whims. It is a human right. It places mandatory demands on duty-bearers (particularly the state), but also parents, children, and other actors. It identifies specific obligations on duty bearers in relation to specific entitlements of rights-holders.
- It is universal: Everyone has the right to education without discrimination. This includes children, adolescents, youths, adults, and older people.
- It is high priority: Education is a key priority of the state. Obligations to ensure the right to education cannot be easily dismissed.
- It is a key right: Education is instrumental in the exercise of all other human rights. It has economic, social, cultural, civil, and political dimensions.

d) Directive Principles to Fundamental Rights

The Constitution (93rd) Amendment Bill, 2001, was discussed and passed in 2002 (12th December) by the Indian Parliament as a Constitution (86th Amendment) Act, 2002,

through which the existing Article 45 was deleted and new Articles were added. The Constitution (86th Amendment) Act, 2002, made the following three changes.

- In Part III (“Fundamental Rights”), add the following new article “21(a) Right to Education -The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”.
- In Part IV (“Directive Principles of State Policy”), replace the existing Article 45 (“Provision for Free and Compulsory Education for Children”) with the following:
“Article 45 Provision for Early Childhood care and Education to Children below the age of Six Years -The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years”.
- In Article 51A (“Fundamental Duties”), after clause (j), add a new clause (k) as follows “51A Fundamental Duties -It shall be the duty of every citizen of India: ... Who is a parent or guardian to provide opportunities for education to his child or ward as the case may be, between the age of six and fourteen years”.

Check Your Progress 2

- 1) Mention any two constitutional provisions for Universalisation of Elementary Education.
- 2) What is the most significant factor of the 42nd Amendment of the Constitution towards education?
- 3) Mention any two characteristics of education as a human right.
- 4) When was education made a fundamental right in the Indian Constitution?

2.5.3.3. Right to Education Act, 2009

The Right to Education Act, called as “The Right of Children to Free and Compulsory Education Act, 2009”, is an Act of the Parliament of India enacted on 4 August 2009. The passing of this Act is a historic moment for the children of India. For the first time in India’s history, children are guaranteed their right to quality elementary education by the state. For implementation of the Right to Education and for education to be a meaningful child right, the government has to make education available, accessible, and affordable. The RTE was a breakthrough attempt to universalise primary education, thereby giving thousands of children the opportunity to avail free and accessible education. It describes the modalities of the importance of free and compulsory education for children between 6 and 14 years in India under Article 21(a) 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. It is applicable all over India, except in the state of Jammu and Kashmir.

The title of the RTE Act incorporates the words ‘free and compulsory’. It defines ‘Free education’ as “ no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education”.

The Act continues to say “‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group”. With this, India has moved forward to a right - based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in Article 21(a) of the Constitution, in accordance with the provisions of the RTE Act.

The contents of the Act are presented in 38 sections, grouped under 7 chapters as follows:

Chapter 1	Preliminary (Section 1-2)
Chapter 2	Right to Free and Compulsory Education (Section 3-5)
Chapter 3	Duties of Appropriate Government, Local Authority and Parents (Section 6-11)
Chapter 4	Responsibilities of Schools and Teachers (Section 12-28)
Chapter 5	Curriculum and Completion of Elementary Education (Section 29-30)
Chapter 6	Protection of Rights of Children (Section 31-34)
Chapter 7	Miscellaneous (Section 35-38)

a) Salient Features of the Act

The RTE Act, 2009, provides for the following:

- It ensures free and compulsory education to all children within the age group of 6 to 14 years.
- No school fees, capitation fees, charges or expenses are to be paid by a child to get elementary education.

- The child or his parents are not to be subjected to any screening procedure for admission to school.
- Special training provision for a child of above six years not been admitted to any school or, unable to continue studies, to bring him par with his class and to be admitted in an age appropriate class. In such cases, the child can continue beyond 14 years to complete his/her elementary education.
- If a school does not provide facility to complete elementary education then a child of that school can take a transfer to any other government (govt.) or government-aided school.
- Each child is also entitled to free textbooks, writing material, and uniform.
- The appropriate government, which means the central or state government and its affiliates, have to provide a school within 1 km walking distance for children in Classes I to V and within 3 kms for those in Classes VI to VIII. These schools are termed as 'neighbourhood schools'.
- The government has the responsibility to undertake school mapping to determine the location of the school.
- 25 per cent of the seats in private schools are reserved for RTE students which are funded by the government. The Centre and the State share the joint responsibility to provide funds for RTE execution.
- The Central Government has the responsibility to prepare National Academic Curriculum, teacher training manuals, capacity building, and technical support to the states for the promotion of the RTE.
- The State Government has to ensure the development of course of study, admission of children, teaching staff, infrastructure development of schools, completion of education of children up to the age of 14, and inclusion of children from the marginalised section of the society.
- It is the duty of every parent to admit their children or ward to school and ensure that they receive elementary education.
- Teachers in the schools have to ensure their regular attendance, completion of curriculum within the specific time, assessing the ability of the child and prescribe special attention if need be, and conduct the parent-teacher meeting to appraise the overall development of the child.
- There should be one teacher for every 30 students for the Class I to V and one teacher for every thirty-five students for Class VI to VIII.

- There should be one specialised teacher each for teaching (i) Science & Mathematics, (ii) Social Sciences, and (iii) Languages.
- A full-time Head Teacher is recommended for a school with more than 100 students.
- Classes I to V should have 200 working days and Classes VI to VIII 220 working days per academic year, with a 45- hour work week.
- All weather classroom for every teacher in the school, an office, a storeroom, and a principal's room. The school has to ensure hygienic kitchen for midday meals, safe drinking water facility, and separate toilets for boys and girls along with proper fencing, playground, and a library with relevant books and teaching aids.
- The school has to ensure all -round development of the child and practice inclusion without denying admission to any child on any grounds.

For the successful enactment of the Act, it has identified specific responsibilities for different people involved in the system. Important among them are the following.

b) Duties of the Various Agencies Involved in the System

The Act assigns various duties and responsibilities to the various agencies involved in the implementation of the Act.

Duties of the Appropriate Government

The Act identifies the duties of appropriate government as follows:

- Ensure availability of a neighbourhood school;
- Ensure that a child belonging to the weaker section and a child belonging to the disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;
- Provide infrastructure including school buildings, teaching staff, and learning equipment;
- Provide special training facility;
- Ensure and monitor admission, attendance and completion of elementary education by every child;
- Ensure good quality education conforming to prescribed standards and norms;
- Ensure timely prescribing of curriculum and courses of study on elementary education; and
- Provide training facility for teachers.

Duties of the Local Authority

- Provide free and compulsory education to every child.
- Ensure availability of a neighbourhood school.
- Ensure that a child belonging to the weaker section and a child belonging to the disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds;
- Maintain records of the children upto the age of 14 years;
- Ensure and monitor admission, attendance and completion of elementary education by every child residing within its jurisdiction;
- Provide infrastructure including school buildings, teaching staff, and learning equipment;
- Provide special training facility;
- Ensure good quality education conforming to prescribed standards and norms;
- Ensure timely prescribing of curriculum and courses of study on elementary education;
- Provide training facility for teachers;
- Ensure admission of children of migrant families;
- Monitor functioning of schools within its jurisdiction; and
- Decide the academic calendar.

Duties of Parent/Guardian

It shall be the duty of every parent or guardian to admit or cause to be admitted his or her child or ward to any elementary education in the neighbourhood school.

Functions of the School Management Committee

Community participation is identified as a key resource in implementation of the Act. Hence due importance is given to it. Accordingly, every school shall constitute a School Management Committee consisting of elected representatives from the local authority, parents or guardians, and teachers. The function of the School Management Committee is to

- Monitor the working of the school;
- Prepare and recommend school development plan; and
- Monitor the utilisation of the grants received from the appropriate government or local authority or any other source.

Duties of a Teacher

- Maintain regularity and punctuality in attending school;
- Conduct and complete the curriculum in accordance with the provisions of the Act;
- Complete entire curriculum within the specified time;
- Assess the learning ability of each child and accordingly supplement additional instructions, if required;
- Hold regular meetings with parents and guardians and appraise them about their regularity of attendance, ability to learn, progress made in learning, and any other relevant information about the child; and
- No teacher shall engage himself or herself in private tuition or private teaching.
- In order to protect the right of the children, the State Commission for Protection of Child Rights is assigned the responsibility. In the absence of such a committee, the State government shall constitute an interim authority known as the Right to Education Protection Authority (REPA) within six months of the commencement of the Act or the constitution of the State Commission for Protection of Child Rights, whichever is earlier.

Curriculum and Completion of Elementary Education

The curriculum and evaluation procedure for completion of elementary education shall be laid down by an academic authority to be specified by the appropriate government. The authority while doing so shall take into account the following:

- Conformity with the values enshrined in the Constitution;
- All- round development of the child;
- Building up of child's knowledge, potentiality and talent;
- Development of physical and mental abilities to fullest extent;
- Learning through activities, discovery, and exploration in a child- centred manner;
- Medium of instruction shall be as far as practicable in the child's mother tongue;
- Making the child free from fear, trauma and anxiety, and helping the child to express views freely;
- Comprehensive and continuous evaluation of child's understanding of knowledge and his or her ability to apply the same; and

- Teacher should take up classroom transaction basically on the plan he/she prepared and teaching-learning material developed in order to achieve the targeted academic standards.

c) Benefits of RTE Act

Both individuals and society benefit from the Right to Education. It is fundamental for human, social, and economic development and a key element to achieving lasting peace and sustainable development. It is a powerful tool in developing the full potential of everyone and ensuring human dignity, and in promoting individual and collective well-being. In brief,

- it is an empowerment right;
- it lifts marginalised groups out of poverty;
- it is an indispensable means of realising other rights; and
- it contributes to the full development of the human personality.

The Right to Education encompasses both entitlements and freedoms, including the:

- right to free and compulsory primary education;
- right to available and accessible secondary education (including technical and vocational education and training) made progressively free;
- right to equal access to higher education on the basis of capacity made progressively free;
- right to fundamental education for those who have not received or completed primary education;
- right to quality education both in public and private schools;
- freedom of parents to choose schools for their children which are in conformity with their religious and moral convictions;
- freedom of individuals and bodies to establish and direct education institutions in conformity with minimum standards established by the state; and
- academic freedom of teachers and students.

Right to Education as a Multiplier Right

The interrelatedness of Right to Education and other rights can be clearly observed in the fact that those who have received education are more likely to be aware of the human rights they are entitled to and how to claim them. The following few examples will clear the understanding.

- **Civil and political rights:** It is well understood that education plays a major role in understanding the duties and responsibilities of a citizen. As FonsCoomans, a law professor and expert on the right to education, observes: “Civil and political rights, such as freedom of expression, freedom of association or the right to political participation, only obtain substance and meaning when a person is educated”. This list can be extended to the right to vote, the right to freedom of speech, the right to freedom of thought, conscience and religion, and the right to family and private life.
- **The Right to Education and physical and emotional well-being:** It is established that education helps in understanding the need for a healthy, respectful, and emotional well-being. It helps to increase life expectancy, better understanding of nutrition required, reduce child mortality, reduce personal and social illness, and thus reduce mortality rates. This leads to an overall healthy society at large.
- **Right to Education and economic rights:** Education and economy are deeply connected. It provides an individual with the skills required. Education makes a person productive. FonsCoomans observes that “an educated person will have a greater chance of finding a job, will be better equipped to secure his or her own food supply and is more aware of public health dangers”. The more the production, more will be his economic status and hence, the economy. Thus, education leads to economic development.

Protection of Rights of Children

As mentioned above, RTE has given due consideration to protect child rights. The salient provisions relating to Indian child rights for universal elementary education embedded in the Act are as follows:

- **Section 3** provides for every child of the age of six to fourteen years, the right to free and compulsory education in a neighbourhood school until completion of elementary education.
- **Section 4** provides for every child above six years of age, the right to admission in a class appropriate to his or her age even if the child has not been admitted before in any school or though admitted, could not complete his elementary education.
- **Section 5** provides for every child, the right to seek transfer to any other school from a school where there is no provision for completion of elementary education.
- **Section 12** imposes on schools the responsibility of providing free and compulsory education. Under this section, unaided private schools shall admit

25 per cent children to Class I from among children belonging to weaker sections and disadvantaged groups for continued education of such children until completion of elementary education.

- **Section 14** is meant for prohibition of denial of admission of a child for lack of age proof.
- **Section 15** is meant for prohibition of denial of admission to a child, irrespective of the time in the academic year.
- **Section 17** provides for prohibition of physical punishment and mental harassment of
any child in the school.
- **Section 30** prohibits detention or failing of any pupil in any class until completion of elementary education.
- **Section 32** provides for remedy for grievances relating to the rights of the child under the legislation.

The Right to Education Protection Authority (REPA) shall consist of the following:

- A chairperson who is a person of high academic repute or has been a High Court Judge or has done outstanding work for promoting the rights of children; and
- Two Members, of whom at least one shall be a woman, from the following areas, from amongst persons of eminence, ability, integrity, standing, and experience in
 - education;
 - child healthcare and child development;
 - juvenile justice or care of neglected or marginalised children or children with disabilities;
 - elimination of child labour or working with children in distress;
 - child psychology or sociology; or
 - legal profession.

d) Monitoring of RTE

Under Section 31 of the Right of Children to Free and Compulsory Education (RTE) Act, 2009, the National Commission for Protection of Child Rights (NCPCR) has been mandated to monitor the Children's Right to Education. Its main functions are:

- Examining and reviewing safeguards for rights provided by (or under) this Act, and recommending measures for their effective implementation;
- Inquiring into complaints relating to child's right to free and compulsory education; and
- Taking necessary steps as provided under Sections 15 and 24 of the said Commissions for Protection of Child Rights Act.

While the National Commission for Protection of Child Rights (NCPCR), State Commission for Protection of Child Rights (SCPCR) and Right to Education protection authorities are entrusted with 'monitoring' the implementation of the Act, the Ministry of Human Resources Development (MHRD) is the 'implementing agency' responsible for bringing the Act into effect.

Amendment to Right of Children to Free and Compulsory Education Act, 2009

The Right of Children to Free and Compulsory Education Act, 2009 (the Act) provides for free and compulsory education to all children of the age of six to fourteen years. Section 16 of the Act provides that no child admitted in a school shall be held back in any class or expelled from school until the completion of elementary education. This policy of no detention was made not to make a child repeat a class as it is both discouraging and demotivating.

But it was observed by the states and union territories that this Section of the Act has an adverse effect on the learning outcome of the child. Hence, it was proposed to amend the Act to empower the appropriate Government to take a decision as to whether to hold back a child in the fifth class or in the eighth class or in both classes, or not to hold back a child in any class, until the completion of elementary education. As many as 25 states opposed no detention policy and accordingly, the amendment bill was passed to Section 16 as follows:

1. There shall be a regular examination in the fifth class and in the eighth class at the end of every academic year
2. If a child fails in the examination referred to in sub-section (1), he shall be given additional instruction and granted opportunity for re-examination within a period of two months from the date of declaration of the result.

3. The appropriate Government may allow schools to hold back a child in the fifth class or in the eighth class or in both classes, in such manner and subject to such conditions as may be prescribed, if he fails in the re-examination referred to in sub-section (2): Provided that the appropriate Government may decide not to hold back a child in any class till the completion of elementary education.
4. No child shall be expelled from a school till the completion of elementary education

Check Your Progress 3

- 1) When did the RTE Act come into force?
- 2) What is the exception in the RTE Act with reference to geographical coverage?
- 3) What is the duty of a parent as per the RTE Act?
- 4) Mention any four benefits of the RTE Act
- 5) Who is in-charge of monitoring the RTE Act?

2.5.4. Let us Summarise

- Elementary education refers to education of children in the age group 6-14 years
- Universalisation of Elementary Education (UEE) is any system of education that extends opportunities to the concerned population regardless of any extraneous considerations like race, colour, caste, religion, sex, ability etc.
- UEE is accepted as a national goal
- Provision for UEE has been made in the constitution and is expressed as Articles. Articles 21, 28, 29, 30, 45, 46, 51 and 350 deal with UEE either directly or indirectly
- A major milestone in the field of UEE is the implementation of RTE Act, 2009. It is presented in 7 chapters and distributed in 38 sections.
- It also highlights the role of the different agencies involved in the implementation of the Act.
- RTE also gives due consideration to the protection of child rights
- RTE has achieved few of its goals, but many are yet to be achieved.

3.5.5. Unit-end Exercise

- 1) What are the salient features of the RTE Act? How far are they applicable in your area of jurisdiction?
- 2) On the basis of the various provisions made in the RTE Act, how far is your institution successful in implementing the Act? What problems did you face in implementing the Act?

3.5.6. Answers to ‘Check Your Progress 1, 2, and 3’

Check Your Progress 1

Refer Section 2.5.3.1

Check Your Progress 2

Refer Section 2.5.3.2

Check Your Progress 3

Refer Section 2.5.3.3

2.5.7. References

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Block-2 : Constitutional Provisions and Education

Unit-6 : Role of Central and State Governments in the Development of Education

Unit Structure

- 2.6.1. Learning Objectives
- 2.6.2. Introduction
- 2.6.3. Learning Points and Learning Activities
 - 2.6.3.1. Role of Central Government in the Development of Education
Check Your Progress 1
 - 2.6.3.2. Role of Central Government in the Development of Education
Check Your Progress 2
 - 2.6.3.3. Samagra Shiksha
Check Your Progress 3
- 2.6.4. Let us Summarise
- 2.6.5. Answers to 'Check your progress 1, 2, and 3'
- 2.6.6. Unit-end Exercises
- 2.6.7. References

2.6.1. Learning Objectives

After going through this Unit, the student-teachers will be able to

- Understand the role of central and state government in education;
- Analyse the various provisions made by the state and central governments to develop education;
- Appreciate the policies and schemes developed to achieve the objectives of education; and
- Work towards making the proposed schemes fruitful.

2.6.2. Introduction

We have understood through our previous lessons that education is of great significance and priority in the Indian administration. This gained momentum in the post- independence period where efforts to educate the masses was stressed. With the dawn of independence and the framing of our Constitution, several provisions were made to improve the education of all classes and at all levels. Since then, the role of the government is also on the rise. Education has been identified as one of the major means to achieve the ideals of our country. Hence, the governments, both at the centre and at the state, have undertaken many initiatives to strengthen education from every possible angle. We will study in the following pages the role of the central and state governments in the development of the education mainly at the school level.

2.6.3. Learning Points and Activities

2.6.3.1. Role of Central Government in the Development of Education

Until independence, the activities in the field of education were mainly under the control of the Department of Education that had originated as the Indian Education Department in the early 1900s under the British Raj. After the nation gained independence, a full-fledged ministry was formed, namely, the Ministry of Education in 1947. The role of the government in education had been a matter of discussion since the framing of the Constitution. At that time, it was based mainly on two considerations, namely, the general model adopted in the USA and the recommendations of the Hartlog Committee. As in the USA, a fundamental decision was taken to treat education as a state subject and also to vest the residual powers in education with the state governments. It made specific enumeration of the powers reserved by the Government of India. With reference to primary education, the recommendations of the Hartlog Committee was considered, which highlighted the intimate relationship between the provision of minimum of free and compulsory education for all children and the successful working of a democracy. Hence, as a Directive Principle of State Policy, Part IV of the Constitution in Article 45 stated that “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”, wherein the word “state” referred to the Government and Parliament of India and the Government and Legislature of each of the states and all local or other territories within the territory of India or under the control of the Government of India. It is therefore the obligation of the country to provide free and compulsory education to all children in the age of six to fourteen years. A look at all the activities of the department at the school education level indicates that the whole series of activities is directly or indirectly aimed at achieving this compulsory education. Thus the

major role of the government, be it at the centre or at the state, is focused mainly to achieve this object of free and compulsory education.

Before 1976, education was exclusively responsibility of the States. The Constitutional Amendment of 1976 included education in the Concurrent List, which was a far-reaching step. The substantive, financial and administrative implication required a new sharing of responsibility between the Central and the state governments. While the role and responsibility of the States in education remained largely unchanged, the Union Government accepted a larger responsibility of reinforcing the national and integrated character of education, maintaining quality and standards including those of the teaching profession at all levels, and the study and monitoring of the educational requirements of the country. The Union became supreme over States in enacting laws regarding education. The executive power is given to the Union to give direction to the States. To a great extent, the states had to follow the directions of the central government

Recognising education as a major means for the overall development country, promoting education to the best to all citizens and at all levels is the major role to be played by the government both at the centre and at the state. This is only an ideal situation. But, specifically, the role played by the government in the development of education can be seen in terms of its various activities. Immediately after the independence, the activities of the central government in the field of education were the following.

- Like in any other field, educational development also called for suitable planning. This broadly referred to a series of actions to be taken by facilitating the necessary resources to achieve the desired objectives. It included planning with reference to administration, development, pedagogy, finance, infrastructure, etc. The government had to prepare national plans and policies for different groups of people and set the targets to be achieved as per the plan.
- Based on the needs of the society and the developments in the field, educational reforms were planned through various committees and commissions.
- Organised means and measures to execute the plans. It worked towards the smooth running of the institutions under its control.
- Directed the state government and other local bodies to carry out the educational plans. It guided the different bodies under it to ensure that education is on the right track.
- Exercised control by allocating proper grants to the concerned.
- Undertook a number of pilot projects like project kaleidoscope for quality education, weight reduction of bags in schools, etc.

- Reviewed and monitored the achievements of the various schemes undertaken by the government
- Brought out useful publications on various topics of education.
- Coordinated with international bodies like UNESCO for educational, social, and cultural development.
- Took care of institutions directly managed by it like national libraries, national museums, etc.

The Central government took into many educational reforms based on the recommendations of the many committees and commissions appointed by it. Following are some of the important ones.

University Education Commission

The first education commission was appointed after independence under the chairmanship of Dr. S. Radhakrishnan in 1948. Its main aim was to study the problems of university education in India and suggest improvements for its development. Recommendations were made with reference to the following areas:

- Aims of university education,
- Status of teaching staff,
- Duration of courses and working days,
- Research facilities,
- Reforms in examination system,
- Professional education,
- Formation of University Grants Commission,
- Medium of instruction,
- Religious and moral instruction,
- Scholarships,
- Rural universities, and
- Education of women.

The Commission said, “We are building a civilization, not a factory or a workshop. The quality of a civilization depends not on the natural equipment or the political machinery but on the character of men. The major task of education is the improvement of character”.

Secondary Education Commission

The Secondary Education Commission known as the Mudaliar Commission was appointed by the Government to bring changes in the present education system and to make it better for the nation. Dr. A. Lakshmanswami Mudaliar was the Chairman and the Commission was appointed to look into the problems of secondary education and was to focus on the aims, organisation and content of secondary education and its relationship to primary and higher education. It was to suggest measures for its reorganisation with particular reference to:

- Its relationship to primary, basic, and higher education;
- The aims, organization, and content of education;
- The inter-relation of secondary schools of different types
- Other allied problems so that a sound and reasonably uniform system of secondary education can be developed.

The Commission went on to define the aims of secondary education, suggested the organisation of secondary education, the subjects to be studied - both compulsory and optional, and the methods of teaching. It paved the way to an improved system of secondary education and majority of its recommendations were incorporated in to the present educational system.

National Education Commission

National 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. It was formed on 14 July 1964 under the chairmanship of Daulat Singh Kothari, then chairman of the University Grants 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 standardised national pattern of education in India.

About 9000 individuals covering educators, scholars, and scientists were interviewed and 2400 memorandums were examined by the Commission, during a period spanning 21 months. The four main themes of the Commission were:

- Increase in productivity,
- Promoting social and national integration,
- Education and modernisation, and
- Developing social, moral, and spiritual value.

It focused on standardisation of the educational system on the 10+2+3 pattern across the country, pre-primary education which had different names such as kindergarten, Montessori and pre-basic to be renamed as pre-primary and the primary education, introduction of common public education system, and stress on women education. It also proposed that three or four textbooks to be prescribed for each subject and moral and religious education be made a part of the curriculum. The Commission recommended the establishment of the *Indian Education Service*, along the lines of the Indian Administrative Service, to bring in professional management to the education sector.

Formulation of a National Policy on Education was one of the important recommendations of the Commission and in 1968, it was approved by the fourth Lok Sabha elected to office in 1967. The policy covered many recommendations of the Kothari Commission such as free and compulsory education, status and pay scale revision of teachers, equalisation of educational opportunity, and science education.

Another recommendation of the Commission for the alignment of the educational system on 10+2+3 pattern has been achieved by the government on a national level. This structure was modelled as per the Commission's recommendation to stratify the sector with state and national bodies, and a central board, *Board of Higher Secondary Education* was set-up in 1986. The recommendations were also reported to have influenced the 1986 revision of the National Policy on Education.

National Policy on Education

Based on the recommendations of the Kothari Commission, the National Policy on Education was announced in 1986. It called for compulsory education for all children up to the age of 14, as stipulated by the Constitution of India, and better training and qualification of teachers. The policy outlined the three language formula and encouraged the teaching of the ancient Sanskrit language.

The new National Policy on Education called for “special emphasis on the removal of disparities and to equalise educational opportunity”, especially for Indian women, and

the Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve such a social integration, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions, and providing housing and services. The NPE called for a “child-centred approach” in primary education, and launched “Operation Blackboard” to improve primary schools nationwide. The policy expanded the Open University system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the “rural university” model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India. The 1986 education policy expected a 6% of GDP to be spent on education as recommended by Kothari.

The Central Government continued to play a leading role in the evolution and monitoring of educational policies and programmes, the most notable of which are the National Policy on Education (NPE) (1986) and the Programme of Action (POA) (1986) as updated in 1992. The modified policy envisaged a National System of Education to bring about uniformity in education, making adult education programmes a mass movement, providing universal access, retention and quality in elementary education, special emphasis on education of girls, establishment of pacesetting schools like Navodaya Vidyalayas in each district, Vocationalization of secondary education, synthesis of knowledge and interdisciplinary research in higher education, starting more Open Universities in the States, strengthening of the All India Council of Technical Education, encouraging sports, physical education, Yoga and adoption of an effective evaluation method, etc. Besides, a decentralised management structure had also been suggested to ensure popular participation in education. The POA laid down a detailed strategy for the implementation of the various policy parameters by the implementing agencies.

Department of School Education and Literacy

In 1985, the government of India felt that, “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”. In pursuance of this mission, the Ministry of Human Resource Development (MHRD) was created on September 26, 1985, through the 174th Amendment to the Government of India (Allocation of Business) Rules, 1961". The Ministry of Education was then merged with the newly-established Ministry of Human Resources Development in 1985.

The two main departments of the Ministry of Human Resource Development are:

- Department of School Education & Literacy, and
- Department of Higher Education.

Together, these departments aim to achieve universal access and enrolment for all primary education students in the nation, including a universal retention of children up to 14 years of age. In addition to supplying primary education to all citizens of the nation, the departments aimed to provide substantial improvement in the quality of education and enable all children to achieve proven essential levels of learning.

The Department of School Education & Literacy is responsible for the development of school education and literacy in the country, and has its eyes set on the “universalisation of education” and making the youth better citizens of the country. For this, various new schemes and initiatives are taken up regularly and recently, those schemes and initiatives have also started paying dividends in the form of growing enrolment in schools. It is also engaged in bringing world class opportunities of higher education and research to the country so that Indian students are not lacking when facing an international platform. For this, the Government has launched joint ventures and signed MoUs to help the Indian students benefit from the world opinion.

The main objectives of the Ministry are:

- Formulating the National Policy on Education and to ensure that it is implemented in letter and spirit;
- Planned development, including expanding access and improving quality of the educational institutions throughout the country, including in the regions where people do not have easy access to education;
- Paying special attention to disadvantaged groups like the poor, females and the minorities;
- Provide financial help in the form of scholarships, loan subsidy, etc. to deserving students from deprived sections of the society; and
- Encouraging international cooperation in the field of education, including working closely with the UNESCO and foreign governments as well as Universities, to enhance the educational opportunities in the country.

Policy Initiatives

In line with the goal of nation building, India is committed to providing free and compulsory education to all children. Towards this end, the Indian Parliament has enacted

a legislation making free and compulsory education the Right of Every Child in the age group of 6-14 years, which has come into force from 1st April 2010. The Rashtriya Madhyamik Shiksha Abhiyan was launched as a step to universalise secondary education. Simultaneously, efforts are being made to create a robust and vast system of higher and technical education.

Building upon the existing capacities and recognising the immense contribution to nation building that the large network of educational institutions has made in post - independent India, the country has embarked upon a second phase of expansion and establishment of centres of excellence in higher education. It is envisioned that strengthening the two ends of the spectrum, namely, elementary education and higher/technical education would help in meeting the objectives of expansion, inclusion, and excellence in education.

The department of School Education and Literacy functions with the following vision and mission:

Vision

To ensure education of equitable quality for all to fully harness the nation's human potential.

Mission

- To reinforce the national and integrative character of education in partnership with States/UTs;
- Improve quality and standards of school education and literacy towards building a society committed to constitutional values;
- Provide free and compulsory quality education to all children at elementary level as envisaged under the RTE Act, 2009;
- Universalise opportunities for quality secondary education; and
- Establish a fully literate society.

The main functions of the Department are:

- Approval of Annual Budget and Work Plan/ Proposals for the year submitted by State Government/ UT Administration;
- Circulation of approved minutes of appraisal meetings of PAB, PMEG, ETC, etc. for further action by the States/UT Governments;
- Release of funds to State Governments and UTs;
- Release of funds to autonomous bodies;

- Monitoring and review of the Implementation of the Programmes and Projects; and
- Information dissemination and responding to queries.

The Department carries out its functions in coordination with several advisory boards each working on a different front. The role of the government can therefore be seen in the functioning of the various bodies or the agencies associated with it.

Check your progress 1

1. Identify an educational project sponsored by the Central government in your area and collect information about it. Write your comments.
2. What are the departments of education under the Ministry of HRD?
3. List any two objectives of the Department of School Education and Literacy
4. What is the vision of the Department of School Education and Literacy?

2.6.3.2. Role of State Government in the Development of Education

Education was primarily the responsibility of the State Governments. But with the amendment in 1976 shifting education to the concurrent list from the state list, it has become a joint responsibility of both the central and the state government. Every state has a Department of Education headed by a Minister. The Education Minister is appointed by the Chief Minister. The Minister carries out his activities through the agencies associated with the Department. He is assisted by a team working in close association with him.

The role of the state governments are the following.

- Providing elementary education,
- Providing higher education,
- Controlling the activities of universities,
- Providing adult and social education,
- Opening training institutions,
- Framing of curriculum and syllabus,
- Appointing supervisory staff,
- Providing financial aids,
- Appointing commissions and committees, and
- Holding examinations.

As mentioned earlier, the role can be visualised more in terms of their activities than in terms of the listed roles. These activities are seen through the various schemes planned and implemented by the government. As seen, the basic role of any government is to work towards achieving universal elementary education. The government is working towards this with the following programmes.

The programmes undertaken by the Department to bring back the out- of- school children are:

Sarva Shiksha Abhiyana(SSA),

- Nali-Kali – A Recipe for Joyful Learning,
- ChinnaraAngala – A Course to the Mainstream,
- Baa Bale Shalege&BeediyindaShalege Campaign,
- Tribal Education – Special Drive in a Forest,
- Programme for the backward districts of North East Karnataka (NEK),
- Providing Hot Cooked Food to the Students studying in Government Primary Schools (Akshara Dasoha)
- Text Books,
- Distribution of Uniforms, School Bags & Text Books under the Vidya Vikasa Scheme.

New Programmes proposed in Elementary Education are:

- To provide for best school awards
- Inclusion of 8th standard to primary schools
- Lengthening of TCH curriculum to 2 years and 6 months internship course
- Procurement of sites for schools in urban areas
- Providing additional graduate teachers to higher primary schools

Several schemes have been undertaken in collaboration with the central schemes and are discussed under respective schemes like SSA, RMSA, ICT at schools, etc.

Teacher education is another major area of focus for the government, both at the centre and the state. The activities are organised and executed mainly through the agencies at that level. Agencies of teacher education at the state level are State Institute of Education (SIE) , State Council of Educational Research and Training (SCERT), State Board of Teacher Education (SBTE), and the University Departments of Education (UDTE); at the national

level are the University Grant Commission (UGC), National University of Educational Planning and Administration (NUEPA), National Council of Teacher Education (NCTE), and the National Council of Educational Research and Training (NCERT); and at the international level is the United Nations Educational, Scientific, and Cultural Organisation (UNESCO).

Check your progress 2

1. Mention any two roles of the Government of Karnataka in the field of education.
2. What are the programmes undertaken by the Government of Karnataka to bring the out-of-school children back to school?
3. List any two agencies of teacher education in Karnataka.

2.6.3.3. Samagra Shiksha

Samagra Shiksha is an all new comprehensive programme subsuming all the existing initiatives to achieve the goals of education. It was launched by the Minister for HRD on 24 May 2018. It aims to treat education holistically as a continuum from pre-school to class 12. It is a commitment of the government to provide quality education to equip all children with varied skills and knowledge essential for their development. It is a programme that unifies learning from the pre-school to class 12 levels and encapsulates elements of the Sarva Shiksha Abhiyan, Rashtriya Madhyamika Shiksha Abhiyan, and teacher education.

The objectives of the scheme include :

- provision of quality education;
- enhancing learning outcomes of students;
- bridging social and gender gaps in school education and promoting vocationalisation of education;
- strengthening teacher education institutions like SCERTs and Diets / DIETS to improve quality of teachers; and
- annual grant of Rs. 5,000 to Rs. 20,000 per school for strengthening of libraries.

The salient features of the programme are :

a. Holistic Approach to Education

- Single scheme for the school education sector from Classes I to XII with extension of interventions to senior secondary stage;
- Treat school education holistically as a continuum from Pre-school to Class 12;

- Supporting States to initiate pre-primary education; and
- Inclusion of senior secondary levels and pre-school levels in support for / of school education for the first time.

b. Administrative Reform

- Single and unified administrative structure leading to harmonised implementation;
- Flexibility to states to prioritise their interventions under the Scheme; and
- An integrated administration looking at ‘school’ as a continuum.

c. Enhanced Funding for Education

- The budget has been enhanced; and
- Learning outcomes and steps taken for quality improvement will be the basis for allocation of grants under the Scheme.

d. Focus on Quality of Education

- Emphasis on improvement of learning outcomes;
- Enhanced capacity building of teachers;
- Focus on strengthening Teacher Education Institutions like SCERTs and DIETs to improve the quality of prospective teachers in the system;
- SCERT to be the nodal institution for in-service and pre-service teacher training and will make training dynamic and need-based;
- Key focus on quality education emphasising capacity building of teachers in online and offline mode
- Annual grant per school for strengthening of libraries;
- Almost 1 million schools to be given library grant;
- Enhanced focus on improving quality of education by focus on the two T’s – Teachers and Technology; and
- Outcome oriented allocation of resources.

e. Focus on Digital Education

- Support ‘Operation Digital Board’ in all secondary schools over a period of 5 years, which will revolutionise education making it easy to understand, and technology- based learning classrooms will become flipped classrooms;

- Enhanced use of digital technology in education through smart classrooms, digital boards, and DTH channels;
- Digital initiatives like Shala Kosh, Shagun, and ShaalaSaarthi to be strengthened;
- Strengthening of ICT infrastructure in schools from upper primary to higher secondary level;
- “DIKSHA”, the digital portal for teachers to be used extensively for upgrading skills of teachers; and
- Enhanced use of technology to improve access and provision of quality education under ‘Sabko Shiksha Achhi Shiksha’.

f. Strengthening of Schools

- Emphasis on consolidation of schools for improvement of quality;
- Enhanced transport facility to children across all classes from I to VIII for universal access to school;
- Increased allocation for infrastructure strengthening in schools;
- Composite school grant increased and to be allocated on the basis of school enrolment;
- Specific provision for Swachhta activities like support for ‘Swachh Vidyalaya’; and
- Improve the quality of infrastructure in government schools.

g. Focus on Girl Education

- Empowerment of girls;
- Upgrading of KGBVs from Class 6-8 to Class 6-12;
- Self-defence training for girls from upper primary to higher secondary stage;
- Stipend for CWSN girls to be provided from Classes I to XII as formerly it was only from Classes IX to XII; and
- Enhanced commitment to ‘Beti Bachao Beti Padhao’.

h. Focus on Inclusion

- Allocation for uniforms under RTE Act enhanced per child per annum;

- Allocation for textbooks under the RTE Act enhanced per child per annum. Energised textbooks to be introduced;
- Allocation for Children with Special Needs (CwSN) increased from Rs. 3000 to Rs. 3500 per child per annum. Stipend of Rs. 200 per month for Girls with Special Needs from Classes 1 to 12; and
- Commitment to ‘Sabko Shiksha Achhi Shiksha’.

i. Focus on Skill Development

- Exposure to vocational skills at upper primary level to be extended;
- Strengthening of vocational education at secondary level as an integral part of curriculum;
- Vocational education which was limited to Class 9-12, to be started from Class 6 as integrated with the curriculum and to be made more practical and industry-oriented; and
- Reinforce emphasis on ‘Kaushal Vikas’.

j. Focus on Sports and Physical Education

- Sports equipment will be provided to all schools under this component;
- Sports education to be an integral part of curriculum;
- Every school will receive sports equipment under the scheme to inculcate and emphasise relevance of sports in the school curriculum; and
- Support ‘Khelo India’.

k. Focus on Regional Balance

- Promote balanced educational development;
- Preference to Educationally Backward Blocks (EBBs), LWEs, Special Focus Districts (SFDs), Border areas, and the 115 aspirational districts identified by the Niti Aayog; and
- ‘Sabka Saath Sabka Vikas’ and ‘Sabko Shiksha Achhi Shiksha’.

Check your progress 3

1. What is 'Samagra Shiksha'?
2. When was 'Samagra Shiksha' launched?
3. Mention any two salient features of 'Samagra Shiksha'.

2.6.4. Let us Summarise

- The government has a major role to play in the development of education in the country
- Until 1976, education was mainly the responsibility of the states. With an amendment in 1976, it is a joint responsibility of both the state and the central government
- Providing the best education to all the citizens at all levels is the ideal role of government
- Department of School Education and Literacy and the Department of Higher Education under the Ministry of Human Resource Development are responsible for educational activities at the Centre and the respective ministries of education are responsible at the state level.
- Roles of the government can be visualised through the activities under taken by them
- Educational reforms have been undertaken based on the need and the recommendations of the various committees and commissions appointed by the governments time to time.
- University Grants Commission, Secondary Education Commission, National Education Commission, New Education Policy are a few examples.
- Samagra Shiksha is a comprehensive program of education launched in 2017.

2.6.5. Answers to 'Check your progress 1, 2 and 3'

Check Your Progress 1

- 1) Share your opinion with your colleagues
- 2 – 6 Refer Section 2.6.3.1

Check Your Progress 2

Refer Section 2.6.3.2

Check Your Progress 3

Refer Section 2.6.3.3

2.6.6. Unit end Exercises

1. Explain the role of central government in the development of education
2. Explain the role of state government in the development of education
3. Explain the salient features of 'samagrashiksha'.

2.6.7. References

(Information on government activities has been retrieved from the respective sites)

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Block-3 : Policy Framework and Initiatives for Development of Education in India

Unit-1 : Overview of Educational Reform in the Pre and Post-independence Period

Unit Structure

- 3.1.1. Learning objectives
- 3.1.2. Introduction
- 3.1.3. Learning Points and Activities
 - 3.1.3.1. Meaning of Educational Reforms and Educational Reforms in the Pre-Independent Period
Check Your Progress 1
 - 3.1.3.2. Educational Reforms in the Post Independent Period
- 3.1.4 Let us Summarise
- 3.1. 5. Answers to Check your progress 1
- 3.1.6. Unit- end Exercises
- 3.1.7. References

3.1.1. Learning Objectives

After going through this Unit, the student-teachers will be able to

- Identify the various periods in the development of education in India;
- Understand the meaning of educational reforms and the need for reforms;
- Analyse the intent and the efforts of various rulers of different times to moderate the education system of the country; and
- Appreciate the efforts of various agencies in improving the education of children of the country.

3.1.2. Introduction

You have studied in the earlier units that education is a basic requirement for the development of society. The development of education always has in its background the culture and civilization of the region in which it advances. India is not an exception to this. Needless to say, India as we all know has a rich culture and valuable civilizations. This is

reflected in the society. Hence education and society always go hand in hand. Accordingly, as the society changes, the system of education also changes. Just think for a moment. Recollect the subjects and the methods of teaching in the primary schools a few decades ago. Compare them with the practices in our school today. We can see vast differences between the two. The curriculum, the methodology, the administration etc. have undergone great changes. These changes in the system are broadly called educational reforms. We will study and understand more about it in the following pages.

3.1.3. Learning points and Learning activities

3.1.3.1. Meaning of Educational Reforms and Educational Reforms in the Pre-Independent Period

A. What are Educational Reforms

Educational reform is the name given to the goal of changing public education. It involves any planned changes in the way a school or school system functions, training methodologies, administrative processes etc. This is required to cope with the changes in the society and help a country to raise the social and financial status of its individuals, promote mobilization and encourage people to participate in the development of the country.

Educational reforms have taken different forms based on the interests and motivation of the reformers. But in the recent past, the reforms have been focused on changing the existing system from the one focused on inputs to the one focused on learning outputs. These are based on the belief that small changes in education will have long social returns in terms of citizens' health, wealth and happiness.

Many reformers like John Dewey, Aka Makarenko have reformed society through reforms in education. They have a desire to address socio economic problems because they are considered to have their roots in lack of education. Maria Montessori had multiple goals like a social goal through "education for peace" and a humanistic goal through "meet the needs of the child".

The reforms in the Indian education system can be studied broadly under the following headings

- Pre-Independent period ((British period)
- Post- independent period (1947-)

Educational Reforms in the Pre-Independent Period

This period can be considered to be the beginning of modern education in India. During this period prominent role was played mainly by three agencies in their own way. They are:

- The British Government (East India Company)
- Christian missionaries
- Indian intellectuals and reformers

We will study more about them in the following pages.

Education in India during the British period started with the establishment of the British East India Company. It was based on a charter issued by the British Queen for trading with India in 1600. This charter was valid for 20 years and was to be renewed after every 20 years. Moreover, the Company had more of a financial motive than any philanthropic motives. Christian missionaries started schools to educate children of the employees of East India Company. The main aim of the missionaries was to convert the native Indian to Christianity. Hence, the missionary schools were attached to churches or to the missionary offices. The company wanted to educate some of the influential Indians and thereby win the confidence of the upper classes and consolidate its rule in India.

In the initial stages, the company took no interest in the promotion of education. Still, some efforts were taken by the individuals. Important among them are:

- The Calcutta Madrasa was established by Warren Hastings in 1781 for the study of Muslim law and related subjects.
- The Sanskrit College was established by Jonathan Duncan, the resident, at Benaras in 1791 for study of Hindu law and philosophy.
- Fort William College was set up by Wellesley in 1800 for training of civil servants of the Company in languages and customs of Indians

The Calcutta Madrasa and the Sanskrit College were designed to provide a regular supply of qualified Indians to help the administration of law in the Company's court, and the knowledge of classical languages and vernaculars was useful in correspondence with Indian states. Enlightened Indians and missionaries started exerting pressure on the Government to promote modern, secular, western education. This was because

- Enlightened Indians thought that western education was the remedy for social, economic and political ills of the country;

- Missionaries thought that modern education would destroy the faith of Indians in their own religions and they would take to Christianity..

By 1765, the East India Company came to power. The Directors of the company refused to take the responsibility for the education of the people of India and decided to leave education to private effort. But, the Indian officers of the East India Company urged the Court of Directors to do something for the oriental learning. Half-hearted efforts were made by the Company's Government to foster oriental learning. Warren Hastings, himself an intellectual, set up the Calcutta Madrasa in 1781 for the study and learning of Persian and Arabic.

From A.D. 1793 to 1813, the Company put every obstacle possible in the way of the missionary activities and did not give any assistance even to mission schools. The missionaries were not so powerful to fight against this policy in India. Therefore, they began an intensive agitation in England with the object of convincing the parliament to legislate on the matter and give the necessary freedom and assistance to missionaries.

The Charter Act of 1813

The prevailing circumstances forced the company to accept the responsibility. Accordingly, the Charter Act of 1813, also known as the East India Company Act was passed by the British Government. The Act incorporated the principle of encouraging learned Indians and promoting knowledge of modern sciences in the country.

Macaulay Minute

In 1835, the education policy of Lord Macaulay entitled "Minute on Indian Education" was published. He argued that Western learning was superior, and currently could only be taught through the medium of English. **Macaulay wrote in his minute "we must at present do our best to form a class of persons Indian in blood and colour and English in taste, opinions in morals and in intellect,"** who could in their turn develop the tools to transmit Western learning in the vernacular languages of India.

His main recommendations included the immediate stopping of the printing by the East India Company of Arabic and Sanskrit books and that the Company should not continue to support traditional education beyond "the Sanskrit College at Benares and the Mahometan College at Delhi". This he considered adequate to maintain traditional learning.

He also clarified on the following points.

- That the great object of the British Government ought to be the promotion of European literature and Science amongst the natives of India that "all funds appropriated for the purpose of education would be best employed on English education alone".

- All the existing professors and students at all the institutions under the superintendence of the committee shall continue to receive the stipends but no stipend shall be given to any students that may hereafter enter at any of these institutions.
- The Government Funds were not to be spent on the printing of oriental works”.
- All the funds at the disposal of the Government would henceforth be spent in imparting to the Indians a knowledge of English literature and Science”.

Lord William Bentinck (1828-1838) endorsed the Minute by writing one line beneath it, “I give entire concurrence to the sentiments expressed in the Minute” He passed the Resolution of March 1835. It was the first declaration of the British Government in the sphere of education in India. This cleared the aim, content and medium of instruction in India. Promotion of Western science and arts was acknowledged as the avowed object of the British Government in India.

Wood’s Dispatch, 1854

As Charles Wood was the President of the Board of Control for India, the dispatch was named under him as Wood’s Dispatch.

Recommendations of the Dispatch: After making a thorough study of the system in practice, the Dispatch made the following recommendations.

- It was accepted in the Dispatch that the responsibility of educating Indians was that of British Government.
- The existing Board of Control for Education be abolished and the office of the Director of Public Instructions should be established in the states.
- The dispatch recommended for the establishment of universities in the presidency towns, viz. Calcutta, Bombay and Madras. The London University, which was then a purely an examining body, was to be taken as their models.
- The medium of instruction of education in India would be English. The Dispatch accepted the views of Lord Macaulay.
- The dispatch proposed the system of grant- in-aid for the Indian educational institutions in order to encourage the private enterprise for expansion of education among Indians.
- In order to be eligible for grant-in-aid, a school was to fulfil certain conditions such as:
 - ✓ The school must impart a good secular education.

- ✓ It must agree to inspection by government officers.
- ✓ It must realize a tuition fee, however, small, from the pupils.
- In order to secure properly qualified teachers for schools, the Despatch suggested the training of teachers in normal schools. To induce men of better calibre to come to school-service the Dispatch recommended 'sufficient salary' for school teachers.
- As Indians were very orthodox, the British Government did not show any interest in education of females. It insisted on a policy of strict neutrality in religion.
- The Dispatch put importance on vocational instruction, and to that end suggested the need for establishing vocational colleges and schools of industry.

Hunter's Commission

In order to take education forward, a Commission under the chairmanship of William Hunter, a member of the executive council of the Governor-General of India, was appointed in 1882. The main objective of the commission was to review the progress into which effect had been given to the principles of Dispatch of 1854. It was the first commission which gave wide and comprehensive recommendations on education in Indian context. It is commonly known as the Hunter Commission. It consisted of twenty members. Specifically, it was to

- enquire about the primary education as there was a strong demand for mass education
- consider ways and means about the expansion of the grant-in-aid system;
- enquire into the activities of the provincial department of education;
- enquire about the respective role of the Government Institutions and private institutions in a national system of education;
- decide Government's attitude towards religious instruction.

In order to work on this, the members of the commission toured throughout the country for about eight months. Provincial committees were made to report on the progress of the respective provinces. The final report of the commission was a consolidation of the reports of these provinces which had 222 recommendations. It formed a historical document in the history of Indian education. The Commission suggested two important measures for working out the policy:

- The Government should curtail its educational activities and withdraw from direct enterprise;
- It should organise a proper system of grant-in-aid.

- As a result of these recommendations, the individual's efforts and local co-operation got due impetus and encouragement. The result was increased number of schools and colleges. Grant-in-aid system was recognised by the Government and emphasis was laid on imparting useful knowledge.

But the most important recommendation of the commission was with regard to the development and improvement of primary education. The practice of appointing Indian as school inspector in education department was adopted. The government institutions observed a policy of religious neutrality. Great stress was laid on improving the standard of teaching. The indigenous school teachers and their probable successors should be encouraged to undergo training. In spite of the positive directive in the Dispatch there was no remarkable improvement in this field. The Commission laid great emphasis on the training of primary teachers. It emphasised the need of establishing more Normal Schools for the training of teachers so that there might be at least one Normal School in each Sub-division and under a Divisional Inspector. The Commission recommended that the teachers should not only know the principles of teaching but also they should learn how to apply them in practice. The Government should bear all the expenses of training of teachers.

The Hunter Commission constitutes an important stage in the history of education in India. Majority of its recommendations were adopted by the government with the result that with the devolution of control to the local bodies, the British element in the teaching and the inspecting departments was considerably reduced.

Sir Gopala Krishna Gokhale Education Bill Of 1911

On March 16th, 1911, the educational progress received another milestone with the initiation by G.K.Gokhale, the moderate Congress Leader and a member of the Imperial Legislation Council. With the introduction of a Bill elementary education was made free and compulsory, for children aged between 6 and 10 years. The old distinctions between lower primary and upper primary, lower secondary and upper secondary disappeared in 1906 and the institutions were reclassified into elementary and secondary schools. Primary Education and Elementary Education were used interchangeably hereafter. Government was in favour of it initially but later rejected it on the ground that the scheme was not well worked out and that all the local governments were against it and the suspicion that the intention was to overthrow British Raj

Sadler Commission, 1917

In 1917 the Government of India appointed a Commission to study and report on the problems of **Calcutta University**. Dr. M.E. Sadler, Vice-Chancellor of the University of Leeds, was appointed its Chairman. This Commission went into the question of secondary

education and held the view that the improvement of secondary education was essential for the improvement of University education.

The Commission made the following important recommendations:

- The dividing line between the University and Secondary courses should properly be drawn at the Intermediate examination than at the Matriculation Examination.
- The Government should, therefore, create a new type of institution called the intermediate colleges which would provide for instruction in Arts, Science, Medicine, Engineering and Teaching etc. These colleges were to be run as independent institutions or to be attached to selected high schools.
- The admission test for universities should be the passing of the Intermediate examination.
- A Board of Secondary and Intermediate Education, consisting of the representatives of Government, University, High Schools and Intermediate Colleges be established and entrusted with the administration and control of Secondary Education.

It was also for the first time that a Commission had recommended the attachment of Intermediate Classes to the high schools and the setting up of a Board of Education to control High School and Intermediate Education.

Hartog Committee 1929

In 1929, this Committee was appointed to survey the growth of education in British India under the chairmanship of Sir Philip Joseph Hartog. It devoted far more attention to mass education than Secondary and University Education. The committee was not satisfied with the scanty growth of literacy in the country and highlighted the problem of 'Wastage' and 'Stagnation' at the primary level. The committee made the following observations.

Wardha Scheme of Basic Education, 1937

The Wardha Scheme of Education was the outcome of sound thinking of Gandhiji, who initiated and strengthened several constructive programmes for the economic, educational and social development of the people. He considered education as an effective instrument of national reconstruction. At the Round Table Conference in London (1931), Gandhi pointed out the ineffectiveness of the system of primary education in India and the alarming low percentage of literacy among Indian people. He held the policy of the British Government responsible for this painful situation in the field of mass education.

Sargent Plan

After the end of the Second World War, the Central Advisory Board of Education (CABE) in India published a comprehensive report on the “Post-War Educational Development in India” in the country. This was the first systematic and national level attempt to review the problems of education as a whole. It is also known as Sargent Plan after John Sargent, the then Educational Advisor to the Government of India.

The object of the Plan was to create in India, in a period of not less than forty years, the same standard of educational attainments as had already been admitted in England. This plan was proposed by the British Government in order to counter the attempts made by leaders of the freedom movement to evolve a National System of Education.

Check Your Progress I

Match the following

Group A Committees and Commissions		Group B Recommendations	
1	Woods	organise a proper system of grant-in-aid.	A
2	Macaulay Minute	existing Board of Control for Education be abolished and the office of the Director of Public Instructions should be established in the states.	B
3	Sargent	free and compulsory, for children aged between 6 and 10 years.	C
4	Hunter Commission	Government Funds were not to be spent on the printing of oriental works”.	D
5	Sadler Commission	Evolve national system of education	E
6	Gopala Krishna Gokhale Bill	The dividing line between the University and Secondary courses should properly be drawn at the Intermediate examination than at the Matriculation Examination.	F

3.1.3.2. Educational Reforms in the Post-Independent Period

Based on the experience gained about educating the masses during the pre-independence period, India made several attempts to improve the education of its masses.

The phased development during the plan period, the analysis and implementation of the recommendations of several committees and commissions went a long way in the shaping the face of Indian education. The changes in the political and social development of the country also went a long way in improving the educational system. A detailed study of all these developments is included under various heading in different units and we will focus about them in those respective places.

3.1.4. Let us Summarise

- Educational reforms refer to the goal of changing public education. It requires well designed policies or programs, institutions and trained people to implement them and a political alignment to reap the benefits of the efforts of reforms
- The reforms of the Indian education system can be studied under two broad headings namely pre-independent and post-independent era.
- The pre independent era can be further subdivided into ancient, medieval and British.
- Vedas formed the foundation of ancient period and gurukula system of education was in practice.
- Buddhists gave preference to teaching of religion and also focussed on practical problems of life.
- Muslim period brought in many cross-cultural influences and developed Urdu as a common medium of instruction.
- Akbar patronised education by opening a number of schools and colleges and encouraged study of fine arts, literature, philosophy, history etc.
- The British period covered a long span of time and witnessed many reforms to support public and primary education.
- The post independent period also had a series of reforms, but the major focus is on output rather than input.

3.1.5. Answers to Check Your Progress

Check Your Progress I

1 – B; 2 – D; 3 – E; 4 – A; 5 – F; 6 - C

3.1.6. Unit-end Exercises

1. What are educational reforms? List any four salient features of Wood's Despatch? What are its major recommendations? Discuss its educational implications?

3.1.7. References

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Block-3 : Policy Framework and Initiatives for Development of Education in India

Unit-2 : Sarva Shiksha Abhiyan (SSA)

Unit Structure

- 3.2.1. Learning Objectives
- 3.2.2. Introduction
- 1.2.3. Learning points and Learning Activities
 - 1.2.3.1. The Concept, Goals, Mission and related aspects of SSA
Check Your Progress 1
 - 1.2.3.2. Strategies to achieve the Objectives of SSA
Check Your Progress 2
 - 1.2.3.3. Major Central Interventions and their Implementation
Check Your Progress 3
- 1.2.4. Let us Summarise
- 1.2.5. Answers to Check Your Progress 1, 2 and 3
- 1.2.6. Unit- end Exercises
- 1.2.7. References

3.2.1. Learning Objectives

After going through this Unit, the student-teachers will be able to

- Understand the meaning, scope, aims and objectives of SSA;
- Analyse the various provisions made in the program;
- Appreciate the strategies involved in achieving the goals of the program; and
- Contribute in their own way towards the success of the program.

3.2.2. Introduction

We have studied in the previous chapters that right from the day India became independent, education; especially education of children has become an activity of great priority. This is reflected in our constitutional commitment, where in it states “The State shall endeavour to provide within a period of 10 years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age

of 14 years”. This task should have been completed by 1960. However, this resolve could not be accomplished on account of several problems such as the rehabilitation of displaced persons after partition and lack of resources etc. As a result, the target date kept on revising with several new additions and modifications. Some of the new programs during the period were National Policy on Education, Non-Formal Education, Operation Blackboard, District Primary Education Program etc. All these schemes had specific objectives which did not focus specifically on universalisation of elementary education.

A conference of the State Education Ministers held on 23 October 1998 recommended that, it should be pursued in a mission mode with full collaboration between the Central and State governments. Following this recommendation, a National Committee, Comprising State Education Ministers as members and chaired by the Union Minister for Human Resource Development, was set up in 1999 to discuss the measures required for UEE along the lines suggested by the Committee in the said conference. This National Committee concluded that UEE would be taken up in a mission mode. Further, during the year 2000, there was a conscious effort towards convergence of programs and approaches concerning the realisation of “Education for All”. It was to provide an umbrella under which all the programs pertaining to UEE would be merged. These combined efforts resulted in the launching of Sarva Shiksha Abhiyan or SSA in short.

3.2.3. Learning points and Learning activities

3.2.3.1 The Concept, Goals, Mission and related aspects of SSA

a. Concept of SSA

Sarva Shiksha Abhiyan (SSA) is a Government of India’s flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner. It is mandated by 86th amendment to the Constitution of India making education free and compulsory for Children of 6-14 years age group, a Fundamental Right.



The program was launched in 2000 by the then Prime Minister Atal Bihari Vajpayee. Ministry of Human Resource Development (MHRD), Government of India (GOI) is in charge of this Programme. In English language, it is termed as “Education for All” The SSA has been operational since 2000-2001. With passage of the Right to Education (RTE) Act, 2009 changes are incorporated into SSA approach, strategy and also norms.

SSA was implemented by the Central and State Governments funding and cover the entire country. The program planned to cover around 192 million children of 1.1 million

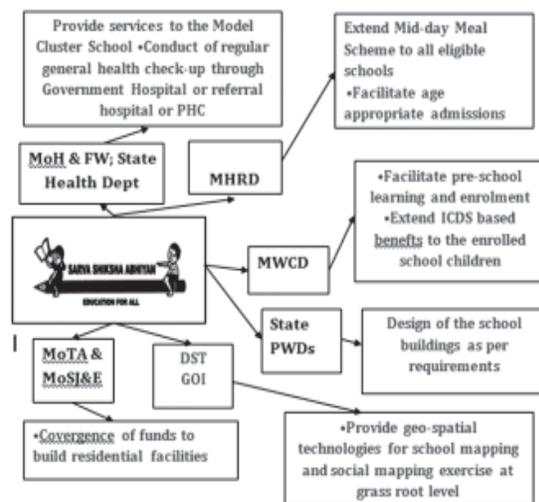
habitations. People participation was the base for success of SSA. The community participation & monitoring were encouraged by the scheme at each stage of implementation of the programme. It was a comprehensive & integrated program to attain universalization of elementary education and to achieve zero dropout rates by 2010.

b. Major Features

Following were the major features of SSA.

- 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 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. An effort at effectively involving the Panchayat Raj Institutions, School Management Committees, Village and Urban Slum Level Education Committees, Parent's Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.



- It was a framework for implementation and not a guideline
- It was a Convergence programme and interventions of other Ministries/ Departments was a core principle in implementing SSA for achieving its objective. The schemes/programmes of other ministries/departments which were identified to converge with the SSA is shown below.

c. Goals

- Enrolment of all children in school, Education Guarantee Centre, Alternate school, Back- to- School' camp by 2005
- Retention of all children till the upper primary stage by 2010
- Bridging of gender and social category gaps in enrolment, retention and learning
- Ensuring that there is significant enhancement in the learning achievement levels of children at the primary and upper primary stage.
- Each State and district would set target dates by which the super goals of SSA would be achieved in their specific context, but not later than 2010.
- National Norms would be developed for expected learning outcomes in certain essential skills.
- The progress towards enhancement in achievement levels on these norms would be assessed regularly on a sample basis at national level. In addition, States would evolve a mechanism for regular objective assessment of students' learning levels.

d. Mission

The Mission Promoted:

- Empowering of children to be active participants in a knowledge society
- A result-oriented approach with accountability towards performance and output at all levels
- A people centred mode of implementation of educational interventions with involvement of all stakeholders, especially teachers, parents, community and Panchayati Raj Institutions and voluntary organizations.
- An equity-based approach that focuses on the needs of educationally backward areas and disadvantaged social groups including children with special needs.
- A holistic effort to ensure convergence of investments and initiatives for improving the efficiency of the elementary education system.
- Institutional reforms and capacity building to ensure a sustained effort for UEE.

e. Aims and objectives

Empowering of children to be active participants in a knowledge society. The main aim of SSA was to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and

materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

The major aims of SSA can be broadly grouped as follows

Aims related to infrastructure :

- Open new schools in habitations which do not have schooling facilities
- Strengthen existing school Infrastructure through provision of additional class rooms, toilets, drinking water

Aims related to human resources

- Provision of additional teachers
- Strengthening capacity of existing teachers by training, developing teaching-learning materials
- Strengthening of the academic support structure at a cluster, bloc

Aims related to quality improvement:

- Provision of quality elementary education including life skills
- Special focus on girl's education and children with special needs
- Provide computer education to bridge the digital divide

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.

Sarva Shiksha Abhiyan as a framework

To make the program beneficial to all involved, flexibility was allowed in terms of providing only a framework in which the participants should work. In addition, following benefits were expected to

- allow states to formulate context specific guidelines within the overall framework
- encourage districts in States and UTs to reflect local specificity
- promote local need based planning based on broad National Policy norms
- make planning a realistic exercise by adopting broad national norms.

Sarva Shiksha Abhiyan as a program

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

Check Your Progress : 1

- 1) Write any four major features of SSA
- 2) Mention the benefits of SSA as a framework for implementation and not a guideline
- 3) What are the three major categories in the aims of SSA?

3.2.3.2. Strategies to achieve the objectives of Sarva Shiksha Abhiyan

In order to achieve the objectives of SSA, certain strategies were planned as follows.

Institutional Reforms - As part of the SSA, the Central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The States will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States had already carried out several changes to improve the delivery system for elementary education.

Sustainable Financing - The Sarva Shiksha Abhiyan was 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.

Community Ownership - The programme called for community ownership of school based interventions through effective decentralisation. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj Institutions.

Institutional Capacity Building - The SSA conceived a major capacity building role for national, State and district level Institutions like NUEPA / NCERT / NCTE / SCERT / SIEMAT / DIET. Improvement in quality requires a sustainable support system of resource persons and institutions.

Improving Mainstream Educational Administration - It called for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.

Community Based Monitoring with Full Transparency - The Programme had 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 be encouraged to share all information with the community, including grants received. A notice board would be put up in every school for this purpose.

Habitation as a Unit of Planning - The SSA worked on a community-based approach to planning with habitation as a unit of planning. Habitation plans were the basis for formulating district plans.

Accountability to Community - SSA envisaged cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.

Priority to Education of Girls– Education of girls, especially those belonging to the scheduled castes and scheduled tribes was the primary focus of SSA. Efforts were made to mainstream gender concerns in all the activities under the scheme. Every activity under the programme was judged in terms of its gender focus. Besides mainstreaming, special efforts like the Mahila Samakhya type of mobilization and organization, school camps for adolescent girls, large - scale process-based constitution of Mahila Samoocha, were also attempted.

The Sarva Shiksha Abhiyan recognized the need for special efforts to bring the out of school girls to school. This required the proper identification of girls who are out of school in the course of micro planning/school mapping. It also called for involving women through participatory processes in the effective management of schools. Experiences across the States under Mahila Samakhya and under the District Primary Education Programme had suggested the need for a clear perspective on women's issues.

Focus on Special Groups – There was a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children, children of other disadvantaged groups and the children with special needs, in the educational process. Education of girls, especially those belonging to the scheduled castes and scheduled tribes was the primary focus in Sarva Shiksha Abhiyan. Efforts were made to mainstream gender concerns in all the activities under the SSA program. Mobilization at the habitation/village/urban slum level, recruitment of teachers, upgradation of primary into upper primary schools,

incentives like midday meals, uniforms, scholarships, educational provision like textbooks and stationery, will all take into account the gender focus.

Pre-Project Phase - SSA commenced throughout the country with a well-planned pre-project phase that provided for a large number of interventions for capacity development to improve the delivery and monitoring system. These included provision for household surveys, community-based micro-planning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.

Thrust on Quality- Sarva Shiksha Abhiyan made efforts to take a holistic and comprehensive approach to the issue of quality. Efforts to decentralize the whole process of curriculum development down (grassroot level) to the district level were made. Reducing the load of non-comprehension by facilitating child-centered and activity-based learning was attempted. Learning by doing, learning by observation, work experience, art, music, sports and value education were made fully integral to the learning process. Appropriate changes were made in the evaluation system to make it more continuous and less threatening. Performance of children was constantly monitored in consultation with parents but was not be restricted only to cognitive areas. Teachers' role in preparation of textbooks and secondary learning materials was enhanced. School timings was made contextual. Based on a broad curriculum framework, districts were free to define their content areas in their local contexts. State and national level institutions facilitated this process of decentralized arrangements for development of curriculum and evaluation systems.

To improve quality in curriculum and evaluation following reforms were suggested.

- Teacher/ community participation in material preparation and in developing a school vision;
- Focus on good quality printing, illustrations for books along side improvement in content; freedom from 'cheapest syndrome' in matters of children's books;
- Use of local dialects as language' in classes one and two;
- Community-based and school-based projects for work experience;
- Association of local artisans/workmen in school activities;
- Importance to cultural activities, art, sports, etc.
- Content based and motivational training for teachers;
- Continuous assessment of students for all round development;
- Facilitating child-to-child learning;

- Looking upon quality improvement as integral to a holistic School Improvement Programme.

Check Your Progress 2

- 1) Mention any three major strategies undertaken to achieve the objectives of SSA
- 2) What are the efforts taken to improve quality in curriculum and evaluation?

3.2.2.3. Major Central Interventions and their Implementation

There were several innovative schemes in the sector of elementary education following the National Policy on Education in 1986 such as Operation blackboard, Teacher Education, Non- Formal Education, Mahila Samakhya, National Programme for Nutritional Support for Primary Education, State Specific Education projects in Bihar, Rajasthan, UP and Andhra Pradesh and DPEP in 219 districts of 15 States. It proposed to integrate these in the fold of Sarva Shiksha Abhiyan in the following manner:

- **Operation Blackboard** aimed to improve physical infrastructure of education whereby school space was expanded and more teachers were provided. However, Operation blackboard could not cover the entire spectrum of schools. The SSA tried to qualitatively improve and expand the existing structure. No fresh teacher recruitment took place under OBB once SSA programme was operationalised. Support for teachers' salaries under OBB, however, continued where teachers have already been appointed under that scheme. Efforts to access funds for classrooms from rural/urban employment schemes was continued, even though ear marking was no more applicable to these funds.

- **Strengthening of Teacher Education:** The revised scheme of Teacher Education provided for a Memorandum of Understanding with the states in order to ensure that they receive priority attention of state governments, especially with regard to filling up of vacancies through a rigorous selection criterion. The scheme was a part of the SSA framework till the end of the IX Plan, after which it merged in the SSA programme. This was a supplement to the DIETs, which provided guidance at district level.

- **Ntional Program of Nutritional Support for Primary Education:** Evaluation of the National Programme of Nutritional Support for Primary Education indicated that the supply of food grains leads to improvement in student attendance while raising their nutritional standard. It proposed to continue the scheme with suitable modifications, in consultation with states

- **Mahila Samakhya :** Evaluation studies on the Mahila Samakhya approach indicated the progress made in empowerment of women. This in turn generated demand for

elementary education of girls. There was a need to further strengthen these linkages with basic education of girls by giving women's groups a more active role in the management of the school. Though the scheme of Mahila Samakhya retained its district identity at the State and the district level, it provided support for the planning and implementation of SSA in districts implementing Mahila Samakhya

• **Education Guarantee Scheme and Alternative and Innovative Education:** Studies on the Non-Formal Education scheme pointed out the lack of flexibility which impedes effective implementation across different States. Efforts to provide for a diversity of interventions were made in the revised scheme. These included setting up of Education Guarantee Schools, Alternative Schooling facilities, Balika Shikshan Shibir, etc. The revised non-formal education scheme called EGS and AIE were components of SSA and were absorbed in it by the end of the IX Plan. SSA programme provided planning and management support to operationalize the EGS and AIE scheme.

• **District Primary Education Programme (DPEP):** DPEP districts indicated that decentralized planning and implementation facilitates community involvement on the process of enrolment. A large number of teacher vacancies were filled up in many DPEP states. Setting up of Block and Cluster Resource Centres facilitated academic interaction among teachers. Development of new textbooks with the participation of teachers and experts encouraged most DPEP states. All DPEP districts were part of the SSA framework. Efforts to prepare comprehensive District Elementary Education Plans were made in DPEP districts. The focus was on vertical expansion into Upper Primary Education and on consolidation of the primary schooling efforts

• **Quality enhancement** - In order to improve the quality of education, following efforts were made.

- Setting up of National Resource Group for Quality Education.
- Coordination with NCERT – Department of Elementary Education, Department of Measurement and Evaluation, Department of Teacher Education and 5 Regional Institutes of Education.
- Constitution of National Expert Group on Assessment in Elementary Education (NEGAAEE)
- Reading Development Programme in Early Years with support from NCERT.
- Establishment of Resource Groups at different levels (state /district /block / cluster).
- Active involvement of State SCERTs (21) and DIETs (556).

- Setting up and operationalizing Block and Cluster Resource Institutions.
- Documentation of good practices and sharing across States.
- Enhancement, convergence and collaboration among major academic bodies and NGOs at national/state/district level for quality enhancement.

• **District Elementary Education Plans** - As per the SSA framework, each district was to prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector, with a holistic and convergent approach. It helped to prepare a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE. It was also decided to have an Annual Work Plan and Budget that will list the prioritized activities to be carried out in that year. The Perspective Plan acted as a dynamic document subject to constant improvement in the course of programme implementation.

• **Improvement of School Facilities and other civil works** - The scheme noted that community participation should be the only means of undertaking any civil works in improvement of school facilities. Experiment in community participation under Lok Jumbish and DPEP in many states were very encouraging and such experiments were further carried out. The SSA first tried to mobilise the resources under Rural Employment Programme and other developmental schemes for constructing school buildings. The community had to come forward to maintain school facilities if any investment is proposed in a village.”

Achievements of SSA

The press note released by the Ministry of Human Resource Development

15-March-2018 about the achievements of Sarva Shiksha Abhiyan and Saakshar Bharat, noted the following observations: “During implementation of Sarva Shiksha Abhiyan, the total enrolment in elementary schools has risen from 18.79 crore children in 2009-10 to 19.67 crore children in 2015-16. As per UDISE 2015-16, Gross Enrolment Ratio (GER) is 99.21% for primary and 92.81% for upper primary level. The Pupil Teacher Ratio (PTR) has improved from 32 in 2009-10 to 25 in 2015-16. 62.65% of the government schools in India have PTR as per the RTE norm which is 30:1 in primary level and 35:1 in upper primary level on an average. Number of Out of School children in 2005 was 134.6 lakh which has come down to 81 lakh in 2009 and 60.64 lakh in 2015. Average Annual Dropout rate at primary level has come down from 6.76% in 2009-10 to 4.13% in 2014-15 as per UDISE, 2015-16 and average Annual Dropout rate at upper primary level is 4.03% in 2014-15 as per UDISE, 2015-16. The transition rate from primary to upper primary has gone up from 85.17% in 2009-10 to 90.14% in 2014-15 as per UDISE, 2015-16. The Gender Parity Index (GPI) in 2014-15 has reached 0.93 for primary level and 0.95 at upper

primary level. Enrolment of SC children has gone up from 19.06 % in 2010-11 to 19.79% in 2015-16 at elementary level. Enrolment of ST children is 10.35% in 2015-16 at elementary level. Enrolment of Muslim children has grown up from 12.50% in 2010-11 to 13.80% in 2015-16 at elementary level. As per UDISE 2015-16, a total no. of 10,76,994 government school are operational in India whereas 1,62,237 primary schools and 78,903 upper primary schools have been opened during the period 2002-03 to 2015-16.

ShaGun: An e-initiative

In order to capture and showcase innovations and progress in Elementary Education sector of India by continuous monitoring of the flagship scheme - Sarva Shiksha Abhiyan (SSA), the MHRD developed a web portal “ShaGun”. It is an e-initiative in a global democratic forum enabled by technology. It will give a peek in the Indian elementary education scenario and spread constructive lessons. It is a first-of-its kind platform and gives due recognition to people, State governments, schools, teachers working towards improving Elementary Education across the country. ShaGun will help monitor progress of implementation of SSA by assessing performance of States and UTs on key parameters of the scheme and thereby serve as a platform for the central government for effective planning and deliver on the promise of providing quality education to all.

ShaGun, which has been coined from the words ‘Shala’ meaning Schools and ‘Gunitva’ meaning Quality. It has been developed with a twin track approach to monitor the progress of implementation of the various components while also capturing and sharing of best practices from States and UTs. The portal has two parts.

- Online monitoring will capture the progress in implementation. Regular updates of progress will be available through dashboards to the Ministry and States for internal monitoring. Some reports would also be available in the public domain.
- It is a repository of innovative practices, success stories, evaluation reports, and interventions initiated across all the States and Union Territories in the area of Elementary Education

Check Your Progress 3

1. List any four major central interventions planned for integration with SSA
2. What are the activities of District Elementary Education Plan?
3. What is Shagun
4. How is the word Shagun coined?

3.2.4. Let us Summarise

- Sarva Shiksha Abhiyan was a Government of India’s flagship program and an ambitious approach to work towards universalisation of elementary education.
- It was launched in 2000 and was titled “Education for All” in English.
- It had taken into account multitude of approaches to achieve the objectives and has made attempts to optimise it.
- Its main mission was to empower children to be active participants in a knowledge society
- The main aim of SSA was to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially.
- SSA was both a framework and a program.
- Several strategies like institutional reforms, sustainable financing, community ownership etc. were planned to achieve the objectives of SSA.
- Operation Blackboard, strengthening of teacher education, National Program on Nutritional Support for Primary Education etc. were some of the interventions from the Government at the centre.
- Management of SSA was a multi-layer structure with the Governing Council as the Apex body headed by the Prime Minister.
- States had the freedom to have their suitable structure.
- NGOs also participated in SSA.
- ShaGun was a new initiative in this direction.

3.2.5. Answers to Check Your Progress 1, 2 and 3

Check Your Progress 1

Refer Section 3.2.3.1

Check Your Progress 2

Refer Section 3.2.3.2

Check Your Progress 3

Refer Section 3.2.3.3

3.2.6. Unit-end Exercises

1. Explain the objectives, strategies and achievements of Sarva Shiksha Abhiyan.

3.2.7. References

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Block-3 : Policy Framework and Initiatives for Development of Education in India

Unit-3 : Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Unit Structure

- 3.3.1. Learning objectives
- 3.3.2. Introduction
- 3.3.3. Learning points and activities
 - 3.3.3.1. Concept of RMSA, Major Activities and Thrust Areas
Check Your Progress 1
 - 3.3.3.2. Amendments, Implementation and Project Monitoring in RMSA
Check Your Progress 2
- 3.3.4. Let us Summarise
- 3.3.5. Answers to Check Your Progress 1 and 2
- 3.3.6. Unit- end Exercises
- 3.3.7. References

3.3.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Explain the meaning, scope, aims and objectives of RMSA;
- Analyse the various provisions made in the program;
- Appreciate the strategies involved in achieving the goals of the program; and
- Contribute in their own way towards the success of the program.

3.3.2. Introduction

We have studied in the previous units, the importance given to education by our Government during the post independent period. Specifically, education is made free and compulsory up to the age of 14 years. This is reflected through many schemes and strategies. They are planned and executed to ultimately achieve the aim of universalisation of elementary education. We have also studied in detail about one of the major programs aimed at achieving universalisation of elementary education and its achievement over the years.

That is Sarva Shiksha Abhiyan. This scheme takes care of children up to the age of 14 years. But in this fast-changing society the age and the knowledge and the skills achieved in 8 years of schooling is not sufficient to equip a child for the world of work or to be a competent adult and citizen. Hence, it is absolutely essential to push this vision of universalisation of elementary education forward to move towards Universalisation of secondary education.

In addition, the New Education Policy of 1976, stated that “Access to Secondary Education will be widened with emphasis on enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams. Vocationalization through specialized institutions or through the re-fashioning of secondary education will, at this stage, provide valuable manpower for economic growth”. Following the recommendations of New Education Policy and Programme of Action, 1992 the Government of India initiated different schemes to support children of secondary and higher secondary schools at different points in time. The Scheme of Inclusive Education for Disabled at Secondary Stage (The IEDSS (formerly IEDC), Girls’ Hostel, Vocational Education and ICT@schools schemes were started with the overall objective of providing accessible, and relevant secondary education of good quality in India. In this line Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was introduced to cater to the efforts towards universalisation of secondary education.



3.3.3. Learning Points and Activities

3.3.3.1. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Rashtriya Madhyamik Shiksha Abhiyan is a national mission for secondary education. It is a centrally sponsored scheme of the Ministry of Human Resource Development, GOI for the development of secondary education in public schools throughout the country. It was launched in 2009 and is in operation from 2009-2010. It is a unique educational program which has been designed in such a way as to respond effectively to the emerging demands of our society and rapid developments that are taking place due to liberalization, privatization and globalization. It is focused to generate human capital and provide sufficient conditions for accelerating growth and development and equity as also quality of life for everyone in India. It demonstrates the government’s ambition for a secondary education system that can support India’s growth and development.

a. Vision of RMSA

Provision of free access to good quality secondary education to all young persons in the age group 14-18 years, irrespective of gender, creed, religious denomination, physical and mental disabilities and social and economic status so as to enable them to progress towards becoming socially and economically active citizens capable of contributing positively to their own holistic development and that of state and country as a whole. In short it is to make good quality secondary education available, accessible and affordable to all young persons in the age group 14-18 years.

b. Mission of RMSA

- To provide a secondary school within reasonable distance of any habitation within a maximum distance of 5km and a higher secondary school within 7-10km.
- If required, residential schools shall be opened for girls, socially and economically weaker sections, religious minorities and sparsely populated regions.
- Ensure universal access and thereby universalisation of secondary education in the state where the state will reach GER of 80% by the end of eleventh five year plan in 2012 and a GER of 100% by the end of twelfth five year plan in 2017.
- Ensure universal retention by 2020.
- Provide access to secondary education with special reference to economically weaker sections of the society, the educationally backward, the girls and the disabled children residing in rural areas and other marginal categories like SC/ST/OBCs etc.
- Improve the quality of education being provided in all secondary schools

c. Objectives of RMSA

RMSA states the following as its objectives

- Improve the quality of education imparted at secondary level by making all secondary schools conform to prescribed norms.
- Remove gender, socio-economic and disability barriers.
- Provide universal access to secondary level education
- Enhance and universalize retention by 2020

Major Activities and Thrust Areas

A. Major Activities

The major activities of the Mission are grouped under three headings

- Planning and Appraisal
- Monitoring
- Financial Management and procurement

Let us study each one of them in a little detail.

Planning and appraisal

Planning and appraising in implementation of RMSA programme at the district and state levels is a challenging task. This can be attributed to its unique features, including addressing the needs of children from a pluralist socio-economic, educational and cultural backgrounds and meeting their needs and aspirations to continue with higher education or entering the world of work. The challenge also lies in promoting complementarities among the approaches, interventions and resources of these schemes.

The RMSA envisages greater role for communities, panchayat raj institutions and other stake holders in all aspects of planning and implementation, leading to considerable devolution and decentralization of authority and management functions. Therefore, a very pragmatic approach is needed in development and appraisal of district and state level secondary education plans prepared under RMSA. Sufficient technical knowledge to deal with quantitative aspects and also to meaningfully address issues of quality is needed. It is a challenging task to build the capacity of the planning teams constituted at the state and district levels for planning and management of the secondary education in their respective areas under RMSA programme.

Planning and Appraisal Process includes the following

- Prioritization and Process Initiation:
- Preparation of Plans
- Submission of plans, discussions with TSG and Pre-PAB and Final PAB approvals:

Monitoring

Monitoring as a part of the RMSA scheme comprises of two major elements namely the Joint Review Mission (JRM) and the Quarterly and Annual Reports, in addition to the continuous monitoring of programme implementation by MHRD and the states.

Financial Management and Procurement

Financial Management refers to the application of general management principles to the various financial resources of the project. This encompasses planning, organizing, directing and controlling of the financial activities such as procurement and utilization of project funds.

B. Thrust Areas

a. Quality improvement :

In schools, action is taken for the promotion of the science laboratories, environmental education, promotion of yoga, as well as centrally sponsored schemes of population education project, international mathematics and science Olympiads. The state governments provide in-service training for the teachers and provide infrastructure and research inputs.

b. Information communication technologies (ICT)

ICT comprises the centrally sponsored schemes like computer education and literacy in schools (CLASS) and educational technology (ET). This familiarizes the student with basic Information technology (IT). This is expected to prepare the students to meet the demands of the time.

c. Access and equity

In order to provide free access and remove the existing disparity, following strategies were implemented. They are:

- **Identification of the disadvantaged groups:** For this purpose, educational indicators like gross enrolment ratio (GER), net enrolment ratio (NER), drop-out rate, retention rate, gender parity index (GPI), gender gap, etc. were analysed.
- **Need assessment:** This is the critical step to prepare for the equity plan where the factors affecting the education of this group of children were evaluated with the involvement of the community members, teachers, civil society, etc.
- **Strategising for the addressing gaps:** Since there are multiple interwoven factors that cause the un-equitable condition in this scenario, the strategy was called to have a set of multi-dimensional activities.
- **Project-based proposal:** Development of a project-based strategy helps to call for an evidence-based and outcome-oriented strategy. In addition, attention was also given to the following.
 - ✓ Special focus in micro planning
 - ✓ Preference to Ashram schools for upgradation

- ✓ Preference to areas with concentration of SC/ST/Minority for opening of schools
- ✓ Special enrolment drive for the weaker section
- ✓ More female teachers in schools; and
- ✓ Separate toilet blocks for girls

d. Physical facilities

Physical facilities included the following.

- Additional class rooms
- Laboratories
- Libraries
- Art and crafts room
- Toilet blocks
- Drinking water provisions
- Residential Hostels for Teachers in remote areas.

e. Bottlenecks in Implementing RMSA

- Non-availability of teachers
- Shortage of teachers at the secondary level is a major concern that affects the Pupil- Teacher Ratio (PTR) and has impact on various educational indicators. As per Model Table AWP&B 2014-15, there are 6, 22,060 sanctioned posts of teachers in Government secondary schools at the national level and only about 76 percent teachers are in position.

Check Your Progress 1

Answer the following questions

1. When was RMSA launched?
2. What is the major focus of RMSA?
3. How do you summarise the vision of RMSA?
4. What are the major activities of the Scheme?
5. List the strategies adopted to reduce disparities in children of secondary education

3.3.3.2. Amendments, Implementation and Project Monitoring in RMSA

A. Amendments in RMSA

Among other amendments, one of the major amendment was to subsume the other Centrally Sponsored Schemes of Secondary Education– Information and Communication Technology (ICT) at School, Girls’ Hostel, Inclusive Education for Disabled at Secondary Stage (IEDSS) and Vocational Education (VE) in their existing form under the Umbrella of RMSA. The inclusion of these schemes under the RMSA, led to significant financial savings and administrative rationalization of the provisions under the schemes. Since interventions under these schemes extend to aided schools and cover the higher secondary schools, it provides for convergence-based implementation of RMSA. These are now treated as integrated components of RMSA.

B. Scheme of Implementation

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

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

C. Project Monitoring System (PMS)

This is a significant step towards leveraging technology to enhance efficiency and manage the implementation of RMSA. A Project Monitoring System (PMS) has been enabled in the website, in which States/UTs may view the Status of all components’ (RMSA, ICT, IEDSS, GH & VE). GoI Releases, approved outlays, coverage as per UDISE, status of teachers, school wise list of approvals, school wise gaps etc. under Integrated RMSA. In

addition, on line submission of Monthly Progress Reports, physical as well as financial, can also be made by the respective State/UTs in the PMS. The core objectives for implementation of Project Monitoring System are

- To obviate the need for submitting hard copies, except where it is mandated otherwise.
- To have transparency and accuracy in the System with reference to Approvals, Releases, Financial Status.
- To streamline the Financial Management System.
- To facilitate Just in Time movement of funds to lower levels of Program Implementation.
- To help in better financial management, more accurate assessment of actual requirement for implementation.

Achievements of RMSA listed in its 2015-2016 report include:

1. 11,577 new secondary schools approved; 10,082 functional
2. 52,750 additional classrooms approved; 20,839 completed; 16,774 in progress
3. 25,948 science laboratories approved; 10,107 completed, 8,532 in progress
4. 21,864 computer rooms approved; 6,920 completed, 6,297 in progress
5. 27,428 libraries approved; 10,133 completed, 8,929 in progress
6. 31,453 art and craft rooms approved; 12,062 completed, 9,686 in progress
7. 12,327 drinking water facilities approved; 7,096 completed, 2,507 in progress
8. 5,408 teachers' quarters approved; 623 completed, 509 in progress
9. 2,975 major repairs approved; 1,313 completed, 271 in progress

The above results show that the scheme has not been able to fully achieve its goals. A research study entitled "Inequalities in secondary education: A study of RMSA" shows that the deficiency in achievement may be attributed to factors like the following.

- Shortage of teachers
- High student-classroom ratio
- Paucity of qualified and trained teachers
- Delay in civil work.

All these may be further linked to the inadequacy of resources of various types. It is expected that reports on the latest activities both in terms of quality and quantity of the activities is likely to reap a more beneficial result.

Studies after its implementation have shown it viable to be integrated with school education as a whole taking into account a holistic approach to school education. The holistic program is now termed “Samagra Shiksha” and RMSA is a part of it.

Check Your Progress 2

1. What are the objectives of project monitoring scheme of RMSA?
2. What are the causes for not completely achieving the goals of RMSA?

3.3.4. Let us Summarise

- Rashtriya Madhyamik Shiksha Abhiyan is a centrally sponsored national mission for secondary education launched in 2009.
- Its vision is to provide free access to good quality secondary education to all in the age group of 14-18 years
- The major activities of the program include planning and appraisal monitoring, financial management and procurement.
- The thrust areas are quality improvement, ICT, access and equity, providing physical facility, and teacher development.
- Several amendments have been made and now it is subsued with a holistic program called ‘samagrashiksha’.

3.3.5. Answers to Check Your Progress

Check Your Progress 1

Refer Section 3.3.3.1.

Check Your Progress 2

Refer Section 3.3.3.2.

3.3.6. Unit end Exercises

1. Clarify the major objectives and achievements of RMSA.
2. Explain the amendments, implementation and project monitoring in RMSA

3.3.7. References:

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Block-3 : Policy Framework and Initiatives for Development of Education in India

Unit-4 : Special Schemes for School Children

Unit Structure

- 3.4.1. Learning Objectives
- 3.4.2. Introduction
- 3.4.3. Learning Points and Activities
 - 3.4.3.1. Education of Girls
 - Check Your Progress - 1
 - 3.4.3.2. Education of Disabled
- 3.4.4. Let us Summarise
- 3.4.5. Answers to Check Your Progress 1
- 3.4.6. Unit-end Exercises
- 3.4.7. References

3.4.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Explain the meaning and importance of special schemes in education;
- Identify the initiatives by the government towards educating the special groups;
- Appreciate the provisions available for the education of girls ; and
- Motivate children with special needs to get educated.

3.4.2. Introduction

You have understood in the previous units the importance of education. The education system of the country has passed through many milestones taking education to different levels. For furthering education in the right spirit certain special facilities are required to be provided in the system. These facilities may not be uniform, but depends on the need of the individual being educated. Some facilities may be common to a group and the action taken to provide these facilities form a scheme for a special group. In this unit, we will

focus on the educational provisions or the scheme of education provided for two groups namely, the physically disabled and the girls.

3.4.3. Learning Points and Activities

3.4.3.1. Education of Girls

The importance of educating girls need not be overemphasised. Provision for equality of educational opportunities provided in our constitution irrespective of the gender indicates the value attached to educate girls in our country. As an African proverb says, “ If you educate a man, you educate an individual. But if you educate a woman, you educate a nation.” Also, as Swami Vivekananda says “*The development of a community is measured by the position of the women in that community.*” Development of a nation hence to a great extent depends on the level of education of its women population. Our government has launched many schemes to create well educated women right from her tender years. Following are some important schemes in the field.

a. Balika Samridhi Yojana

This scheme was launched by the Government of India with effect from 15th of August 1997. The main objectives of the scheme are:

- To change negative family and community attitudes towards the girl child at birth and towards her mother
- To improve enrolment and retention of girl children in schools.
- To raise the age at marriage of girls.
- To assist the girl to undertake income generating activities.

Coverage

Balika Samridhi Yojana is being implemented in both rural and urban areas.

Eligibility

- Girl children belonging to families below the poverty line are given benefit.
- Child should be born on or after 15th August,1997.
- The benefits are restricted to two girl children in a household irrespective of number of children in the household.

Benefits of the scheme

- A post-birth grant amount of Rs.500/-.
- Annual scholarship for each successfully completed year of schooling.

- Class and amount of annual scholarship
 - ✓ I-III Rs.300/- per annum for each class
 - ✓ IV Rs.500/- per annum
 - ✓ V Rs.600/- per annum
 - ✓ VI-VII Rs.700/- per annum for each class
 - ✓ VIII Rs.800/- per annum
 - ✓ IX-X Rs.1,000/- per annum for each class

This amount will be deposited in the name of the beneficiary by an authorised officer in a nearby bank or post office

Procedure for obtaining the benefit

This scheme is being implemented through ICDS infrastructure in rural areas and through functionaries of Health Department in urban areas. The application forms are available with Anganwadi workers in the villages and with Health functionaries in urban areas. The beneficiaries are required to submit the filled in applications to these functionaries.

A portion of the post birth grant of Rs.500/ or the amount of annual scholarship can be utilised for the sole purpose of paying the premium on an insurance policy in the name of the beneficiary under the Bhagyashri Balika Kalyan Bima Yojana or towards purchase of textbooks or uniforms for the girl child. The amount left after the payment will be deposited in the account.

Withdrawal of amount

The amount can be withdrawn under the following conditions.

- ✓ The girl child has attained eighteen years of age;
- ✓ She is unmarried on her eighteenth birthday;
- ✓ In the event of the girl getting married before attaining the age of eighteen years, she will not be eligible for the whole amount except the post-birth grant amount of Rs.500/- and the interest accrued thereon;
- ✓ The implementing agency shall, in such an event, be entitled to withdraw the value of the matured deposit of the scholarship amounts and the interest accrued thereon and utilizes this fund to sanction the benefits prescribed under this Scheme to other eligible girl children;

✓ In the eventuality of the death of the girl child before attaining the age of eighteen years, the accumulated amount in her account would be withdrawn by the implementing agency for payment to other eligible beneficiaries under BSY.

b. Beti Bachao Beti Padhao

It is a government social scheme to address the gender imbalance and discrimination against girl child in the Indian society. This scheme was launched by the Prime Minister on 22nd of January in 2015 at Panipat, Haryana. The aim of Beti Bachao Beti Padhao scheme is to arrest the decline in girl child sex ratio and promote women's empowerment in order to improve the women status in the country. It is a coordinated effort by three ministries namely Ministry of Women and Child Development, Ministry of Health and Family Welfare and Ministry of Human Resource Development.

Objectives of the Scheme

The main objective of the program is to celebrate the birth of a girl child to prevent the violation of the interests of girls as a result of outdated and conservative thoughts. This was launched to:

- **Stop the discrimination of the girl child and practice of sex determination test**

Today, the female sex ratio is decreasing on an alarming level in Asia. Our country is at the top of this declining ratio. Under the Beti Bachao Beti Padhao scheme, mainly female and male sex ratio has been focused upon and major steps are being taken towards the prevention of gender discrimination.

- **Ensure the survival and protection of girls**

Every day we can read the news in the newspapers that a female embryo, an unborn baby girl, was found dead in the dust-bin, wrapped in newspapers or near the railway station, etc. This shows somewhere some sick mindset prevails in our society. Beti Bachao Beti Padhao scheme is a huge step in the direction of stopping this practice and ensuring the existence and safety of every child.



- **Ensure the participation of girls in education and other areas**

Save the girl child and ensure her safety with a view to strengthen and create a better India. According to Prime Minister Narendra Modi, every girl child should be educated in this country so that she can learn what she wants.

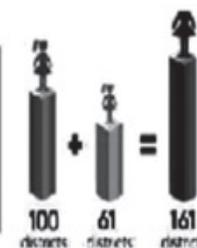
Key features of the scheme

- **Mass campaign :** The aim of the campaign is to ensure that the birth and upbringing of the girl child lead to their empowerment so that she becomes a proud citizen of the country without discrimination. The campaign has been launched at the community level in 100 districts along with national, state and district levels with immediate effect.
- **Multisectoral action to cover all states and union territories in 100 selected districts**
- Ministry of Human Resource Development and Ministry of Health and Family Affairs have taken joint steps to ensure the survival and protection of girl's education. These involve multi sectoral, united efforts for the management of BBBP by all departments at the level of district Collectors/Deputy Commissioners (DC).

In spite of the multitude of activities of the program, the educational related activities are the responsibility of the Department of School Education and Literacy under the Ministry of Human Resource and Development. Following are identified as the responsibilities of the Department as per the guidelines issued by the Ministry of Women and Child Development

- Activate School Management Committees (SMCs) to ensure universal enrolment, retention and completion of secondary education of girls.
- Create Forums to encourage participation of girls through Balika Manch.
- Construction and ensuring of functional toilet for girls.
- Completion of Kasturba Gandhi Bal Vidyalayas.
- Campaign to re-enroll drop-out girls in secondary schools.
- Construction of girls' hostels for secondary and senior secondary schools.
- Sensitization of teachers on Child Sex Ratio through Sarva Shiksha Abhiyan.

Multi-sectoral action
in select 100-61
districts (low on CSR)



Rise in Sex Ratio at Birth
(SRB) in 58 districts out
of the 1st phase 100
BBBP districts between
2014-15 & 2015-16



- Institutionalize standard guidelines/ protocols for Girl Child Friendly Schools including residential schools and ensure its effective implementation.
- Institute district level awards for feliciating girl-achievers, and special award for meritorious girls.

c. Sukanya Samriddhi Yojana

As a part of the Beti Bachao Beti Padhao scheme Prime Minister launched the Sukanya Samriddhi Scheme as a small savings scheme to make the parent or guardian of a girl child financially independent of her education and marriage in January 2015. Under the scheme, a parent or legal guardian can open an account in the name of the girl child until she attains the age of 10 years. As per the government notification on the scheme, the account can be opened in any post office branch and designated public sector banks.

The salient features of the scheme are the following.

- Under the new rules, known as Sukanya Samriddhi Account (Amendment) Rules, 2018, the minimum amount required for opening a Sukanya Samriddhi account has been brought down to Rs. 250, from Rs. 1,000 earlier.
- The minimum annual deposit requirement, or the minimum amount required to be deposited in Sukanya Samriddhi account every year, has also been lowered to Rs. 250, from Rs. 1,000 earlier. These new rules came into effect from July 6, 2018.
- The interest rate on Sukanya Samriddhi account is revised every quarter, like other small savings instrument such as public provident fund (PPF), and Senior Citizen Savings Scheme (SCSS). Currently, Sukanya Samriddhi account fetches an interest of 8.1% per annum, compounded yearly.
- Apart from higher interest rate as compared to other small savings instruments such as PPF, tax exemption is also one of the greatest advantages of the Sukanya Samriddhi account.
- Contribution in to Sukanya Samriddhi account up to Rs. 1.50 lakh in a financial year qualifies for income tax deduction under Section 80C of Income Tax Act. The entire interest earned and maturity amount is also non-taxable. The maximum amount that can be deposited in a Sukanya Samriddhi account is Rs. 1.5 lakh in a financial year.
- Deposits in a Sukanya Samriddhi account may be made till the completion of 15 years, from the date of opening of the account. For example, if an account

was opened on 13 May, 2016, deposits can be made up to 12 May, 2031. After this period the account will only earn interest as per applicable rates.

- Sukanya Samriddhi account will mature on completion of 21 years from the date of opening of account.
- A Sukanya Samriddhi account can be opened up to age of 10 years only from the date of birth of the girl child. A guardian can open only one Sukanya Samriddhi account in the name of one girl child and maximum two accounts in the name of two different girl children in post offices and designated banks.
- Partial withdrawal will be allowed on the account holder attaining the age of 18 to meet educational or marriage expenses. Withdrawal will be limited to 50% of the balance standing at the end of the preceding financial year.
- Normal premature closure will be allowed for the purpose of the account holder's marriage, if she has attained the age of 18.

Union Minister for Finance and Corporate Affairs, Shri Arun Jaitley while presenting the General Budget 2018-19 in Parliament said, Under "Beti Bachao Beti Padhao",

Sukanya Samriddhi Account Scheme launched in January 2015 has been a great success. Until November, 2017 more than 1.26 crore accounts have been opened across the country in the name of girl-child securing an amount of Rs.19,183 crore.



d. Begum Hazrat Mahal National Scholarship

It is a scheme of education for Girl student belonging to the Minority Communities. It was earlier known as Maulana Azad National Scholarship. The main purpose of the scheme is to provide financial assistance to meritorious girl students belonging to national minorities, who cannot continue their education due to lack of financial support. It was launched by the then Prime Minister of India Shri Atal Bihari Vajpayee at National Conference of Educational & Economic Development of Minorities held in 2003 at New Delhi.

Eligibility Criteria

- Only girl students belonging to six notified minority Communities i.e. Muslims, Christians, Sikhs, Buddhists, Jains and Parsis are eligible.

- Scholarship will be awarded to minorities' girl students who are studying in Class 9th to 12th and have secured at-least 50% marks or equivalent grade in aggregate in previous class.
- Annual income of student's parents/guardian from all sources does not exceed Rs. 2.00 lakh. Students have to submit the Income certificate of parents/guardian that should be issued by the Competent Authority declared by the State Government/UTs Administration.
- Students are advised to submit only "One Application Form". In case of students submitting more than one application form, all the applications submitted by students will be considered as "Duplicate" and will be "Rejected".
- Amount of scholarship will be credited directly into the Beneficiary bank account through DBT mode.
- No scholarship shall be given for studies abroad for any course
- Scholarship will be admissible for expenditure on payment of School/College fee, purchase of syllabus books, purchase of stationery/equipment's required for the course and payment of Boarding/Lodging charges.

Amount of Scholarship

- Actuals subject to a maximum ceiling of Rs.10000/- (Rupees ten thousand only) which will be released in two installments of Rs. 5000/- each for class IX and X
- Actuals subject to a maximum ceiling of Rs.12000/- (Rupees twelve thousand only) which will be released in two installments of Rs.6000/- each for class XI and XII

e. National Scheme of Incentives to Girls for Secondary Education

The Centrally Sponsored Scheme - National Scheme of Incentives to Girls for Secondary Education was launched in May 2008. It aims to promote enrolment of girl child in the age group of 14-18 at secondary stage, especially those who passed Class VIII and to encourage the secondary education of such girls.

The Scheme covers :

- All SC/ST girls who pass class VIII and
- Girls, who pass class VIII examination from Kasturba Gandhi Balika Vidyalayas (irrespective of whether they belong to Scheduled Castes or Tribes) and enroll for class IX in State/UT Government, Government-aided or local body schools.

- Girls should be below 16 years of age (as on 31st March) on joining class IX
- Married girls, girls studying in private un-aided schools and enrolled in schools run by Central Government like KVS, NVS and CBS affiliated Schools are excluded.

A sum of Rs. 3,000/- is deposited in the name of eligible girls as fixed deposit. The girls are entitled to withdraw the sum along with interest thereon on reaching 18 years of age and on passing 10th class examination.

Financial benefits

A sum of Rs. 3000 (Rupees three thousand only) would be deposited under term deposit/ fixed deposit in a public sector bank or in a post office in the name of every eligible girl child. The term/ period of the deposit may be counted from the date of deposit to the date on which the girl child attains the age of 18 years. No premature withdrawal will be allowed.

f. National Means Cum-Merit Scholarship Scheme (NMMSS)

The Means-cum-Merit is a national level scholarship programme for socially and economically disadvantaged children of the society. Owing to the poor economic conditions, there is a high dropout rate among such children from Class 8th onwards. To arrest the dropout rate at the secondary level of education, the government has started the Means-cum Merit scholarship programme in 2008. Under this scholarship programme, students studying in the government, government aided or local body schools and institutions are given direct financial assistance on the monthly basis. However, it should be noted that those students who are studying in the 'Jawahar Navodaya Vidyalayas, or 'Kendriya Vidyalaya, or Residential Government schools with lodging and food facilities are not eligible for scholarship.

The main features of the scheme include the following.

- It is a centrally sponsored scholarship scheme.
 - The total number of the scholarship are 1,00,000.
 - It is distributed among all States/ UT in the proportion of the population of the children in that age-group enrolled in the Class 8th.
 - The scholarship is given to the beneficiary students on the quarterly basis.
 - It can be availed by the students from Class 9th to Class 12th.
 - The total duration of the scholarship is 4 years.

Reservation policy

There is the provision for reservation in the allocation of the scholarships to the children. Each State/UT is given the freedom to follow their own principles of reservation.

Benefits under the Scheme

Those students who are selected for this scholarship are given ₹ 500 on the monthly basis. In a year, they get ₹ 6,000.

Eligibility for the Means-cum-Merit scholarship

- This scholarship can be availed by those students whose annual family income is not more than ₹ 150000.
- The student should be studying in the Class 9th.
- A student should have a minimum score of 55% aggregate marks in Class 8th exam.

Check Your Progress I

1. List any four schemes provided for the education of girls
2. What are the major objectives of 'Beti Bachao Beti Padhao' scheme?
3. What are the salient features of National Means Cum-Merit Scholarship Scheme (NMMSS)?

3.4.3.2. Education of the Disabled.

Details about 'Education of the Disabled' are given in Section 1.6, under Course 11 Inclusive Education. Read the contents with this background. You need to understand the same content, from the perspective of Initiatives for Development of Education in India.

3.4.4. Let us Summarise

- Education is a fundamental right and discrimination against any factor is not acceptable by law.
- Balika Samridhi Yojana, Beti Bachao Beti Padhao, Sukanya Samridhi Yojana, Begum Hazrath Mahal Scholarship, National Scheme of Incentives to Girls for Higher Secondary Education, are some of the special schemes available for girl children.

3.4.5. Answers to Check Your Progress 1

Check Your Progress 1

Refer Section 3.4.3.1.

3.4.6. Unit-end Exercises

1. “Children of special group should be given special provisions”. Justify the statement
 2. What are the challenges posed in the education of the disabled? Given the power, how would you meet these challenges?
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3.4.7. References

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Block-3 : Policy Framework and Initiatives for Development of Education in India

Unit-5 : ICT in School Education- National Repository of Open Educational Resources (NROER)

Unit Structure

- 1.5.1. Learning Objectives
- 1.5.2. Introduction
- 1.5.3. Learning Points and Activities
 - 1.5.3.1. National Policy on ICT in School Education and Related Concepts
Check your progress 1
 - 1.5.3.2. National Repository of Open Educational Resources (NROER)
Check your progress 2
- 1.5.4. Let us Summarise
- 1.5.5. Answers to ‘Check your progress’- 1 and 2
- 1.5.6. Unit end Exercises
- 1.5.7. References

3.5.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Explain the meaning, scope, aims, and objectives of ICT in schools;
- Analyse the need for having a national repository of educational resources;
- Appreciate the efforts made by the government to cater to the needs of the society for educational progress; and
- Encourage the use of ICT tools and make the best use of NROER.

3.5.2. Introduction

We have been studying in the other units, the various initiatives taken by the government to improve the education of children in the country. One of the main factors of these initiatives is the quality of education to keep pace with the changing requirements of society. As early as 1992, The National Policy on Education 1986, as modified in 1992,

stressed the need to employ educational technology to improve the quality of education. As a result, the Central Government undertook major initiatives like Computer Literacy and Studies in Schools (CLASS) and the adoption of Information and Communication Technology (ICT) in schools. This paved way for a more comprehensive centrally sponsored scheme, viz., the Information and Communication Technology @ Schools in 2004. The significant role that ICT can play in school education was also highlighted in the National Curriculum Framework 2005 (NCF) 2005. The tremendous potential of ICT for enhancing and improving the quality of education was the initiative for the ICT policy in school education. The NROER is the result of the attempts to make the best use of the potentials of ICT in education.

3.5.3. Learning Points and Learning Activities

3.5.3.1. National Policy on ICT in School Education and Related Concepts

The National Policy on Information and Communication Technology (ICT) in School Education was launched in December 2004. It endeavored to provide guidelines to assist the States in optimising the use of ICT in school education within a national policy framework. The Department has actively pursued the integration of ICT into teaching and learning and the development of pupils' digital literacy, primarily through its 'ICT in Schools' programme. This programme has focused on four key areas:

- The provision of essential ICT infrastructure within schools;
- The provision of access to broadband connectivity to schools;
- Continuous professional development for teachers in ICT; and
- Integrating ICT within the curriculum and providing curriculum-relevant digital content and software.

To achieve it, the following activities were envisaged.

Vision

The ICT Policy in School Education aimed at preparing youth to participate creatively in the establishment, sustenance, and growth of a knowledge society leading to all- round socio-economic development of the nation and global competitiveness.

Mission

To devise, catalyse, support, and sustain ICT and ICT- enabled activities and processes in order to improve access, quality, and efficiency in the school system.

To achieve the above, the ICT Policy in School Education endeavored to do the following:

Create

- an environment to develop a community knowledgeable about ICT;
- an ICT literate community which can deploy, utilise, benefit from ICT and contribute to nation building; and
- an environment of collaboration, cooperation and sharing, conducive to the creation of a demand for optimal utilisation of and optimum returns on the potentials of ICT in education.

Promote

- universal, equitable, open, and free access to a state- of- the- art ICT and ICT-enabled tools and resources to all students and teachers;
- development of local and localised quality content and to enable students and teachers to partner in the development and critical use of shared digital resources;
- development of professional networks of teachers, resource persons, and schools to catalyse and support resource sharing, upgradation, and continuing education of teachers; guidance, counselling and academic support to students; and resource sharing, management and networking of school managers and administrators, resulting in improved efficiencies in the schooling process;
- research, evaluation, and experimentation in ICT tools and ICT- enabled practices in order to inform, guide, and utilize the potentials of ICT in school education; and
- a critical understanding of ICT, its benefits, dangers and limitations.

Motivate and enable

- wider participation of all sections of society in strengthening the school education process through appropriate utilisation of ICT.

Before going further, we will understand the meaning and scope of ICT with reference to school education.

Meaning of Information and Communication Technology

The National Policy on Information and Communication Technology (ICT) in School Education defines Information and Communication Technologies as “all devices, tools, content, resources, forums, and services, digital and those that can be converted into or delivered through digital forms, which can be deployed for realising the goals of teaching learning, enhancing access to and reach of resources, building of capacities, as well as

management of the educational system. These will not only include hardware devices connected to computers, and software applications, but also interactive digital content, internet and other satellite communication devices, radio and television services, web based content repositories, interactive forums, learning management systems, and management information systems. These will also include processes for digitisation, deployment and management of content, development and deployment of platforms and processes for capacity development, and creation of forums for interaction and exchange”.

ICT Applications in Schools

Information and Communications Technology (ICT) can impact student learning when teachers are digitally literate and understand how to integrate it into the curriculum. Specialists in the field have identified the following five strategies to ensure best use of ICT in schools:

- Promote 21st century educators: Ensure that all teachers have the knowledge, tools and enthusiasm to fully integrate quality learning activities into ICT. This will maximise the impact on a child’s classroom experience and education as a whole.
- Keep Best Practice Guidelines for all ICT hardware and software: They should not simply just be administrative tools or electronic proxies, but function more as an integrated part of the classroom and the lesson plan.
- Create a virtuous circle based around ICT and innovative teaching: Remember that teachers who are more engaged with ICT in the classroom show greater use of innovative teaching methods, and teachers inclined towards innovative teaching methods use classroom ICT better.
- Use ICT to link home and school effectively: ICT can do this by increased communication and transparency, as well as recreating a positive environment. Engaging parents will also increase student motivation and thus raise standards.
- Positive associations with computers: Children associate positively with computers and they are therefore welcomed as a learning platform. Technology should be embraced and its appeal to students should be considered as positive.

In the following few paragraphs, we will discuss about the use of ICT for different activities in the school.

ICT for Skill Development

- Job -oriented courses in ICT will be developed and established for students of the vocational stream at the higher secondary level by linking them with the

need of ICT-enabled industries/establishment in the neighbourhood. The scope of these courses would be a broad-based ICT literacy. It will not be limited to ICT-based occupations, but will inform and enhance productivities in a wide range of other occupations (for example, accounting, office automation, office communication, data handling and data processing, desktop publishing, graphics and designing, music and video, etc). This will also include courses on cyber security.

- The courses will be modular and students will be provided a wide range of choices, catering to a variety of job options, hardware and software platforms, tools, and resources. Appropriate mechanisms to counsel students in selecting career paths and courses will be developed simultaneously. The courses will be in conformity with the National Vocational Education Qualifications Framework (NVEQF).
- The courses will be frequently revised and updated in order to maintain relevancy to changing requirements of the job market and emerging trends in technology. Hence, it will also be imperative to conduct such courses in close liaison with the industry.
- Institutions offering vocational courses will be required to integrate ICTs in their teaching-learning process.
- An open learning system will be developed permitting students to continue to reskill themselves. Conventional restrictions of age and previous qualifications will be suitably reworked to facilitate an open system. Where feasible, online and distance modes will also be explored. Lateral and vertical mobility will be established amongst the courses with multiple entry and exit options. A system of on-demand evaluation and certification, to enable students to obtain timely qualifications, will be developed.

ICT for Children with Special Needs

- Use of ICT will catalyse the cause and achieve the goals of inclusive education in schools.
- ICT software and tools to facilitate access to students with special needs like screen readers, Braille printers, etc. will be part of the ICT infrastructure in all schools. Special care will be taken to ensure appropriate ICT access to students and teachers with special needs.

- All teachers will be sensitised to issues related to students with special needs and the potential of ICT to address them. All capacity building programmes will include components of ICT- enabled inclusive education.
- All web- based interfaces developed for the programme including digital repositories, management information systems, etc. will conform to international guidelines for accessibility.
- Accessibility norms will be adopted as per the world wide web consortium, W3C guidelines (Web Content Accessibility guidelines, <http://www.w3.org>) to enable the content to be accessed by children with special needs. Web- based digital repositories with W3C compliance will address the lack of availability of resources for / students with special needs. Digital content and resources for the exclusive use / students with special needs, talking books for example, will also be developed and deployed. The absence of appropriate vocabulary for different subject areas in ~~the~~ different Indian languages and the unfamiliarity of the cultural context can make digital communication and resources inaccessible to students and teachers across the country. Efforts will be initiated to develop appropriate word lists and dictionaries in Indian languages and widespread translations encouraged.

ICT for Open and Distance Learning

- Open and Distance Learning with the use of ICT opens out alternate possibilities for students who have dropped out, cannot continue formal education or are students of the non-formal system of education. Existing formal systems of education will be strengthened with ICT -based instructions available in Open and Distance Learning Systems so as to cater to the needs of such learners.
- The present Open Schooling systems (e.g., National or State level Open Schools) will be strengthened by harnessing ICTs innovatively. Access to e-books, digital learning resources, Digital Repositories (with relevant learning resources), etc. will be developed by these institutions as student support services. This will also be used for online capacity building for Open and Distance Teacher Training.
- All Open and Distance Learning Systems will be automated and provide online all services including admissions, examinations, e-Accreditation, and grievance redress on the lines of the National Institute of Open Schooling.
- The proposed mentoring system for students involving expert teachers will be extended to these students also. Online courses, online on demand exams, and digital repositories and content, media broadcasts planned through DTH/Satellite

based, open learning systems allowing multiple entry and exit points, opening out the school resources to non-formal students, and guidance and counselling will result in effective use of ICT for Open and Distance Learning.

ICT for School Management

- States will adopt or adapt an e-governance and automated school administration programme for schools, build capacities for its implementation, and deploy school- based Management Information Systems (MIS). These MISs will be integrated with the proposed state-wide web- based School Education Management Information System.
- A school- wide local area network enables automation of a variety of processes. Beginning with library automation, locally cached offline access to internet resources, office automation, maintenance of records, student tracking, resource planning, and using the existing ICT infrastructure will increase efficiencies. At the same time, savings in cost, time and effort will also accrue. The school-wide local area network will be used to facilitate this automation.
- A nation- wide network will be established in which schools, teachers, students, school managers, and the community at large participate. This implementation will include the School Management Information Systems (School MISs); digital repositories of tools, content and resources; professional development and continuing education platforms; and guidance, counselling and other student support services.
- School MISs will emerge as a single window clearing house on all information related to the secondary school system. The information will facilitate research and analysis activities and guide decision making at different levels in the education system, contributing to enhanced efficiencies.
- The scope of information to be collated by the MISs will be broad and include student and teacher tracking, particularly for their academic needs. The norms will also define standards of technology including language fonts, word processors, technical dictionaries, etc. Open standards facilitating universal access to information, content, and resources will be ensured

The library in the school will search, collate and categorise digital resources and make them available to the teachers and students. For instance, the school library will develop lists of web resources or advisories for ICT usage or teaching- learning of different subjects. The school library will be automated

for facilitating access to a variety of digital resources. An automated library with internet access will catalyse the use of digital resources in all classrooms.

Capacity Building

Yet another major area of focus of the policy is the capacity building of teachers. It is considered to be the key to the widespread infusion of ICT- enabled practices in the school system.

Capacity Building of In-service Teachers

- In- service training of teachers will comprise of Induction Training as well as Refresher Courses. The induction trainings will be imparted by the Regional Institutes of Education of the NCERT, State Councils of Educational Research and Training (SCERTs) or such other institutions of the Central and State Governments and will preferably be completed before the commencement of the academic year. The refresher trainings will be carried out every year to enable teachers to share, learn, and keep abreast of the latest trends in ICT-based teaching- learning processes. The induction training will be followed by teacher's evaluation to ensure that the minimum competency is achieved.
- Training in ICT will be integrated with general training programmes organised for teachers and school leaders at all levels in order to popularise its use and to demonstrate effective practices in ICT.
- Beginning with an initial sensitisation through ICT operational skills and ICT-enabled subject teaching skills, teachers will become part of online professional groups (e.g., English Teachers Association) to continue their education, pool in their resources, and actively contribute to the strengthening of domain specific knowledge within the country. The forums will also facilitate continuous development of ICT skills introducing them to tools and resources in different subjects / specialisations as well as create and share learning resources in those subjects.
- Teacher participation in the digital content development process will catalyse its broad-based usage in the classrooms. Teacher capacities will be developed in instructional design, selection and critical evaluation of digital content, and strategies for effective use of digital content to enhance student learning.

Capacity Building through Pre-service Teacher Education

- Teacher educators will be suitably oriented and trained to use ICT in their pre-service teacher training programmes. They will also be expected to enable pre-service teachers to be sensitised to and practice the use of ICT.

- All pre-service teacher education programmes will have a compulsory ICT component. The existing curricula for pre-service teacher's training will be revised for including appropriate and relevant applications of ICT. All teacher trainees passing out of teacher education programmes will obtain adequate levels of competency in ICT and ICT- enabled education. This proficiency will gradually form a part of the eligibility criteria for teacher appointments.
- The National Council for Teacher Education (NCTE) has already laid down guidelines about availability of ICT infrastructure in each such training institution. NCTE would prescribe appropriate curriculum in ICT corresponding to the ICT curriculum in schools, to be revised periodically, for such teachers.

Capacity Building of School Heads

- School heads will play an important role in the establishment and optimal utilisation of ICT and ICT- enabled education practices in the school. All school heads will undergo appropriate orientation in ICT and ICT- enabled education training programmes. This will also help them in building- up digital resources for the school.
- School heads will also be trained in processes leading to automation of administration, management and monitoring of the school system, and will play a proactive role in the implementation of School Education Management Information System (SEMIS).
- School heads will be oriented to ensure the upkeep and safety of the ICT infrastructure and the optimum use of the ICT facilities.

Capacity Building of State / District Education Department Personnel

- States / Districts Education Department personnel at all levels will be oriented to infuse ICT into their work. They will also be oriented to various aspects related to the ICT implementation at the school level.
- School clusters encompassing neighbourhood schools will be established for sharing and learning from each other aiming to hasten the process of integration of ICT into all aspects of the school system.

Check your progress 1

1. Define Information and Communication Technology.
2. What is the basis for monitoring the progress or usage of Information and Communication Technology?

3. What are the outcomes expected in intermediate literacy?
4. Mention any two areas in which ICT can be used in schools.
5. Mention any two measures taken to use ICT for children with special needs.
6. What is the advantage of MISs at schools?
7. What are the strategies identified to develop capacity building through ICT?
8. What are the activities included in capacity building of personnel in state/district education departments?

3.5.3.2. Implementation of the Programme and its Challenges

The responsibility of guiding the implementation of the programme across the country rests at the national level with the Department of School Education & Literacy, Ministry of HRD, Government of India. A Program Monitoring and Evaluation Group (PMEG) has been formed for the purpose. The PMEG may set- up task groups and invite institutions or established professionals with substantial expertise in that sector to develop norms, specifications, guidelines, evaluation reports, white papers, etc. to guide the States in implementing the ICT programme.

We have seen in our study on RMSA, that ICT in schools is subsumed in the Rashtriya Madhyamik Shiksha Abhiyan. The scheme currently covers both government and government- aided secondary and higher secondary schools. Financial assistance is provided for procurement of computers and peripherals, educational software, training of teachers, development of e-contents, Internet connectivity, and set- up of smart schools. So far, 87033 government and government- aided secondary and higher secondary schools have been approved for coverage under ‘ICT in Schools’ Scheme.

The highlights of the revised scheme are:

- The objective of the Scheme is to cover all government and government- aided secondary and higher secondary schools by giving priority for early coverage of schools in educationally backward blocks and in areas having concentration of SC/ST/minority/weaker section.
- Under the revised scheme, there is a provision of a suitably qualified full- time computer teacher in each secondary and higher secondary school. In case of higher secondary school having computer related subjects as elective, there would be need for a post graduate in computers teacher.

- There are provisions for in-service (induction and refresher) training for all teachers in secondary and higher secondary schools to enable them to impart ICT-enabled teaching.
- There is a provision to strengthen SIETs to contribute to e-content development.
- Management, monitoring, and evaluation will be strengthened.
- Convergence with the existing programme would be essential, especially in teacher training and ensuring reliable power supply and internet connectivity.
- The scheme includes National Award for teachers using ICT in schools in the teaching learning process.
- The sharing pattern will be 75:25 between the Centre and the State, except for the north-eastern States, including Sikkim, where the ratio would be 90:10.

Some of the activities in the scheme include:

Smart School

Under the existing 'Information Communication Technology in School' Scheme as against the target of setting up of 150 more such schools, this Ministry approved for coverage of 63 Smart Schools so far. The Smart Schools are being established in the districts by conversion of one of the existing State Government schools to serve as a role model and Technology Demonstrator among the neighbourhood schools.

National Award for Teachers Using ICT for Innovation in Education

Under the 'ICT in Schools' scheme, to promote computer-enabled learning and usage of ICT in teaching in government and government-aided secondary and higher secondary schools provision is made for instituting the National Award for innovative use of ICT to motivate the Teachers and Teacher Educators for innovative use of ICT in teaching-learning.

ICTs have developed as powerful tools for diffusion of knowledge and information. Their fast growth is already seen all over the world. However the integration of ICTs in education has deep effects for the whole education process ranging from investments to use of technologies in dealing with key issues of access, equity, management, efficiency, pedagogy, quality, research and innovation. The growing use of ICTs as an instructional medium is changing and will possibly continue to change many of the strategies employed by both educators and students in the teaching and learning process.

The integration of ICT in education has great challenges. They can be summarized as follows.

Challenges in Implementing ICT at Schools

Environmental Challenges

People are expected to be able to work, learn, and study whenever and wherever they want to but in a developing country this has not been still possible. A country's educational technology infrastructure plays a great role in national telecommunications and information technology infrastructures. There is a limited regional infrastructure for full ICT integration in education. It is very important for policymakers and planners to carefully consider the following before implementing ICT in education:

- Appropriate rooms or buildings to house the ICT tools.
- In countries where there are many old buildings, proper electrical wiring, heating/cooling and ventilation, and security and safety will be needed.
- Availability of electricity and telephone in most developing countries, where there still large areas without reliable supply of electricity and the nearest telephone is miles away.
- Policymakers should also look at the ubiquity of different types of ICT in the country in general, and in the educational system in particular.

Cultural Challenges

Diversities of culture in different part of the world are also challenges in introducing ICT in education. English is the dominant language of the internet. Research has shown that an estimation of 80% of online content is in English. A large proportion of educational software produced in the world market is in English.

Educational Challenges

One of the greatest challenges in ICT integration in education is balancing educational goals with economic realities. ICTs in education require large capital investments. Due to financial difficulties, the priority of governments is the rehabilitation of school buildings and teacher welfare. ICT for education on the other hand, has not yet been considered a priority. In terms of human resources, the constraints are due to lack of trained teaching manpower and lack of motivation among educators to adopt and integrate ICT as a tool into their teaching or educational curriculum. Extra effort and time are involved in the use of ICTs in education. In some parts of the world, there is lack of preparedness for students entering higher education in the knowledge and skills required for the basic use of technologies. Still in education, learning challenges arise in the delivery methods of using ICTs (online-based, blended, etc.), content not adapted to the technology and context, limited interaction between students and educators.

In general, integrating ICTs' use in education requires establishment of infrastructural facilities, acquisition of technologies and their periodic updating, management, and professional support services.

The Information and Communication Technology (ICT) in schools have been subsumed in the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). RMSA in turn, is merged under the holistic programme of Samagra Shiksha, which we will be studying in the relevant chapter.

3.5.3.2. NROER

The formation and implementation of the National Policy of ICT in school education and ICT in schools were followed by a series of workshops. The National Policy on ICT in school education proposed setting- up of state and national level digital repositories, which will host

The term Open Educational Resources (OER) describes publicly accessible materials and resources for any user to use, re-mix, improve and redistribute. under some licenses
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a variety of digital content appropriate to the needs of teachers. Both the National Policy of ICT in School Education, 2012, and the ICT @ School schemes recommended collaborative creation and widespread dissemination of learning resources. This resulted in the launching of the National Repository of Open Educational Resources.

The National Repository of Open Educational Resources (NROER) is an initiative taken by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India. The Central Institute of Educational Technology, NCERT, was entrusted with the responsibility of the development and implementation of this project. The technological support for the repository was extended by the Homi Bhabha Centre for Science Education. The software on which the entire repository is built is metastudio, which is a project of the knowledge lab at Homi Bhabha Centre for Science Education, TIFR, Mumbai

NROER is considered to be a solution to address the challenges faced by the education sector of India. It aims to reach the unreached, include the excluded and prioritises to extend education to all. It is a platform for everyone interested in education. It offers resources for all school subjects and all grades, and in multiple languages. It brings together all the digital resources for school education.

To ensure the smooth functioning and to properly avail the services of the Repository, ICT tools enhance the utility and add value to it. Hence, the NROER is a comprehensive digital repository for Open Educational Resources (OER), which in addition to providing opportunities for users to access and create educational resources also allows them to enrol

in various online courses and participate in online contests. This will open doors to new ways of interactive learning for the students and teachers and revolutionise the entire education system of the country.

Objectives of NROER

- To store, preserve and provide access to a variety of digital resources to students and teachers;
- To enable the participation of the community in the development and sharing of digital resources;
- To enhance the quality of the education system of the country;
- To facilitate teachers to create and share contextual teaching and learning resources; and
- To celebrate innovations in resource creation.

Features of NROER

- Open access to anyone who wants to access the resources;
- Resources are available for free;
- Resources are shareable;
- Resources are available in the form of discrete chunks in contrast to those available as bulk and make it difficult for a person to segregate information from them;
- Eliminates the need of research from several places, since all resources on any particular subject or topic desired are present in one place and are comprehensive;
- Resources sometimes may need to be contextualised, by wraparound materials that support them; and
- Resources can be added to the NROER pool, subject to proper licensing.

A unique feature of this repository is the organisation of its content. The repository organises its collections into an ever-growing semantic map of concepts. The concept map itself is a learning resource for teachers, providing an opportunity for critically assessing the curriculum and aiding the construction of their own unique learning themes for their classrooms. The idea of having organised content in the form of concept maps is to connect knowledge and to bring home the point about the interdisciplinary linkages. A concept page, which can be accessed either through keyword search or browse by collection, offers

concept map as a default view. One can expand the map and dig deeper by control click on any concept. One can also navigate to other concept pages by clicking on the concept. Besides concept view, the concept page offers a bouquet of related concepts, which are available in the repository. Digital resources such as documents, audio-visuals, interactive objects, and images are mapped to the concepts and are available under the resource tab. This enables access to a library from which teachers can choose appropriate resources.

Each resource is tagged to related concepts making it accessible. Each resource can be downloaded and can be commented upon. Users can comment on the concept map, resources, and the entire organisation of the concept. They can also contribute by adding tags and resources. This can be done through edit. Though the resources are tagged to the concepts and are available on the concept page; users can access the resources through video, audio, documents, interactive objects, and image libraries, which are available on the homepage. A wide spectrum of videos is hosted in the repository. The featured video collections include a series on land and people, dance forms of India, science experiments, and video lectures on a variety of topics. These can be accessed at <http://nroer.gov.in/gstudio/resources/videos/#videocollections>

An application has been developed and is available on Google. It can be used for accessing all the video tutorials of Accountancy, Biology, Business Studies, Career Counselling, Dance Forms, Drawing, Geography, etc.

Check your progress 2

1. What does NROER stand for?
2. What are the objectives of NROER?
3. What is the salient feature in the organisation of information by NROER?

3.5.4. Let us Summarise

- The National Policy on ICT in Schools was launched in December 2004.
- Providing essential ICT structure in schools, access to broadband connectivity, continuous professional development of teachers and providing curriculum relevant digital content and software are its major focus.
- ICT includes all devices, tools, content, resources, forums, and services, digital and those that can be converted into or delivered through digital forms, which can be deployed for realising the goals of teaching learning, enhancing access to and reach of resources, building of capacities, as well as management of the educational system.

- The usage of ICT is monitored by ICT literacy identified at three levels namely basic, intermediate and advanced.
- ICT tools range from projecting media to support a lesson, to multimedia self-learning modules, to simulations and virtual learning environments.
- ICT software and tools have also been developed for children with special needs and teachers are trained accordingly.
- Implementation of ICT in schools is a big challenge due to educational, financial, and cultural issues.
- The National Repository of Open Educational Resources (NROER) is an initiative taken by the Department of School Education and Literacy, Ministry of Human Resource Development, Government of India.
- It is hoped to bring together all digital resources for school education.
- The technological support for this project is given by HomiBhaba Centre for Science Education, TIFR, Mumbai.

3.5.5. Answers to ‘Check your progress 1 and 2

Answers to ‘Check your progress 1

Refer Section 3.5.3.1

Answers to ‘Check your progress 1

Refer Section 3.5.3.2.

3.5.6. Unit-end Exercises

1. Explain the vision and mission of National Policy on ICT in School Education.
2. Clarify the major features of National Repository of Open Educational Resources.

3.5.7. References

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Block-3 : Policy Framework and Initiatives for Development of Education in India

Unit-6 : Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PMMMNMTT)

Unit Structure

- 3.6.1. Learning Objectives
- 3.6.2. Introduction
- 3.6.3. Learning Points and Learning Activities
 - 3.6.3.1. Background and Facets of the Pandit Madan Mohan Malviya National Mission
 - Check Your Progress - 1
 - 3.6.3.2. Management and Evaluation of the Scheme
 - Check Your Progress – 2
- 3.6.4. Let us Summarise
- 3.6.5. Answers to Check Your Progress- 1 and 2
- 3.6.6. Unit-end Exercises
- 3.6.7. References

3.6.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Narrate about the great educationist Madana Mohana Malviya and his contribution to education;
- Understand the goals, Mission, Components and Deliverables as per the Mission;
- Identify the big gap that exists in the quality and quantity of teachers in our educational system; and
- Appreciate the efforts made by the government to bridge the gaps in the system of education.

3.6.2. Introduction

In the units you have studied so far, you have directly or indirectly, noticed that teacher plays a very vital role in the success of the education system. Dr. Abdul Kalam has also rightly pointed out that “teachers are the back bone of any country, the pillars upon which the aspirations of students are recovered into realities. The teachers must be perpetual seekers of intellectual integrity and universal compassion”. Hence, ensuring their availability and improving their quality and quality of their teaching are of prime importance. In addition, the increased demand for education has resulted in the expansion of educational system in the country at all levels. This has resulted in a demand- supply mismatch affecting the educational system both in terms of quantity and quality. In this direction, attention needs to be focused on the preparation of teachers, their working conditions in class rooms, schools and colleges. This needs to be supported with their continuous professional development ensuring that best talent in the country are made available to shape the future generation. With this background, the Honorable Prime Minister of India launched the scheme of “Pandit Madan Mohan Malviya National Mission on Teachers and Teaching”

On 25th December 1861 in a humble home in Allahabad was born Madan Mohan who would one day shake the foundations of the mighty British empire with his moral strength and intellectual prowess; who would resurrect the spiritual and cultural heritage of India's ancient civilisation; and who would be the vanguard of India's social and political resurgence.

A visionary educationist, he built Banaras Hindu University brick by brick “to advance and diffuse scientific, technical and professional knowledge” and “promote the building of character in youth by making religion and ethics an integral part of education.” Pt. Malaviyaji was Vice-Chancellor of the University from 1919-1938 and thereafter it's Rector.

He wanted the students to “make it a point to go to the villages and work among their countrymen. He exhorted them to be determined to dispel the darkness which envelopes our masses. Open Schools. Instruct the masses in the three 'R's, i.e. reading, writing and arithmetic to which add one more viz., religion, the religion of which I have spoken, the religion of love and service, of toleration and mutual regard.”

3.6.3. Learning points and activities

3.6.3.1 Background and Facets of the Pandit Madan Mohan Malviya National Mission

a. Background

The Twelfth Five Year Plan envisaged that, in recognition of the central role of teachers in improving academic quality, a National Mission on Teachers and Teaching would be launched. The 274th Report of the Departmental Parliamentary Standing Committee felt that the national mission is a step in the right direction and requested MHRD to take immediate steps to establish the national mission. The Pandit Madan Mohan Malviya National Mission on Teachers & Teaching (PMMMNTT) was appraised and approved by the Expenditure Finance Committee (EFC) in its meeting on 18 December 2014.

Coinciding with the 153rd birth anniversary of iconic freedom struggle leader Pandit Madan Mohan Malviya (1861-1946), the Ministry of Human Resource Development under the Government of India on December 25, 2014 formally launched a Mission in his name. The aim of the scheme was to improve the quality of school and higher education by addressing comprehensively all issues related to teachers, teaching, teacher preparation, professional development, Curriculum Design, Designing and Developing Assessment & Evaluation methodology, Research in Pedagogy and developing effective Pedagogy. It was known as Pandit Madan Mohan Malviya National Mission on Teachers and Teaching. This was an umbrella scheme which will create synergies among the various ongoing initiatives on teachers and teaching under the union ministry of HRD and other autonomous institutions. The Mission addressed both short term goals and long-term goals. The immediate goal was to address issues such as supply of qualified teachers, attracting talent to teaching profession and raising the quality of teachers in schools and colleges. The long term goals focused on building a strong professional cadre of teachers by setting performance standards and creating top class institutes for innovative teaching and professional development of teachers, The approach was holistic and dealt with the whole sector of education without fragmenting into levels like secondary, higher etc. Though initially the scheme was approved for a period of three years from 2014, it was extended up to March 2020.

b. The Facets of the Mission

The Ministry of HRD has reported the details of the Mission under five headings as follows.

- Goals
- Strategies

- Deliverables
- Components
- Outcomes

We will study about each one of these in greater detail

a. Goals of the Mission

The Mission has identified three-fold goals as follows:

- To ensure a coordinated approach so as to holistically address the various shortcomings of teachers and teaching across the educational spectrum ranging from school education to higher education including technical education using the best international practices for excellence.
- To create and strengthen the institutional mechanisms (Schools of Education' Institutes of Academic leadership and Education Management' Subject based networks, Teaching-learning centres etc.) at the Centre & in the states' for augmenting training and discipline-wise capacity building of faculty and their periodic assessment for excellence.
- Empower teachers and faculty during through training, re-training, refresher and orientation programmes in generic, skills, pedagogic skills, discipline specific content upgradation, ICT and technology enabled training and other appropriate interventions.

b. Strategies

The goals of the Mission are planned to be achieved through a combination of the following strategies.

- Programmatic and scheme based interventions: This includes pre-service and in-service training through existing and new institutional structures, new academic programmes & courses, strengthening post-graduate and doctoral programmes, pre-scheduling yearlong training calendars and online training;
- Project based activities: ICT based training, training of Mathematics, science, Language teachers for schools, Core science and engineering courses in technical education, general courses in social sciences, humanities and vocational courses.

c. Deliverables

Overall, in terms of numbers, the Mission is intended to achieve the following:

- Create over one lakh qualified teachers for schools, general and technical education colleges and universities across various disciplines;
- Within the one lakh ensure that adequate numbers of SC, ST, OBC, Minorities and Women are inducted;
- Create a sufficient base of teacher educators and promote excellence in faculty for academic leadership positions;
- Create around 87 new institutional structures (30 Schools of Education, 50 Centres of Excellence for Curriculum and Pedagogy, 5 institutes of Academic Leadership & Education Management, 2 Inter University Centres for Teachers Education);
- Create subject based networks in different disciplines.

d. Components

The Mission has listed nine components and the details of each component along with its objectives is given in the guidelines issued by the Ministry as given below.

- 30 Schools of Education in Central and State Universities
- 50 Centres of Excellence in Science and Mathematics
 - Teaching-learning centres
 - Faculty Development Centres
- Inter-university Centre for Teacher education
- Innovations, Awards, Teaching Research grant including workshops and seminar
- Subject networks for curricular renewal and reforms
- National Resource Centre for Education/Higher Education Academy
- Centre for Academic Leadership and Education Management

While the components such as Schools of Education, Centres of Excellence and Inter University Centres are institution based, components such as innovations, awards and teacher resource grants are individual oriented, components such as subject networks and national resource centre are network based and others are academic leadership oriented. Each of these components are identified with further three components namely, vision, mission and objectives.

Outcome of the Mission

The proposed Mission will meet the challenges for the teacher education system

arising from the massive expansion of education at all levels ranging from elementary, secondary, higher, technical and also vocational education and the consequent corresponding increase in the demand for teachers. New Teacher education courses will be designed to meet the professional development needs of teachers and faculty so as to infuse innovation in pedagogy leading to better learning outcomes. A variety of initiatives will be taken for the professional development of teacher educators, specifically creating conditions for them to participate in Refresher Courses and Fellowship Programmes and for curricular reform in teacher education. A critical component will be to integrate elementary teacher education with the Higher Education by instituting Schools of Education and breaking the insularity of elementary teacher development and practices.

Check Your Progress - 1

1. When was the PMMMNMTT introduced?
2. What is the scope of the mission?
3. List the different components identified by the mission

3.6.3.2. Management and Evaluation of the Scheme

The management structure of the scheme is implemented and monitored through an institutional structure, which comprises of Executive Committee, Project Approval Board, Screening Committee, National Project Directorate and Technical Support Group at the central level. The Executive Committee is the highest body setting the outlines of operation within and the MHRD and coordination with the other allied Ministries of the Government of India. The Union Minister of HRD chairs the EC. The members of the EC include Secretaries of the MHRD Departments of Higher Education, School Education and Literacy and other allied departments as members such as Planning and Expenditure. It also includes representatives from the UGC, AICTE, NCTE, DEC, NCERT and NUEPA along with some experts from the area of university and school education sector.

The Terms of Reference (ToR) for the EC are the following:

- Provide directions for programme formulation and implementation framework for the Mission.
- Periodic review of the outcomes and general monitoring of the Mission as a whole.
- Coordination between various central ministries and between the Centre, States and NGOs etc.
- Addition/alteration of powers and functions of any committee under the Mission.

- Decisions regarding delegation of powers to various committee/ authorities/ functionaries involved in the Mission.

Recognising the importance of the Mission and in an effort to understand the progress achieved in this direction, the MHRD has directed the Centre for Policy Research in Higher Education (CPRHE) of the National University of Educational Planning and Administration to evaluate it and identify shortfalls if any in the course of implementing the scheme. Based on the data presented by the MHRD, following have been achieved.

Quantitatively, in terms of the components identified, following are some of the observations.

Sl No	Component	Total institutes limit as per guidelines	Total approved institutes
1	30 Schools of Education	30	12
2	50 Centres of Excellence for Curriculum and Pedagogy to be selected on Competitive basis (with necessary emphasis on science and mathematics)	50	23
3	2 Inter-University Centres for Teacher education	2	2
4	National Resource Centre	1	1
5	Centres for Academic Leadership and Education Management	5	3
6	Innovation, Awards, Teaching Resource Grant including Workshop & seminar	As per approval	6
7	Subject Networks for Curricular Renewal and Reforms		3

- In addition, 3 national workshops have been held and regional workshops have been held in Bangalore.
- The content framework for leadership training has been prepared and circulated.
- Ten venues have been identified at Central Universities and Centres of Academic Leadership and Education Management.
- Training programs have been commenced in these centres from Sept 2017.
- Detailed modules have been prepared for induction training of faculty.

- 40 Institutions have been identified for training of 4800 new faculty in the first year. It will be made an ongoing activity. Training has commenced from November 2017.

The Centre, in its study has also made the following observations:

“The PMMMNMTT is a major initiative by the MHRD. The scheme is in recognition of the crucial role played by the teacher in influencing learning outcomes. The scheme is very comprehensive and covers most of the distinct but related aspects of teaching -learning process. One of the success elements of the scheme is its ability to mobilise a large number of top ranking and high quality higher education institutions of India. This helps in establishing an academic leadership role of these institutions in leading academic changes in higher education. Needless to add, the programme has succeeded in attracting some of the best minds from these top ranking institutions and from other institutions”

It has also identified the following areas as matters of concern in the effective implementation of the scheme.

- Overlap between programs under some of the components
- Transfer of funds
- Uncertainty regarding continuation of the scheme
- Self-engagement
- Attracting participants
- Financial aspects
- Management structure
- Meetings to exchange experiences
- Wider dissemination of programs under different components.

Positive results are on the way and hope to see a better prospect for teachers.

Check Your Progress 2

1. Who chairs the Executive Committee of the Mission?
2. What are the matters of concern in the effective implementation of the scheme?

3.6.4. Let us Summarise

- Pandit Madan Mohan Malviya National Mission on Teachers and Teaching is an umbrella scheme launched on 18 December 2014 by the then Prime Minister of India.

- It was aimed to improve the quality of school and higher education.
- Its efforts were to bridge the gap between teachers and teacher educators and provide opportunities for teachers to become teacher educators.
- The details of the mission were reported under five headings namely goals, strategies, deliverables, components and outcomes.
- It focused on the whole sector of education without fragmenting it into levels.
- Through this mission, it is hoped to achieve the long-term goal of developing a strong professional cadre of teachers who can help in developing the society at large.
- The scheme was managed and monitored through an institutional structure comprising of Executive Committee, Project Approval Board, Screening Committee, National Project Directorate and Technical Support Group.
- There were many challenges in its effective implementation. It could achieve its goals to some extent.

3.6.5. Answers to Check Your Progress

Check Your Progress I

Refer Section 3.6.3.1

Check Your Progress 2

Refer Section 3.6.3.2

3.6.6. Unit end Exercises

1. Explain the facets and management of Pandit Madan Mohan Malviya National Mission on Teachers and Teaching.

3.6.7. References

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Block-4 : Contemporary Indian Education: Concerns and Issues

Unit-1 : Challenges in Implementation of RTE Act, 2009

Unit Structure

- 4.1.1. Learning Objectives
- 4.1.2. Introduction
- 4.1.3. Learning Objectives and Learning Activities
 - 4.1.3.1. Overview of RTEAct, 2009
Check your progress 1
 - 4.1.3.2. Challenges in Implementing RTEAct, 2009
Check your progress 2
 - 4.1.3.3. Studies on Implementation of RTE
Check your progress 3
- 4.1.4. Let us Summarise
- 4.1.5. Unit-end Exercise
- 4.1.6. Answers to ‘Check your progress 1 2and 3’
- 4.1.7. References

4.1.1. Learning Objectives

After studying this Unit, the student teachers will be able to

- Explain the salient features of the Act;
- Analyse the environment and the background where the Act has to be implemented;
- List and explain the challenges in implementing the provisions of the Act; and
- Describe the causes for the shortfall in the achievements of the objectives of the Act.

4.1.2. Introduction

We have made a detailed study of the Right to Education Act in terms of its background, objectives, and provisions in the chapter on ‘Constitutional Interventions for Universalisation of Education and the RTE Act, 2009’. The provisions in the Act are made based on the importance given to primary education and the objective of achieving universalisation of elementary education. The recognition of this importance by the government can also be seen in the status given to education by raising it from a directive principle to a fundamental right. The RTE Act strongly believes that with the implementation of RTE Act, the values of equality, social justice, and democracy will be strengthened. However, making provisions in the Act is easier compared to its actual implementation. There are many challenges in this process. Let us study these challenges in the following pages.

4.1.3. Learning Points and Learning Activities

4.1.3.1. Overview of RTE

1.1.3.1. Challenges in Implementing RTE

Implementation of RTE poses many challenges due to the wide range of provisions made in the Act. Some of them are the following

a. Child Labour

The most important challenge that the RTE Act faces is to put an end to child labour in a country with gigantic population. Every day children are seen working as domestic helpers in homes, in tea stalls and restaurants, in car garages and workshops, and selling things on the roads. Changing their attitudes and putting all these kids into schools into schools is not easy.

b. Involvement of too many Government Agencies

The activities of the RTE involve a multi-ministry approach. Hence, its success depends on the coordinated effort of all the ministries involved in addition to the efforts of NGOs and other social working groups. For example, the responsibility of bringing the children to school and providing them quality education is the work of the Human Resource Development Ministry. It is the responsibility of the Child Rights Commission in each state to monitor the implementation of the RTE Act. These Commissions are under the Women and Child Development Department. The Panchayat Raj Ministry and the Rural Development Ministry also need to be involved because most of the work takes place in the rural areas. Due to lack of coordination among these agencies, the RTE Act poses a big challenge in its implementation.

c. Out of School Children – Gender Bias

The 2014 *National Survey on Estimation of Out of School Children* estimated that the total number of children in the age group of 6-13 years to be 20.41 crores, out of which around 60.41 lakhs (2.97%) are out- of-school. This is lower than both the previous estimates of 4.28% in 2009 and 6.94% in 2006. The highest proportion of out -of -school children is in the East zone (4.02%) and the lowest in the South zone (0.97%). Odisha has the highest proportion of out- of- school children in India (6.10%). At the national level, more girls (3.23%) are out- of -school than boys (2.77%). Also, more children from rural areas (3.13%) are out -of-school than from urban areas (2.54%). This is mainly because of the following reasons.

- The traditional gender norms expect girls to help with the household chores and sibling care that leads to irregular attendance and eventual dropouts.
- The culture of early marriage, lack of security in schools, and low aspirations on educating girls also pushes them out of school.
- The conservative belief that education of girls is not a requirement for their life also discourages them from moving forward towards education.
- And once they are dropped, it becomes virtually impossible for them to re-enter. Of those who manage to stay in school until 14, about 1/3 do not enrol further.
- This may be due to the smaller number of secondary schools compared with the primary schools in the rural areas and hence, cannot accommodate all children coming out of the primary level. Distance is a big contributing factor to girls dropping out. Initiatives like distribution of bicycles to girls and the hiring of escorts (Eg. Tola Sevaks in Bihar) make schooling safer and enhance retention of girls and have helped to make the situation better.
- School infrastructure also needs to improve through availability of usable toilets. Kerala is the first state to provide free sanitary napkins in schools because adolescent girls' tend to remain absent during periods. Other states can follow the practice.
- ASER 2017 reported that 70.7% out-of-school youth have mothers who have never been to school. Therefore, preventing drop out of girls will have generational impact. It also suggested that the family constraints predominantly cause girls dropping out, 32.5% at secondary level. Therefore counselling of parents and community leaders are critical to retain girls in schools.

d. 25% Reservation in Private Schools

The RTE Act stipulates that all private schools should reserve 25% of their total enrolment to the socially and economically downtrodden sections free of cost. The government will pay their fees. According to the 7th educational survey, about 19 crore children in the age group of 6-14 years are admitted in schools. Of these, only 4 crore children are admitted in private schools. 25% of this amounts to 1 crore, and the remaining 15 crore children continue their education in the government schools. But, the major question remains as to how to select these 25% students. As there are no specific guidelines in the Act, this selection poses a big challenge.

For these 25% of students, the Act provides to pay their fees. However, fees is not the only financial criteria for a student to survive in a private school. The means to manage the uniforms, textbooks, and the cost of various project works to be undertaken in a private school is not made known. Who will pay the bill for these is a big and yet unanswered question.

e. Diversity in the Classroom

One of the biggest challenges of educationists and school principals is that of integrating children from the economically weaker sections and children from the elite group. Bringing parity between different levels of education and exposure is of great concern. The facilities and environment of children in out- of- school hours also has its influence in the learning activities and poses a challenge for both the teachers and the taught.

f. Traumatic Transition for Disadvantaged Kids

The main challenge comes from the attitude of private school administrators. In addition, it is also a concern of the parents of poor kids to send them to private schools, even if the education is free of cost? Even if they accept it, the kids will be suddenly exposed to a different living standard. They may or may not be treated with dignity and equality by their peers and teachers? This may lead to a traumatic situation for the poor kids and come in the way of their learning. Educationists are of the following opinions:

- “It is a welcome idea that now even marginalised children will get a shot at quality education, thanks to the RTE Act, and they ask the schools to guard against the possible psychological effects of free mixing of the less privileged kids. “Children from poorer homes might develop an inferiority complex studying side by side with those from better-off homes,” says Arundhati Chavan, President, United Forum for Parent-Teachers Association, Mumbai.
- “They will also be able to now see all the things they cannot afford and may either develop an inferiority complex, or try to get those things through other

means.” According to Sharma of GD Somany Institution, Bombay, “one possible solution could be to have a team of special counsellors on campus, especially those trained in handling children from lower income groups. Schools must also make it clear to teachers that there can be no discrimination in the classroom”.

g. Non-Notification

Some states have not notified the RTE Rules although it was notified in April 2010 and all states were asked by the Centre to implement it. Its efficacy has not been completely proven as only 19 states have notified the RTE rules so far. As reported in March 2018 by the Government, five states (Goa, Manipur, Mizoram, Sikkim, and Telangana) have not even issued notifications regarding admissions under the RTE. These states have failed to undertake the most basic step to implement Section 12(1)(c) of the Act.

h. Cost per Child not notified

The states are expected to notify the per-child cost that has to be paid to the private schools for children admitted under this provision. However, out of 29 States and seven Union Territories, only 14 have notified their per-child costs. It is a serious issue, as the remaining State/UTs have still not notified the per-child costs. This non-compliance also makes refund from the Central Government a problem. Moreover, there is no streamlined framework for disbursement both at the Central or State level. There are instances where private schools have refused to admit children under the RTE provision, citing non-payment of dues by the State governments. Three states, viz., Madhya Pradesh, Rajasthan, and Karnataka, have the highest enrolments across the country in terms of number. These three states use the online system to handle the process of application, allotment, and admission. Some states even use e-governance system, and all functions from school registration to reimbursement are channelled through it.

i. Failure of ‘No Detention Policy’

The Central Advisory Board on Education (CABE, 2014), the National Achievement Survey (2012), and the Economic Survey (2016-17) observed declining learning levels in elementary education even after the implementation of the RTE Act. In 2016, 58% of children in Class 3 were unable to read a Class 1 level text. At the national level, 73% of children in Class 3 were unable to do basic arithmetic. The CABE sub-committee (2014) recommended that an assessment of learning outcomes is required to determine promotion to the next class. This would also improve accountability of schools and teachers to deliver quality education. The Annual Status of Education Report (ASER) 2014 also stated that although the proportion of children aged 6-14 years enrolled in school in rural areas has been above

96% for the past six years, more than 50% of the Class 5 students cannot read second standard level text. Further, many states requested changes in the RTE Act to allow detention of children with poor learning outcomes.

Moreover, the students have no incentive to try to learn and compete. It also compromises their ability to pick up skills involved in learning and competing, both vital qualities for success in life. It also promotes carelessness and laxity among the teachers. They have no incentive to improve their teaching ability or motivate students to learn because of the 'no fail' policy.

The NITI Aayog had called for revision of the RTE Act and the government has amended the RTE Act to remove the no-detention rule and given freedom to the States to allow regular exams in Class 5 and Class 8. If a student fails, he/she will be given additional instructions and then can take a re-examination. If he/she fails the re-exam also, then the relevant State or Central authority may decide whether to detain him/her.

j. Paucity of Trained Teachers

Teachers are at the core of implementation of RTE that seeks to work towards a heterogeneous and democratic classroom where all children participate as equal partners. The elementary education system already suffers from shortage of teachers and a fairly large number of teachers of this segment are untrained. Non-availability of professionally qualified teachers has become a serious challenge in proper implementation of the RTE Act. The RTE Act has already made it compulsory for all schools to maintain a student to teacher ratio of 30:1. Various pan-India surveys indicate that currently schools are struggling with a ratio of 50:1 (and some schools with 80:1). In addition, there are still single teacher schools in many places adding to the seriousness of the problem. With many teacher positions vacant, the attainment of such globally-practiced ratios seems quite challenging. In addition to this, an equal amount of untrained teachers are at the primary level, who are to be trained to match the qualification prescribed by the RTE in the coming years.

When the RTE was passed, it was estimated that a total of 10.6 lakh teachers would need professional training, which was to be completed within five years from the RTE Act's implementation by March 2015. However, even in 2017, the number of unqualified teachers stood at 11 lakh according to the Ministry of Human Resources Development as stated in the Parliament. So an amendment bill was passed to allow these teachers time until March 2019 to acquire minimum qualifications.

k. Infrastructure

In a survey on 'Elementary Education in India', it has been found that almost half of the recognised elementary schools in the country do not have separate toilet for girls. This

proves the sorry state of our schools. It is going to be a challenge to provide the requisite infrastructure that the Act expects. The Act demands that the building of all the schools should be weather proof. According to the Act, there should be one teacher for every 30 students. The survey has come up with dismal details in this regard. There are 5.79 million teachers teaching in the elementary schools currently and each school has an average of 4.5 teachers.

l. Admission According to Age but No Facility for Bridge Courses

The Right to Education Act stipulates that a child should be assigned the class according to age regardless of their learning level, which is a good step because wasted years can be saved. But this has created a peculiar situation wherein the same class children may have different learning requirements. Currently there is no provision of offering bridge course to equalise pupil on the learning scale. So, flexible duration training needs to be made mandatory for lagging kids to bring all students in a class at the same level.

m. School Management Committee

Section 21 of the RTE Act mandates the formation of School Management Committees (SMCs) in all government, government-aided schools, and special category schools with 75% of its strength from among parents or guardians of children and the rest from the teachers, school head teacher, social workers/educationists, and local elected representatives. Socially excluded communities should be represented on SMCs in proportion to their population in the village and 50% of SMC members should be women.

The real purpose of SMCs was to bridge the huge gap between the state, school, and society. By involving parents, a sense of ownership is created in them and their active participation assures vigilant monitoring of the implementation of the guidelines of the RTE Act. The SMCs have been assigned the tasks of monitoring of the working of the school, utilisation of funds, and preparing annual and three-year School Development Plan (SDP). The RTE Act envisions the SMC as the basic unit of a decentralised model of governance with active involvement of parents in planning and managing the operations of the schools.

SMC members are required to volunteer their time and effort. This can be a burden for the poor parents. Besides, training and capacity building of SMC members is a vital task so that they can discharge their responsibility in a better way. Untimely, flow of funds is another issue that affects SMC's ability to spend funds according to its plans.

n. Lack of Penalty and Accountability

The way the RTE Act is structured involves both the State and Central Governments. This makes fixing accountability difficult. Further, there are no prescribed penalties if the

government authorities fail in discharging their respective duties. Further, most State governments avoid taking initiatives that incur expenditure and want to rely solely on the Central assistance that arrives at unpredictable intervals

1.1.3.2. Measures to Overcome Challenges

As a way to overcome these crisis and challenges, experts in the field have suggested the following measures:

- 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 and 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.
- In an article on Teachers' Perception of Problems in implementing RTE Act in Schools of Kerala by Rekha P., the following suggestions were made to improve the effective implementation of the RTE Act.
 - Schools should provide more, and clean toilet facilities, furniture for teachers, computers for students, more classrooms, and safety of classrooms.
 - Take steps to change the HMs from class charge and in place appoint teachers, separate teachers for physical training, training in time, Aptitude test for teachers, and appointment of special teachers in schools.
 - Provide enough number of textbooks in time
 - Role of local government is to be ensured in the development of the school Consideration to students from backward community, ensure child centredness in curriculum framing, reduce the load of curriculum in lower classes, and give ample time to complete the content
 - Remove the delay in distribution of sufficient grant in time, discrimination in distribution of grant between government and aided schools.
 - SMCs to be strong in its activities, and to enhance parents' role in school, and timely class PTA and SRGs.

Check your progress 2

1. What are your observations on RTE Act? What are your suggestions to meet the challenges in implementing it? Discuss with your colleagues

4.1.4. Let us Summarise

- The RTE Act of 2009 has made several provisions to improve primary education, based on the importance given to education and the objective of achieving universalisation of elementary education.
- Implementation of these provisions has posed many challenges like child labour, involvement of many government agencies, gender bias, diversity in the classroom et.
- Surveys have shown that the resources available for its implementation are far from satisfactory.

4.1.5. Answers to ‘Check your progress 1, 2 and 3’

Check your progress 1

Refer Section 4.3.3.1

Check your progress 2

Refer Section 4.1.3.2.

4.1.6. Unit end Exercises

Discuss the challenges involved in implementing RTE.

1.1.7. References

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Block-4 : Contemporary Indian Education: Concerns and Issues

Unit-2 : Right to Education and Universal Access

Unit Structure

- 4.2.1. Learning Objectives
- 4.2.2. Introduction
- 4.2.3. Learning Points and Activities
 - 4.2.3.1. Meaning and Types of Access to Education
Check your progress 1
 - 4.2.3.2. Barriers to Access to Education
Check your progress 2
- 4.2.4. Let us Summarise
- 4.2.5. Answers to ‘Check your progress 1 and 2’
- 4.2.6. Unit end Exercises
- 4.2.7. References

4.2.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Explain the meaning of universal access to education;
- Analyse the importance of universal access to education;
- Discuss the barriers in providing universal access to education; and
- Clarify the relationship between universal access to education and RTE.

4.2.2. Introduction

The importance of education in social life throughout the history of mankind needs no special emphasis. It is the most crucial element for human progress and human dignity. This has been recognised locally, nationally, and even internationally. In recognition of this, different countries have made Right to Education a basic or a fundamental right for all its citizens. This right cannot be provided or achieved unless there is provision or access to education to all in true letter and spirit. This is broadly termed as universal access to

education. Undoubtedly, access to education is the cornerstone for achieving Right to Education. We will study more about this in the following pages.

4.2.3. Learning Points and Activities

4.2.3.1. Meaning and types of Universal Access to Education

Meaning of Universal Access to Education

Universal access to education means that all people have equal opportunity to education, regardless of their social class, religion, sex, place of birth, ethnicity, ethnic background or physical disabilities. It is the ability of all people to have equal opportunity to education, regardless of their social class, or physical and mental disabilities. Universal access to education encourages a variety of pedagogical approaches to accomplish the dissemination of knowledge across the diversity of social, cultural, economic, national, and biological backgrounds. Initially, it was developed with the theme of equal opportunity. Access and inclusion of students with learning or physical and mental disabilities were the themes governing universal access to education. They have now expanded across all forms of ability and diversity.

According to the glossary of educational reforms, “in education, the term access typically refers to the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education. Increasing access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some students from equitable participation in certain courses or academic programs. Factors such as race, religion, gender, sexual orientation, disability, perceived intellectual ability, past academic performance, special-education status, English-language ability, and family income or educational-attainment levels—in addition to factors such as relative community affluence, geographical location, or school facilities—may contribute to certain students having less “access” to educational opportunities than other students”.

Access to education is specifically seen as access to opportunity. This clearly means that each individual must be given the opportunity to access the resources that will enable them to achieve their potential. Universal access is therefore at the point of time of entry to a course of study. It is not a right to a qualification or a degree, as successful achievement is still dependent on merit and effort. All that equitable access gives are entry into the system that will support and direct achievement of the educational goal.

Access is more than mere availability, which is a precondition for ensuring access. Availability of education can be improved by increasing capacity via investments in infrastructure and resources. More schools and colleges, more and better teachers, libraries,

and laboratories will certainly ease the problems faced by the multitudes who seek access to education. This may not be a solution to the whole problem. The economically less able need access via reduction of financial barriers, the meritorious would like access to better quality education, the physically challenged would need access via better design of both the bricks and clicks world. Those in remote areas would seek improved access via better electricity, internet connections, and local colleges or schools. Access for the girl child often depends on good toilet facilities, for many it is the mid-day meal that has eased access to education. Access issues for all are more than just capacity; they are about making a pathway that brings good education within the feasible zone of their circumstances. Therefore, access is multidimensional and should be looked at from a holistic view. The key dimensions of access include affordability, availability, accessibility, accommodation, and acceptability. It is suggested that these “form a chain that is no stronger than its weakest link” and that access is only achieved if all its components are ensured.

Generally speaking, the widespread use of the term ‘access in education’ reflects increased national attention to the needs of students who have historically been underserved by schools who have failed to take full advantage of their education, whose learning needs have been overlooked or who have otherwise “fallen through the cracks”. When used in reference to education reforms, access typically refers to school strategies or policies designed to remove institutional disincentives, impediments, or barriers to academic success, whether intentional or unintentional, or to provide the resources, social services, and academic support that certain students may need to succeed in school. If access is denied or left unaddressed by a school, students may struggle academically or drop out, learning gaps may compound or widen over time, students may graduate unprepared to enroll and succeed in a post- secondary degree programme, or students may be unable to participate in certain courses, school programmes, extracurricular activities, or sports, among other undesirable outcomes.

Types of Access to Education

The glossary of educational reforms defines the following as the different types of access that government agencies, districts, and schools may provide to students:

- Access to assistive technologies, accommodations, or modified school facilities and transportation vehicles that make full participation in school programmes possible for students with various forms of disability (the Americans with Disabilities Act and the Individuals with Disabilities Education Act, for example, establish minimum compliance requirements for schools).

- Access to equal opportunities in educational programmes and activities regardless of gender, race, or sexual orientation, including extracurricular activities and sports.
- Access to adequate healthcare and nutritional services, including free or reduced-price school breakfasts and lunches to ensure that children living in poverty are not attending school sick or hungry.
- Access to adequate public transportation to attend public schools and charter schools that may or may not be located near student homes.
- Access to preschool or kindergarten so that students enter school prepared to learn and succeed academically, regardless of income level or a family's ability to pay for early childhood education.
- Access to intensive instruction in the English language or academic language for students who cannot read, write, or speak English, and access to interpreters and translated documents for non-English-speaking students, parents, and families, including multilingual translations of school policies, academic materials, parent communications, event announcements, website content, etc.
- Access to counselling, social services, academic support, and other resources that can help students who are at risk of failure or dropping out remain in school, succeed academically, graduate with a diploma, and pursue post-secondary education.
- Access to individualised education programmes (IEPs) for special-education students, access to mainstream classrooms and academically challenging content through inclusion strategies, which includes access to any trained professionals or specialised educational resources that may be needed to ensure that the needs of special-education students are being met.
- Access to advanced-level learning opportunities such as honours courses or Advanced Placement courses, dual-enrolment opportunities, or other programmes that historically required students to meet prerequisites before being allowed to enrol in a course or participate in a programme. (By eliminating certain prerequisites or other barriers, schools can increase access to more challenging academic content, stronger preparation for post-secondary success, and college-level learning.)
- Access to technology, including high-speed internet connections and adequate hardware (computers, laptops, tablets) and software (particularly learning

applications) so that students have equitable access to the same digital and online learning opportunities, regardless of their family's income level or ability to pay for these technologies.

Building access is a usability design issue since there is no one solution that can fit all, even though there are basic practices and principles that must be built into every educational institution to ensure that inadvertent or thoughtless barriers do not reduce access to opportunity. Building access to education comes from the first responsibility of every educator, the duty of care.

Check your progress 1

1. What is meant by universal access to education?
2. What are the multidimensional facets of access to education?
3. Mention any four types of access to education.
4. Give two examples of access to technology.

1.2.3.2. Barriers to Universal Access to Education

Lack of Basic Facilities

Developing or providing necessary facilities that enable access to good education is a very important factor in making it accessible to children. Creating universal access to good education is a challenging objective that requires sufficient time and proper sources. A host of factors need to be addressed, first of which good infrastructure is one of the key ingredients to reach this goal. Facilities such as electricity, internet and computer access, classrooms, schools, and other communication systems are all important elements to enhance delivery of education. Other major elements that are determinants in opening up the doors to quality education in the developing nations are the national legal system and public awareness of the necessity of education as a tool to growth and success.

Barriers within Education System

There are many barriers that hinder the provision of access to education. These may stem from social, economic, cultural, and political areas. One of the barriers is derived from access to the education system itself. Schools have to be able to offer comfortable environments/settings in order to stimulate the learning experience of all pupils, for example, countries' infrastructure, sufficient school buildings, adequate teachers, learning materials, interesting educational content, and basic utilities such as electricity, water, and sanitary facilities. Moreover, it is also important to give proper training and support for teachers.

Poverty

Poverty is one of the major problems in developing nations. One of the reasons why children are out -of- school is because families are not able to pay for their children's education. They usually have to choose between attending school or to work in order to support their families. Another critical issue related to poverty is poor nutrition which leads to illnesses, obstructing educational capabilities.

Social and Cultural Practices

Social and cultural barriers in certain countries also have an impact on children not attending school. There exists inequality in education, which sometimes could lead to families having to make a decision about which of their children can go to school. In this case, there is a gender gap as more boys attend school than girls, who drop out of school, for example, because of early marriage and pregnancy. According to UNICEF, every year, at least 9 million more girls than boys are not getting an education. This is due to certain countries' tradition and culture, which Lack of access to education in the developing world

Lack of Security and Proximity

Another factor in hampering education in developing nations is that schools sometimes are not very secure places for children. There are still issues about intolerance, discrimination, and violence. For example, girls sometimes are often the object of sexual harassment and abuse from their teachers as well as their peers. Therefore, they prefer not to go to school.

All these problems are not new and sufficient efforts have been made by the government to overcome these barriers, and we have studied all these in detail under different headings in the previous units. Specifically, we have studied in detail under our study on "Challenges in Implementing RTE". The Sarva Shiksha Abhiyan, RMSA, and Samagra Shiksha are all government efforts in this direction. In addition to governmental efforts, several voluntary and non-governmental agencies have also made efforts to make education accessible to all and improve the quality of education available. The efforts made by various agencies in meeting the needs of the children toward s access and quality improvement are given in the following sections.

Check your progress 2

1. List any four barriers to access to education.
2. Mention any two efforts made by the government to increase access to education.

4.2.4. Let us Summarise

- Universal access to education means that all people have equal opportunity to education, regardless of their social class, religion, sex, place of birth, ethnicity, ethnic background or physical disabilities.
- According to the glossary of educational reforms, “in education, the term access typically refers to the ways in which educational institutions and policies ensure—or at least strive to ensure—that students have equal and equitable opportunities to take full advantage of their education.
- Access to education is specifically seen as access to opportunity.
- Access is more than mere availability, which is a precondition for ensuring access. Availability of education can be improved by increasing capacity via investments in infrastructure and resources.
- Access to assistive technologies, accommodations, or modified school facilities and transportation vehicles, Access to equal opportunities in educational programmes and activities, Access to adequate healthcare and nutritional services, etc are the different types of access to education.
- Lack of Basic Facilities, Barriers within Education System, Poverty, social and cultural factors are some of the barriers to Universal Access to Education.

4.2.5. Answers to ‘Check your progress 1, and 2’

Check your progress 1

Refer Section 4.2.3.1.

Check your progress 2

Refer Section 4.2.3.2.

4.2.6 Unit end Exercises

1. Explain the meaning and types of universal access to education.
2. Explain the barriers of achieving universal access to education.

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Block-4 : Contemporary Indian Education: Concerns and Issues

Unit-3 : Equality of Educational Opportunity

Unit Structure

- 4.3.1. Learning objectives
- 4.3.2. Introduction
- 4.3.3. Learning points and activities
 - 4.3.3.1. Meaning and need of Equality of Educational Opportunity
Check Your Progress – 1
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4.3.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Explain the meaning and scope of equality of educational opportunity;
- Analyse the provisions for universal acceptance of equality of educational opportunity;
- List the challenges and barriers in providing equality of educational opportunity; and
- Suggest measures to provide and improve the implementation of equality of educational opportunity.

4.3.2. Introduction

We have studied in the chapter on “Democracy and the values of equality, justice, freedom, concern for others’ wellbeing, Secularism, respect for human dignity and rights” the meaning of equality and its various types. We have also noticed equality as a great value of democracy and its importance in a democratic country like India which is characterised by diversities. On the other hand, we have also realised the importance of education for the success of democracy and made education a fundamental right. Accordingly, if education has to reach every individual of the country irrespective of any criteria, and democracy should become a success, opportunities have to be provided to all people for their education. This can be broadly termed as equality of educational opportunity. Let us study in detail about it in the following pages.

4.3.3. Learning points and activities

4.3.3.1. Meaning of Equality of Educational Opportunity

The phrase ‘equality of educational opportunity’ is an intertwine of three concepts namely equality, equality of opportunity and equality of educational opportunity. Equality is about ensuring that every individual has an equal opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability. Freedom and equality are foundational values that we draw upon when envisioning a better society.

The value of equality can seem to demand uniformity that seems imaginary. For instance, if everyone is forced to wear the same clothes, pursue the same hobbies and have the same number of children, may not be acceptable or tolerable. Equality is still attractive if we limit its scope to some areas. For instance, equality before the law and equal rights to vote seem to be at the heart of our convictions about how we should live together. Inequality in these areas seems as intolerable as sameness in dress, family size or in our choice of recreational activities. Where and when equality seems most important is explained by Freedom or opportunity.

The concept of Equality of Opportunity has been examined by philosopher Peter Westen. He shows that an opportunity is a three-way relationship between a person, some obstacles, and a desired goal. A person has an opportunity only if she has a chance of achieving that goal. One cannot have an opportunity if one faces insurmountable obstacles that make it impossible to secure the goal. For instance, one cannot have an opportunity to become the president of India if one is not a natural born citizen. Many people, therefore, have no opportunity to become president of India. A person can have an opportunity even

in the face of many, quite serious, obstacles. So, a natural born Indian citizen has the opportunity to become president, but he/she faces serious obstacles, such as accruing the relevant number of votes. . So, to have an opportunity means to face no insurmountable obstacles with respect to some important or desired goal.

Equality of opportunity means to give equal chance to every individual for the development of his capacity. It is an accepted working policy of all the democratic nations to make provision for equal opportunities. As Dr. Radhakrishnan had pointed out: “Democracy only provides that all men should have equal opportunities for the development of their unequal talents enabling the backward underprivileged classes and individuals to use education as a lever for the improvement of their condition”.

Equality of opportunity refers to the fairness of processes through which individuals with different backgrounds or from different social groups reach particular outcomes, such as educational or occupational goals. It is a social ideal that combines concern with freedom and equality, and this social ideal provides a vision of how we ought to live together. Equality of opportunity more simply describes some of our rights and how we are all equal before the law. This type of equality is not inconsistent with liberty, but “an essential component of liberty.” Friedman notes that if someone is denied a job, they are qualified for based on their ethnic background, color or religion, then they are being denied equal opportunity.

In order for opportunities to be equal within a group, each member of that group must face the same relevant obstacles, none insurmountable, with respect to achieving the same desirable goal. In our example, all-natural born citizens of India have an equal opportunity when irrelevant goals, such as race, gender and religious affiliation are removed and when relevant obstacles, such as being democratically elected, remain.

Educational opportunities are those opportunities that aim to enable individuals to acquire knowledge and certain skills, and to cultivate certain capacities. As noted above, we may value educational opportunity in some instances for the intrinsic value of acquiring knowledge, while in other cases we may care more about its instrumental effects on individual welfare (e.g., labor market success). Whatever our rationale for caring about educational opportunity, in order for an individual to be said to have this opportunity, she must have no insurmountable, irrelevant obstacles to the particular educational goal we have in mind.

In a democratic and socialist country, the fundamental feature of education is the emphasis laid on providing equal opportunity for education. The Education Commission of India (1964-66) has identified the principle of equalisation of educational opportunity as

one of the main aspects of the “revolution in education”. It also said ‘Ensuring progressive equality of educational opportunity to all sections of the society is the only guarantee for building up of an egalitarian and human society.’

Need for Equality for Educational Opportunity

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 advance-ment 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.

The following five points have been identified by experts as the need for emphasizing the equality of opportunity in education. They are :

- It is needed for the establishment of an egalitarian society. Egalitarianism is, an ideology, principle or doctrine referring to equal rights, benefits and opportunities or equal treatment for all citizens of a society. Adhering to the principle of egalitarianism implies that every member of a society should, under all circumstances, receive the same or equal treatment as any other member. Equal treatment does not really mean the same or identical treatment for all
- It is needed because it is through the education to all people in a democracy that the success of democratic institution is assured.
- The equality of educational opportunities will ensure a rapid advancement of a nation. When the people have opportunities to get education, they will have a chance to develop their natural talent and thus enrich the society.
- The equality of educational opportunity will extend the search of talent among all the people of a nation.
- It will help to develop a close link between the manpower needs of a society and the availability of skilled personnel.

Equality of educational opportunity is a basic requirement to execute and achieve Right to Education.

Check Your Progress 1

1. What is egalitarianism?
2. List any three reasons for providing Equality of Educational Opportunity

4.3.3.3. Universal Acceptance of Equality of Educational Opportunities:

Education is both a human right in itself and an indispensable means of realizing other human rights. As proclaimed in article 26 of the Universal Declaration of Human Rights, the right to education is an inalienable human right of every child – boys and girls alike. UNESCO’s Convention against Discrimination in Education (1960) is the first instrument which provides for the right to education comprehensively. It establishes the fundamental principles of universal access to education and ensuring equality of educational opportunities. The Convention reflects UNESCO’s mission of instituting collaboration among nations to “advance the ideal of equality of educational opportunities without regard to race, sex or any distinctions, economic or social.” The Constitution of UNESCO expresses the belief of its founders in “full and equal opportunities for education for all.” Under Article 4 of the Convention, the States Parties to this Convention undertake to formulate, develop and apply a national policy which, by methods appropriate to the circumstances and to national usage, will tend to promote equality of opportunity and of treatment in the matter of education.

The right to education is also comprehensively covered in article 13 of the International Covenant on Economic, Social and Cultural Rights. States have the principal responsibility for the direct provision of education, with core obligations clearly related to the principle of equality of opportunity: to ensure the right of access to public educational institutions and programmes on a non-discriminatory basis and to provide primary education for all in accordance with article 13 (2) (a) of the International Covenant.

The right of every child to education on the basis of equal opportunity is also established in article 28 of the Convention on the Rights of the Child. The Committee on the Rights of the Child has recognized the need for identifying and giving priority to marginalized and disadvantaged groups of children, while not neglecting or diluting in any way the obligations which States parties have accepted under the Convention.

Article 10 of the Convention on the Elimination of All forms of Discrimination against Women (CEDAW, 2004) contains detailed provisions related to equality of opportunity in education and “the equal rights of women and men in the field of education.” Furthermore, the Convention requires that women be given an equal start and that they be empowered by an enabling environment to achieve equality of results. The Committee on the Elimination of Racial Discrimination addresses inter alia “measures in the field of education”, pursuant to article 5 of the Convention on the Elimination of All Forms of Racial Discrimination which protects the right to education and training for everyone without discrimination. The Committee has especially addressed issues of access to education, quality of education,

drop-out rates, and special measures to ensure inclusion of communities which face discrimination (CERD, 2000; 2002).

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) specifically mentions in Article 3 equality of opportunity as a general provision of the treaty. Article 24 of the Convention has detailed provisions concerning the right of persons with disabilities to education “without discrimination and on the basis of equal opportunity.” Of particular importance is Article 24 (2) (b) which provides that “States shall ensure that ... persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others” The right to education on a basis of equality is also protected by the International Convention on the Rights of All Migrant Workers and Members of their Families. Specifically, Article 30 provides that “[e]ach child of a migrant worker shall have the basic right of access to education on the basis of equality of treatment with nationals of the State concerned.” Articles 43 and 45 further emphasize equality of treatment for migrant workers and members of their families in relation to access to educational institutions, as well as vocational training. Thus, equality of opportunity in education is a fundamental principle, common to almost all international human rights treaties. It enjoins upon States parties to these treaties international obligations of permanent nature for promoting and protecting the right to education without discrimination or exclusion in a way that it is fully respectful of equality of opportunity in education.

Thus, equality of opportunity in education is a fundamental principle, common to almost all international human rights treaties. It calls on the states for promoting and protecting the right to education without discrimination or exclusion in a way that it is fully respectful of equality of opportunity in education. The obligations assumed by States under human rights treaties range from ensuring universal access to primary education to progressive access to secondary education and higher education on the basis of capacity. The right to education is not only recognized as an entitlement, but as a source of empowerment. India is not an exception to it. It has accepted equality as one of its fundamental value and has included the provision through its Right to Equality.

These provisions for equality of educational opportunity highlight the need for every country across the world to work towards achieving equality of educational opportunity through which various other rights can be easily realised. In the next few paragraphs, we will focus our study on equality of educational opportunities in the Indian condition.

Check Your Progress 2

1. Name any two international organisations that have accepted and supported Equality of Educational Opportunity

2. What are the salient features of UNESCO's Convention against Discrimination in Education (1960)

4.4.4.3. Challenges and Barriers to Provide Equality of Educational Opportunities

Bringing about equality of opportunity in education both in theory and practice is a continuing challenge. This requires not only the elimination of discriminatory practices but the adoption of special promotional measures aimed at supporting all those who remain deprived of their right to education as a fundamental human right. The application of the principle of equality of opportunity in education calls for greater emphasis upon the fulfilment of State obligations.

- Implementing any educational program in India is a major challenge because of the very nature of the country and its features. The population is so huge that it calls for a huge planning and a high investment. Accommodating this investment on a priority basis is a big challenge in itself.
- India is a multilingual country. Providing education especially for the educationally backward group in the mother tongue poses another serious problem.
- Even after seven decades of independence India has not been successful in eliminating child labour. More than providing opportunity to them identifying them and bringing them to school has become a major challenge.

Providing equality of educational opportunity gives rise to these challenges mainly because of the following reasons

- Difference in economic status of home.
- Gender disparities.
- Regional Imbalance.
- Physiological difference.
- Difference in home conditions.
- Disparity between backward and advanced classes.
- Non-availability of adequate opportunities.

We will study more about these inequalities when we study the chapter on “Inequality of educational opportunities”

Measures taken by the government to combat equality of educational opportunities:

- For a program to be successful, the means and methods to achieve the objectives of the program should be made available, accessible, affordable and acceptable. These four A's constitute a major factor in ensuring the success of the program.
- Equality of educational opportunity is not a very new concept for India. It has been in practice since the framing of our constitution and many provisions have been made in the constitution to reap the benefits. Let us recapitulate the various provisions of the constitution in this direction.
- Article 26 (1): It states that education is a fundamental right. No person should be denied admission to educational institutions on the grounds of caste, colour, creed, religion or any one of them.
- Article 21 (A): The 93rd Amendment of the Directive Principles of State Policy declares, "the State shall endeavour to provide ... free and compulsory education for all children until they complete the age of 14 years." Thus, it provides equal opportunity to all primary education for all children.
- Article 46: The State shall promote with special care the education and economic interests of the Scheduled Castes and Scheduled Tribes and the weaker sections of the society.
- A major observation in the implementation of the free and compulsory education for children between 6-14 years was that children in the age group 0-6 were left out. In order to give due care to this group, Article 45 was amended and substituted to "Provision for early childhood care and education to children below the age of six years — The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.
- Also, 14 years of age was not considered comfortable for a child either to take up a job and settle in life or live a matured life. So, secondary education upto the age of 18 years was made free and compulsory through the program of RMSA, about which we have already studied in detail.
- Based on the above, constitutional provisions were made for all children for free and compulsory education up to the age of 18 years.

- In order to make the educational opportunity accessible attempts have been made to provide schools in a close vicinity of 1km and 3km respectively for primary and secondary schools.
- Affordability was ensured by making education free including uniform, textbooks and other related material including mid-day meals.
- Acceptability was the biggest challenge in providing equality of educational opportunity. Even in this direction, efforts are on for adult education and programs to increase the economic status of parents, which was a major hindrance in sending their wards to school

As we have seen earlier, special provisions have to be made to provide equality of educational opportunity for special groups like education of girls, disabled, SC/STs etc. Some of them are the following.

Recognising the importance of girls' education and provide them with opportunities for their education, the government of India has initiated various programs and policies to ensure that a girl does not miss out any opportunity of getting education. After independence, the government had set up a National Committee on Women's Education in 1958, and it recommended that female education should be at par with male education. In the year 1964, the Education Commission was set up, which largely talked about focusing on educating the girl child. The government came up with 'New Education Policy' in the year 1968, which focused on the overall education at both rural and urban areas. Even after so many programs and policies of the government, we are still lagging behind in providing education to the girl child. The problem here is not in implementation but in the level of commitment of people in general. Until we create awareness amongst people about the benefits of women education, all these programs would not bring about the desired result.

Article 46 of the Constitution states that, "The State shall promote, with special care, the education and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of social exploitation". Articles 330, 332, 335, 338 to 342 and the entire Fifth and Sixth Schedules of the Constitution deal with special provisions for implementation of the objectives set forth in Article 46. These provisions need to be fully utilised for the benefit of these weaker sections in our society.

Special attention was given to girls especially SC/STs through the following.

- Focus on girls, especially belonging to SC/ST communities and minority groups.

- Back to school campus for out of school girls.
- Free textbooks for girls.
- Special coaching remedial classes for girls and a congenial learning environment.
- Teachers' sensitisation programmes to promote equitable learning opportunities.
- Special focus for innovative projects related to girls education.
- Recruitment of 50 per cent female teachers.

The following Suggestions have suggested by experts for Reorganising Educational System for Providing Equality of Educational Opportunity in India.

- 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.
- 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.
- Honest attempts be made to provide compulsory education to all the children at least upto 14 years. No one should be made to suffer for want of educational opportunity and facilities.
- The higher educational chances should be extended to all on merit.

Check Your Progress 3

1. List any three challenges in implementing Equality of Educational Opportunity in India
2. What are the reasons for the challenges in the implementation of Equality of Educational Opportunity?
3. What are the measures taken by the government to achieve equality of Educational Opportunity?

4.3.4. Let us Summarise

- The phrase ‘equality of educational opportunity’ is an intertwine of three concepts namely equality, equality of opportunity and equality of educational opportunity. Equality is about ensuring that every individual has an equal

opportunity to make the most of their lives and talents. It is also the belief that no one should have poorer life chances because of the way they were born, where they come from, what they believe, or whether they have a disability.

- Equality of opportunity means to give equal chance to every individual for the development of his capacity.
- Equality of opportunity refers to the fairness of processes through which individuals with different backgrounds or from different social groups reach particular outcomes, such as educational or occupational goals.
- There is need for equality of opportunity for number of reasons.
- There are number of barriers in the way of achieving equality of opportunity.

4.3.5. Answers to Check Your Progress -1,2 and 3

Check Your Progress 1

Refer Section 4.3.3.1.

Check Your Progress 2

Refer Section 4.3.3.2.

Check Your Progress 3

Refer Section 4.3.3.3.

4.3.6. Unit end Exercises

Explain the meaning, universal acceptance and barriers of equality of educational opportunities

4.3.7. References

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Block-4 : Contemporary Indian Education: Concerns and Issues

Unit-4 : Inequality in Education

Unit Structure

- 4.4.1. Learning Objectives
- 4.4.2. Introduction
- 4.4.3. Learning Points and Activities
 - 4.4.3.1. Educational Inequality and its Causes
Check your progress-1
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- 4.4.4. Let us Summarise
- 4.4.5. Answers to ‘Check your progress – 1 and 2’
- 4.4.6. Unit end Exercises
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4.4.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Clarify the meaning of inequality;
- Analyse the causes for Inequality in Education;
- Suggest measures to overcome Inequality in Education; and
- Work towards overcoming Inequality in Education in their area of expertise.

4.4.2. Introduction

We have studied in the lesson on “Equality of Educational Opportunity”, the concept of equality and the importance of equality in a democratic society like India. We have also analysed the challenges involved in providing equality of opportunities in education. In contrast to this, the problem of inequality has been raised mainly because of the unequal distribution of resources of various kinds in the country. However, this is not a new phenomenon. Inequality was seen even in the earlier ages, where there was a distinction

between the rich and the poor, the educated and the uneducated, the privileged and the not so privileged, and so on. Nevertheless today, even after seven decades of making equality a fundamental right, the problem of inequality persists in various fields. This problem of inequality is very high in India mainly due to the heterogeneity of its population. Variations in economic conditions are generally observed to be one of the main causes for inequality. We will now study about the causes and the challenges faced in overcoming inequality especially in the field of education.

4.4.3. Learning Points and Activities

4.4.3.1. Educational Inequality and its Causes

Educational inequality is the unequal distribution of academic resources, including but not limited to school funding, qualified and experienced teachers, books, and technologies to socially excluded communities. These communities tend to be historically disadvantaged and oppressed. Many a times, individuals belonging to these marginalised groups are also denied access to the schools with abundant resources.

Educational inequality forms gradually as an ongoing process. Education is affected by social, political, and economic status of people. Individuals who are from the wealthy section of the society always have the privilege to reach out to better schools and institutions. While those from the deprived sections are prone to lower quality, and in the process, the system contributes to a deepening of the problem. On the other hand, the educationally enlightened group gains more access to political and economic system making them favourable to suit their interest. Such a structure has an adverse effect on the deprived section. Overcoming this inequality calls for a change in the social, political, and cultural facets of society. Again, to have this change education is considered to play a major role.

It is quite clear that disparities in access to education, as well as in terms of educational attainments of those in schools are seen everywhere. UNESCO, in its EFA Global Monitoring Report 2013-14 “Teaching and Learning: Achieving Quality for All” observes, “Extreme inequality persists and, in some cases, has widened. This must be seen in the context of persistent and considerable disparities between rich and poor, both within and among countries, and about the adverse implications of these disparities for the promotion of human development throughout the world”. As Mr. Atal Bihari Vajpayee, former Prime Minister of India stated at the third meeting of the High-Level Group on Education for All, organised in Delhi in 2003, “the difference between the poor man’s school and the rich man’s school is becoming starker with each passing year”.

Causes for Inequality in Education

There are many factors that are responsible for inequality in education. It may be political, environmental, social, cultural, economic, and the like. Let us consider the following three factors:

- Social inequality,
- Economic inequality, and
- Gender inequality.

a. Social Inequality

According to Moffitt, “Social inequality is the existence of unequal opportunities and rewards for different social positions or statuses within a group or society”. According to Walker, “ Social inequality refers to the ways in which socially-defined categories of persons such as gender, age, ‘class’ and ethnicity are differentially positioned with regard to access to a variety of social ‘goods’, such as the labour market and other sources of income, the education and healthcare systems, and forms of political representation and participation”. Patterns of unequal access to social resources are commonly called social inequality. It is a differential access to wealth, power, and prestige. Social inequality may exist in gender, race, age, ethnicity, religion, and kinship. It has been regarded as a source of social conflict and tensions that may lead to decline of control, fall of order and values, which may in turn lead to social disorganisation.

Social inequality also refers to a situation in which individuals or groups in a society do not have equal social status, social class, and social circle. There are many facets to it. It may include under its umbrella voting rights, freedom of speech and assembly, the extent of property rights and access to education, healthcare, quality housing, travelling, transportation, vacationing, and other social goods and services. Apart from that, it can also be seen in the quality of family and neighbourhood life, occupation, job satisfaction, and access to credit. Social inequality reflects the belief that deviance is not merely deviant personal behaviour, but also, behaviour that is committed against other individuals of society. Social inequality involves the belief that some individuals are socially defined as disadvantaged, underprivileged, underachieved, non-important, and inferior due to their life circumstances. One of the main tools to overcome this inequality is education.

Two children Leela and Sheela studying in the same school and in the same class do not get the same treatment in the school. Leela is from an elite family, whereas Sheela is from a farmer’s family. Leela is encouraged to participate in many of the curricular and co-curricular activities of the school, but Sheela does not get suitable encouragement. The

encouragement motivates Leela to perform better in the school resulting in better achievement and further inequality in education due to social inequality.

Reservations are another reason why inequality of education arises; meritorious students have to face tougher competition. These permutations and combinations of quota are politically motivated and have no effect on the real imparting of education. Management or paid seats as they are referred to, contribute to inequality in education. Students can buy their way into an institute by securing a seat or obtain admission by means of monetary power. This reduces the chances for deserving individuals to obtain a merited / justified education.

b. Economic Inequality

Economic inequality is the unequal distribution of income and opportunity between different groups in society. It is a concern in almost all countries around the world and often people are trapped in poverty with little chance to climb up the social ladder. It is the difference in how assets, wealth, or income are distributed among individuals and/or populations. It is also described as the gap between the rich and the poor or the “wealth gap. The range of this disparity is quite alarming and education plays a major role in reducing this disparity. Imagine a school in a city where children from the family of high-income group and children from middle income group study together. In addition to the school facilities, the children from the family of high-income group can afford to supplement their learning with tuitions and additional study material through internet and other sources. This will result in a better learning outcome compared to with the children who are deprived of it due to their family income. This educational inequality is because of economic inequality.

c. Gender inequality

Gender inequality is another major cause for inequality in education. It manifests itself in various forms and is a core determinant of majority of women’s lives in the Indian sub-continent. Several research studies and reports by multilateral organisations have shown the existence of the different facets of gender inequality in India. The Global Gender Gap Report, 2013, ranks India at 101 among 136 countries, behind Maldives but ahead of Nepal and Pakistan. The report used four parameters for measuring gender inequality, namely, economic participation and opportunity, health and survival, educational attainment, and political empowerment.

Disparities exist among various social groups. However, disaggregated figures by caste shows that, among female proportion of schools, enrolment is 39 per cent for other caste, 34 per cent for Scheduled Castes and Other Backward Class is 22 per cent. Across

the state, the enrolment for Scheduled Castes is lower compared with others. For example, in Andhra Pradesh, enrolment rate among Scheduled Castes male is 45 per cent and 22 per cent for female, among others enrolment rate is 57 per cent for male and 48 per cent for female. Despite the special focus on enrolment rate for the Scheduled Tribes of India, as evident the enrolment rate is less than 50 per cent in almost all the states. Even in state like Kerala, where the literacy is almost 90 per cent, the enrolment rate for Scheduled Tribes male is 75 per cent for male and for female it is 50 per cent. In states like Orissa, the enrolment for Scheduled Tribes male is 37 per cent and female is 26 per cent.

The gender discrimination is the result of human practice. It is in vogue since time immemorial. The degree of discrimination varies according to the development stage of a particular society. We observe many differences among boys and girls in the family, the street, inside the classroom, in the play field. For instance, in general, boys are active, playful, confident, bold, loud, and difficult to control. Girls are passive, gentle, quiet, accepting, more complacent, and easy to control. It is important for those in the education sector to appreciate how infants and toddlers learn to see themselves as girls and boys in the adult images of women and men in their cultures. It is equally important to understand how this process of sex role identity formation based on differential and discriminatory treatment, leads to the formation of low self-concept in girls.

Check your progress 1

1. What is educational inequality?
2. What are the causes for educational inequality?

1.4.3.2. Measures to Overcome Inequality in Education

Measures to overcome inequality in education are based on the methods to remove the causes that create inequality in education. Following are some of the measures in this direction.

a. Fixing Minimum Wage

One step that can be taken in the direction of a more egalitarian society is to guarantee each citizen a minimum wage consistent with a minimum standard of living. When there is an assurance of a minimum income for a family, the spending on each activity can be planned well in advance and action can be taken accordingly. This helps in reducing poverty, provides better economic position and thus, a better educational access.

b. Social Security

Another important measure is the introduction of a comprehensive social security scheme guaranteeing to each individual a minimum standard of economic welfare. The

social security scheme must include provision of free education, free medical and maternity aid, old-age pension, liberal unemployment benefits, sickness and accident compensation, provident fund and schemes of social insurance, etc. In that manner, substantial benefits can be assured to persons whose incomes are low. Such benefits have a monetary value. This will be another step towards levelling up incomes. Social services like public parks, libraries, museums; community air-conditioned halls, community radio and TV sets, and refrigerators may be provided on a liberal scale, so that the poor are able to enjoy almost all possible amenities available to the rich.

c. Equality of Opportunity

The government may devise and set -up some sort of machinery, which may provide equal opportunities to all rich and poor in getting employment or getting a start in trade and industry. In other words, something may be done / some action can be undertaken to eliminate family influence in the matter of choice of a profession. For example, the government may institute a system of liberal stipends and scholarships, so that even the poorest in the land can acquire the highest education and technical skill.

Recruitment to all jobs may be made by an impartial Selection Board or Public Services Commission. Recruitment, even in the private sector, may be done by employment exchanges or independent selection agencies. In the same manner, to give a start in trade and industry, the government may give financial aid or loans at very reasonable rates repayable in easy instalments to all those who wish to enter trade and industry.

Several concessions are being offered to Scheduled Castes and backward classes or persons living in backward areas so that the evils of their backwardness may be minimised. Efforts have been done under the 20-Point Economic Programme to help the poor and lift them economically, such as abolition of bonded labour, scaling down or writing off of debts, provision of house sites, etc.

The National Policy on Education (NPE) emphasises core values such as equality between sexes, ending social evils and practices derogatory to women, small family norm, etc. The NPE and Programme of Action (PoA) highlight the need to improve the social, nutritional, and health status of girls and also to strengthen support services such as drinking water, fodder, fuel, and Early Childhood Care and Education (ECCE) as an integral component of the Universal Elementary Education (UEE). The PoA emphasises the need to revise textbooks to remove gender bias and gender sensitise all educational personnel so that equality between sexes can be internalised through gender sensitive, gender inclusive curriculum, and its transaction.

A review of government policy documents from 1950 to the present makes it apparent that there is no dearth of gender-sensitive policies to bridge the gender gap in elementary

education. These policies include a Constitutional commitment towards providing elementary education and the elimination of all forms of discrimination based on caste, community, and gender. Some of the recommendations are:

- Provide schools within walking distance, closer to the place of dwelling, if necessary satellite schools for remote hamlets;
- Recognition of the importance of providing child care facilities/crèche within school premises;
- Recognition of the need to provide escorts for girls, if school is away from the village or hamlet, especially in regions where safety of girls remains a social concern;
- Introduce flexible school timings and region-specific school calendar with a view to reach out to children who are engaged in family occupations, especially girls engaged in household, livestock and farm work, and sibling care;
- Provide alternative schools/non-formal centres, combine formal with non-formal, condensed courses for dropouts, residential schools for working children, children in special/difficult circumstances, minorities and special focus groups like migrant groups, nomadic tribes, etc.
- Introduce bridge programmes to enable children to re-enter the mainstream;
- Appoint more women teachers in rural areas and provide them with secure residential accommodation. To this end, expand pool of women teachers by lowering qualifications, provide intensive training (near the place of dwelling), provide regular educational support, organise special condensed courses for dropouts who can be trained to work as teachers, provide secure accommodation for outstation teachers, etc.;
- Provide incentives like mid-day meals, food grains, uniforms, textbooks, exercise books, attendance scholarship, and free bus passes;
- Involve the community in managing the school through advocacy, mobilisation, and formation of village education committees with at least 50% women members;
- Improve quality of education, and motivate teachers to make learning a joyful exercise;
- Decentralise educational planning and administration, bring it closer to the people so that it reflects the special needs and aspirations of the community;

- Address management issues that inhibit the implementation of government policy, like grievance redressal, resistance of administrators and teachers' unions to flexible timings, school calendar, recruitment of women with lesser qualifications from rural areas, recruitment of local youth in remote areas where teacher absenteeism is rampant, appointment of teachers to a specific school, and so on; and
- Mobilise public opinion for primary education and universal literacy in general and women's education in particular.

According to a study by Pland International, an NGO working on education, "Digital literacy is becoming almost as important as traditional literacy. Over 90% of jobs worldwide already have a digital component according to the ITU, and most jobs will soon require sophisticated digital skills. If governments equip girls with digital and ICT skills through prioritising education in ICT subjects, they will help ensure girls thrive in economies where routine work has been automated and digital and creative skills are prized".

The education sector certainly plays a pivotal role in eliminating gender inequality. It is ~~much~~ essential to bring awareness among people about the benefit of gender equality. It is important to know that the inclusion of the concept of gender equality in the curriculum and making of laws to remove gender inequality have significant impact on the need to achieve the constitutional goal of establishing an egalitarian society. Ultimately, change in social mindset and involvement of all sections of society is required to achieve the ends.

Even though India has a clear policy on undifferentiated curricula for both sexes, biases and stereotypes creep through the learning materials as well as through those who handle them. One should spell out the concerns that are to be addressed by the teachers and administrators for eliminating sex biases in an endeavour to promote gender equality and positive self-concept through curriculum and life skills approach.

Also important is increasing the number of female teachers, and training all teachers in gender-sensitive teaching. Both policies can have an important influence on girls' education. A study by UNESCO in 30 developing countries found that increasing the proportion of female teachers in a district increased girls' access and retention in education, particularly in rural areas.

Effective pictures and illustrations should be shown to the children that a woman is not merely a mother, but she can be a teacher, a doctor, a professor, an engineer, etc. It should be included in the textbook and reading materials. The talent of women can be displayed in various suitable occasions. Prejudicial references in textbooks, if noticed can be eliminated. Textbooks are to be made free of gender bias and sex stereotypes. A gender

sensitive life skills approach to curriculum transaction includes all the skills necessary for day- to-day functioning and covers areas such as family life education, legal literacy and life-saving skills, etc. This approach could help to alter the unequal gender relations and empower both boys and girls for a shared future by breaking down gender stereotyping and gender barriers in skill development.

A small incident as an example will help and motivate many girls to educate themselves stand on their own for their life / and become independent. Following is an excerpt from a newspaper.

Girls demand education, not marriage

SHRAWSTI, India, 03 October 2018 - Renu, 14, a native of Nathpurwa village of Shrawasti district, is once again, a happy girl. She spends her time playing with friends, going to school and studying. Renu has dreams for her future. However, just a couple of months ago, this was a farfetched dream for Renu. Her father was determined to have her married off as she had 'come of age'. The prospect of marriage to a much older stranger was devastating for Renu. She tried her best to dissuade her parents from marrying her off but to no avail. In spite of no support from her parents, Renu was determined to fight for her rights. She had heard of the committee for children and women and sought help from the Mahila Evam Baal Adhikar Manch (Women and Children's Rights Platform). A tearful Renu narrated her story to Arunima, the Sahiyoginididi (facilitator), and requested her to counsel her parents against child marriage.

The next day, Arunima didi visited Renu's home and told her father of the grave risks involved in getting his daughter married early, and that child marriage was a punishable offence. Renu's father had not realized that marrying off a minor daughter could get him imprisoned for two years and to pay a fine. To Renu's delight, the wedding was cancelled. Renu continued her studies with her parents' support. She goes to school now and is working hard to fulfil her dream of standing on her own feet and making a life for herself.

Evidence from over 150 countries spanning more than 30 years shows that investing in healthcare, education, and social protection significantly reduces inequality. For example, if a government invests in free quality public services, poor people do not have to use their meagre earnings to pay for them and this can significantly boost their available income by as much their regular earning. Social spending can also reduce unpaid care work carried out by women by redistributing child and elder care, healthcare, and other domestic labour. Social spending has been shown to reduce inequality by 20 per cent across OECD countries.

There is significant evidence that higher wages and stronger labour rights, especially for women workers who tend to work in the lowest paid and most insecure jobs, are key to reducing inequality. For example, if the Indian government ensured women were paid the same amount as men for the same job, women's income would be boosted by almost a third.

Check your progress 2

1. List any three measures to overcome inequality in education.
2. Mention any three measures taken by the government to reduce inequality in education

4.4.4. Let us Summarise

- Inequality is an unequal distribution of resources and services.
- Reducing inequality helps promote social capital and stimulates the economy.
- Educational inequality is the unequal distribution of academic resources, including but not limited to school funding, qualified and experienced teachers, books, and technologies to socially excluded communities.
- The causes for educational inequality are:
 - Social inequality,
 - Economic inequality, and
 - Gender inequality.
 - The measures include -
- Fixing minimum wages,
- Social security for girls, and
- Providing equality of educational opportunity.
 - Measures to overcome inequality in education includes:
- Provide schools within walking distance, closer to the place of dwelling, if necessary satellite schools for remote hamlets;
- Introduce flexible school timings and region-specific school calendar with a view to reach out to children who are engaged in family occupations, especially girls engaged in household, livestock and farm work, and sibling care;

- Provide alternative schools/non-formal centres, combine formal with non-formal, condensed courses for dropouts, residential schools for working children, children in special/difficult circumstances, minorities and special focus groups like migrant groups, nomadic tribes, etc.; and
- Introduce bridge programmes to enable children to re-enter the mainstream.

4.4.5. Answers to ‘Check your progress 1, 2, and 3

Check your progress 1

Refer Section 4.4.3.1.

Check your progress 2

Refer Section 4.4.3.2.

4.4.6. Unit-end Exercises

1. Explain the concept of inequality in education and identify the causes for inequality.
2. Discuss the measures to overcome inequality in education.

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Block-4 : Contemporary Indian Education: Concerns and Issues

Unit-5 : Inequality in Schooling : Public-Private Schools, Rural-Urban Schools, Single Teacher’s Schools, and Other Forms of Inequalities in School the System, and the Processes Leading to Disparities

Unit Structure

- 4.5.1. Learning Objectives
- 4.5.2. Introduction
- 4.5.3. Learning Points and Activities
 - 4.5.3.1. Types of Schools
Check your progress 1
 - 4.5.3.2. Differences among Schools
Check your progress 2
 - 4.5.3.3. Single Teacher Schools
Check your progress 3
 - 4.5.3.4. Measures to Overcome the Problems
Check your progress 4
- 4.5.4. Let us Summarise
- 4.5.5. Answers to ‘Check your progress 1, 2, 3 and 4’
- 4.5.6. Unit end Exercises
- 4.5.7. References

4.5.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Explain the features of different types of schools;
- Analyse the differences between various types of schools;
- Compare the relative benefits of the different types of schools; and
- Encourage government schools to perform better.

4.5.2. Introduction

We have studied in our previous lessons that inequality is a basic character of any society. We have also analysed the causes for this inequality, the consequences of inequality, and the measures to overcome or reduce it. It is well- established from the study that education is one of the major tools that can be resorted to overcome or at least reduce the degree of inequality in society. One of the major institutions of education is the school. As there are a variety of inequalities, there are a variety of schools. In this lesson, we will study about the different types of schools in India and the differences among them.

4.5.3. Learning Points and Activities

4.5.3.1. Types of Schools

You are quite familiar with children going to different schools. Each school is grouped under a category based on certain criterion. You may be working in a school which is also categorised to belong to a group. What is the group? What is the criterion to place the school to a particular group? We will understand it now.

A. Ownership of the School

There are different ways of grouping schools. One of them is the managing body or the ownership of the school. Schools are owned either by the government (central/ state/ local government bodies) or by the private sector (individuals, trusts or societies). Based on this, they can be categorised as follows.

- **Government Educational institutions** : These are run by the Central Government or state governments, public sector undertaking or autonomous organisations and are wholly financed by the government. Examples of these types of schools include state government schools, Kendriya Vidyalayas, Ashram schools, Navodaya Vidyalayas, Sainik schools, Military schools, Air Force schools, and Naval schools. According to the Kendriya Vidyalaya Sangathan, there are 1,199 Kendriya Vidyalayas, of which 1,196 are in India and three are abroad. A total of 12,78,201 students and 45,477 employees are on the its rolls as of 20 January 2019. These have been divided amongst 25 regions, each headed by a deputy commissioner. The Navodaya Vidyalaya is a unique experiment unparalleled in the annals of school education in India and elsewhere. Its significance lies in the selection of talented rural children as the target group and the attempt to provide them with quality education comparable to the best in a residential school system. Such children are found in all sections of society, and in all areas, including the most backward. At present, there are 598 schools with around 11,99,649 students studying in these schools as of 31 Dec. 2017.

- **Local body institutions:** These are run by municipal committees/ corporations/ NAC/ Zilla Parishads/ Panchayat Samitis/ Cantonment Board, etc. Examples of these types of schools include the ones run by NDMC (New Delhi Municipality Council), Delhi Cantonment Board, etc.
- **Private-aided institutions:** These are managed privately, but receive regular maintenance grant from the government, local body or any other public authority. The rules and regulations followed here are the same as that of government schools. The curriculum, study materials, syllabus, examinations, etc. for each class of education are done according to the government rules. For high school classes, the final examinations will be the same as that of the government schools. The fee structure, PTA fund, etc. will be collected from the students according to the rules formulated by the government for each school. Even the recruitment of faculty will depend on the norms as per the government schools. There will be no specific criteria for the admission of students in these institutions.
- **Private unaided institutions:** These are managed by an individual or a private organisation and do not receive maintenance grant either from the government, local body or any other public authority. The fee structure for the students may vary greatly from that of the government institutions. The students are admitted to these institutions according to some criteria like entrance examinations, interviews, etc. and it is totally under the control of the respective management. These schools generally create their own curriculum and organise examinations for evaluating student competency.

B. Level of Education

School category is also determined as per state pattern on the basis of the highest class in a school. According to the national pattern, a school having classes up to V is termed as Primary School, class from VI to VIII is termed as Upper Primary School, classes IX and X are termed as Secondary, and classes XI and XII are termed as Higher Secondary. The approximate age for each level is also indicated.

C. Boards of Education

Yet another criterion is based on the Boards of Education to which the schools are affiliated. There are boards at the state, national, and international levels to which the schools are affiliated. The important Boards of Education are:

a. National Boards

- **Central Board of Secondary Education (CBSE):** Established in 1962 under the purview of the MHRD, CBSE gives affiliations to both public and private schools. There are currently about 15,167 schools affiliated under CBSE. The Board conducts final examinations, the All India Senior School Certificate Examination (AISSCE) for classes X and XII. It also annually conducts the AIEEE and AIPMT examinations for admission to undergraduate courses in engineering (and architecture) and medicine in numerous colleges spread over India. CBSE is recognised by the Indian government and by most of the universities and colleges in India.
- **Council of Indian School Certificate Examinations:** It is a private governmental education board in India. It conducts the ICSE (for Class X) and ISC (for Class XII) examinations in India. About 1,900 schools are affiliated with the CISCE. It was set- up in 1956 at a meeting of the Inter-State Board for Anglo-Indian Education, where a proposal was passed for the setting- up of an Indian Council to administer the University of Cambridge Local Examinations Syndicate's Examinations in India. It was recognised as a body conducting public examinations in India by the Delhi Education Act, 1973, passed by Parliament,

b. State Boards of Education

State Government Boards: These educational boards are regulated and supervised by the state apex organisation for secondary and senior secondary education. A portion of the curriculum focuses specifically on imparting knowledge about the state. Majority of Indian schools are affiliated with the state government boards. The oldest state board is the U.P. Board of High School & Intermediate Education established in 1922 as an autonomous body under the Department of Education. Uttar Pradesh has the highest number of state board schools, followed by Madhya Pradesh, Rajasthan, Andhra Pradesh, and Maharashtra.

c. National Institute of Open Schooling (NIOS)

It is the board of education for distance education, under the Union Government of India. It was established by the Ministry of Human Resource Development of the Government of India in 1989 (earlier known as National Open School) to provide education inexpensively to remote areas. It provides a number of vocational, life enrichment, and community-oriented courses, besides general

and academic courses at secondary and senior secondary level. Currently, there are 3,827 academic centres, 1,830 vocational centres, and 690 accredited agencies under NIOS.

d. International Boards

- **International Baccalaureate Organisation (IBO):** The IBO was founded in 1968 as an international, non-governmental, non-profit educational organisation based in Geneva, Switzerland. The IB World Schools in India offer three IB programmes, namely, primary years programme (PYP), middle years programme (MYP), and IB Diploma programme (IBDP). There are 109 IB World Schools in India offering one or more of the three IB programmes. About 50 schools offer the PYP, 11 schools offer the MYP, and 96 schools offer the IBDP. IB is recognised by the ‘Association of Indian Universities’ as an entry level qualification (equivalent to +2 qualification of an Indian Board) to all the universities.
- **Cambridge International Examinations (CIE):** The Cambridge International Examinations (formerly known as the University of Cambridge International Examinations) are a provider of international qualifications offering examinations and qualifications in more than 160 countries. They are an examination board under Cambridge Assessment, founded in 1858 as a department of the University of Cambridge. There are now over 310 Cambridge Schools in India making over 44,000 examination entries for Cambridge IGCSE and Cambridge International AS and A Level, a rise of 15 per cent since 2012.

e. Other Schools

In addition to these, there are schools in urban areas and rural areas generally termed as urban schools and rural schools, single teacher schools, etc. Now, let us move on to study the differences in these different types of schools.

Check your progress 1

- 1) List any three criteria for grouping schools.
- 2) How many levels of education are identified for grouping schools at the national level?
- 3) Name any two national boards of education.

4.5.3.2 Differences among Schools

A. Government Vs. Private Schools

Government schools are primary or secondary schools, wherein education is offered to all children without charge. They are funded and controlled by the local, state or national government. Since government schools are controlled by the government, the curriculum is decided at the state or national levels. All government schools follow the same curriculum. Admissions and testing are also managed by the government. Admission to government schools is determined by the address of the student. The schools are obliged to take in the students who belong to their respective geographical zone.

Although technology and other facilities vary according to schools, government schools generally have fewer facilities than private schools. They also have lesser number of students than private schools. Nevertheless, government schools always hire highly qualified teachers, who meet the mandated requirements and are proficient in their subject.

A private school is not funded nor administered by the government. They are controlled by a private body and funded partially or wholly by students' tuition. The fees are usually higher in private schools. At the same time, they usually have better infrastructure facilities and up-to-date technology compared with government schools. They follow the same curriculum as decided by the government. However, the method of delivery is decided by the school board. The school administrators also decide the fees and admission. The school has the authority to decide whether a student meets the requirements for admission or not. It also decides on the criteria for the recruitment of teachers. In this case, a teacher in a private school may not be qualified as a teacher in a government school.

The difference between government and private schools can be studied under the following heads:

- **Background of Students:** Government schools offer free education to all students according to the Constitutional provision. As a result, they have no scope for selecting students. They are obliged to admit mainly children of family with poor economic background. On the other hand, a private school can admit children of any background. Children who opt for private schools have a good social and economic background and more likely, the parents are educated. This results in good encouragement for learning and shows good learning outcomes of students, which is the expectation of parents.
- **Medium of Instruction:** Providing quality education to children is the ultimate dream of every parent. The biggest difference parents find between **private and government schools** is the medium of learning. The mode of

communication of many private schools is English. Private schools try to inculcate English in the daily life of students. Moreover, it helps them as they move up the ladder for higher studies. It attracts parents, whereas children in government institutions are taught in the regional language.

- **Discipline with learning:** Besides providing quality education, private schools pay attention towards discipline of every student. As part of routine, punctuality, hygiene, and uniform is checked every day. Attention is given to the way books are handled, formation of lines when there are many people, and so on. Basic communication skills and school etiquette are a part of learning in private schools. They make efforts in grooming and developing the personality of every individual. In government schools, these things are hardly taken care of.
- **Co-curricular activities: Private schools** bring more ideas related to extra-curricular and social activities or inter-school competitions for engaging students. They encourage art, drama, music, and other related activities, including sports. Through these activities, they prepare children to face challenges in the future. They try to boost confidence and improve the overall personality of each individual. Except for few government schools, these activities are more or less absent in government schools.
- **Academic standards:** The education imparted in both private and government schools, is based on more or less the same curriculum. But the outcome of a child from a private school is much better than that of a government school. Studies have indicated that many of the fourth standard students of a government school can hardly read and understand a passage from a second standard level book or work out a simple sum of a third standard level. There is a great difference in the performance of the child. Most parents believe that private schools try to go beyond what is required for a particular level. This helps students of private schools to be more competitive and face life in a more challenging way. The ability of students to face the entrance examination for professional courses after their higher secondary class is an example in this direction.
- **Facilities provided:** Many government institutes lack basic facilities like appropriate furniture, electricity, and properly ventilated classrooms. They have limited funds. They often depend upon donations from the Panchayat or School Management Committees, which is not very easy to get. In contrast, a private school tries to provide an environment that helps in better learning. Apart from education, they provide proper seating arrangement, laboratory

facilities, and weather supportive infrastructure and equipment required for the physical development of children. In this aspect, private schools are much ahead of government schools. Infrastructure is the priority of many private schools. They invest a lot in this area and make a good show of their institution. It is also a good way to attract students and convince parents.

- **Dedication of faculty:** Although the teachers in government institutes are highly qualified, yet government institutes are not able to show a better result than private schools. The reason may be the dedication of the government teachers and faculty. This in turn is likely to be due to the accountability of the teacher. In private schools, teachers monitor the result of every student through regular class tests. Private school teachers are accountable for the results of their students on a regular basis and hence, are more dedicated and hardworking.
- **Proper attention:** The ratio of teacher to student is small in government schools due to lack of classrooms and faculty. They try to accommodate maximum students in one classroom due to which teachers are not able to give individual attention. In addition, most of the government teachers are also kept busy in non-teaching works like preparing for the mid-day meal, taking surveys and making ID cards, etc. However, in private schools, the teachers' foremost duty is to monitor each and every student and thus, proper attention is given to the students.
- **Location of School:** Government schools are mainly found in rural areas, in remote places in addition to city areas. Private schools are found mainly in city areas, in busy places in addition to few in rural areas. Private schools support transportation of children by providing suitable vehicles and charge an appropriate amount. Government school children cannot afford it due to its high cost. Safety of children during their commuting is also a matter of concern.
- **Accessibility to technology:** Government schools are on their way to introduce computer technology in their schools. Private schools have already moved quite a long way in this endeavour. Children have access to computers, use the internet facility, and so on. Classrooms have been updated using the concept of smart class. These are of great attraction to children and help them learn better. As a result, schools also have a chance to score better on their report card.
- **Communication:** With the advent of technology, communication between parents, teachers, and children has become advanced. The status of children is always on the fingertips of parents. For example, a student going to a private

school by bus can be monitored while boarding the bus and the location of the bus can be identified. The homework of the child, the progress of the child, and the communicating circulars of the school are all available on the website of the school linked with special reference to the student concerned. Government schools are still far behind this technological facility utilisation.

- **Parental involvement:** Private schools are built around open communication between parents and administration, and they make it a priority to involve parents in the community. From frequent parent-teacher meetings, social events such as parent breakfasts and family camping weekends, and the participation of parent committees in fundraising initiatives, families become an integral part of the child's education. This common ground also helps strengthen parent-child relationship.

A word of caution is a must here. While there are many good government schools in the country with limited resource supply, there are many private schools that do not provide good quality education with abundant resources. It is very difficult and unfair to brand government schools as bad or poor and private schools as fair and good. It is the attitude and interest of the concerned that makes education in these institutions good or poor.

Let us now move on to find the differences between rural and urban schools.

B. Urban vs Rural Schools

When we talk about the differences between rural schools and urban schools, many of the differences studied above with reference to government and private schools hold good. This is because, according to the report released by the National University of Educational Planning and Administration on School Education in India in 2016, more than 80% of the schools, especially the primary and upper primary, are in rural areas and many of them are government schools.

India has many challenges to face in the field of education. The scale of operation involved to ensure quality education is unique and challenging because in rural India, teachers face many difficulties. At the same time, problems affecting the education system differ and are often so complicated that the solution cannot lie in the alternation of any one single factor. It is not about lesser funds provided by the government or not given proper training to teachers or political involvement in work, but with the government system; there is no strict punishment for teachers who take their job casually, and there are very few rewards for good teachers.

We have seen in our studies that one of the biggest problems in our education system is the paucity of teachers. The situation is so pathetic that many schools are looked after by

a single teacher and is popular as a single teacher school. Let us now look at some of the issues related to single teacher schools.

Check your progress 2

- 1) List any four factors which differentiate between government and private schools.
- 2) Identify two differences between rural schools and urban schools.

4.5.3.3. Single Teacher Schools

One of the main reasons for the poor quality of education in India has been identified as the paucity of teachers. Though the Right to Education clearly mentions the number of teachers in a school or defines the pupil-teacher ratio, there are many schools that do not meet the requirement. This has resulted in a wide gap between the expected pupil- teacher ratio and the actual pupil- teacher ratio. There are instances where there is only one teacher to manage all the school activities and these schools are grouped as single teacher schools. According to the ASER survey in 2015-16, there were 97,273 single teacher schools in the country at the primary, upper primary, and secondary levels, which is about 8.8% of the total such schools in the country. Of these, the largest numbers, 81,893 were primary schools, which accounted for 83.6% of the total single teacher schools. Another 14,851 or 15.2% single teacher schools were at the upper primary level and 1,179 or 1.2% were at the secondary level.

The following paragraph gives a brief idea as to why we have such a huge number of single teacher schools according to Dileep Ranjekar, CEO, Azim Premji Foundation.

Around 2000, the government took a decision that was prudent in the context of the situation prevailing then. It decided that if children were not coming to school, it must take the school to where they lived. Thus, a lower primary school was opened within a kilometer of every habitation and a higher primary school within three kilometers. In fact, many states followed an approach of opening a school in any habitation that had more than 20 children of school-going age. It was the need of the hour, given the fact that India had close to 59 million out-of-school children. Subsequently, for several reasons including concerted enrolment drives by many state governments and wide scale realisation by parents that education is probably the only passport for their children's future, unprecedented gross enrolment rates were achieved that went beyond 100 per cent for some time. However, the pace of appointing teachers did not match the rate of enrolment of children. There are states that did not appoint a single teacher for more than five years together. No state government has so far officially offered any plausible explanation for not appointing teachers. There could be multiple reasons — some of which could be:

· Unavailability of adequate budgets, and consequent unwillingness of the government to create a long-term liability.

- Political decision to not recruit teachers for several reasons.
- Inadequate understanding of the ground-level situation by both bureaucrats and politicians.
- Low priority accorded to ensuring adequate teacher-pupil ratio.
- Falling birth rates — which indicate lower future enrolment of children.
- Not understanding how the situation will unfold once the backlog of out-of-school children is tackled.
- Not understanding the impact of exodus of children from government to private schools — some government schools had to be closed down due to lack of pupils.
- Inability to rationalise the distribution of teachers between urban/semi-urban areas with better access as opposed to schools situated in remote areas — this includes unwillingness of a large number of teachers to be located in remote schools and exertion of political pressure for teacher postings.

As a result, we have over 100,000 schools with single teachers. The percentage of single-teacher schools varies from state- to- state and district- to- district”.

These single teacher schools pose a big problem to the system of education. Some of them are:

- It is difficult for a single teacher to handle all classes, especially primary classes. At this stage, the pedagogy requires that these young children get individual attention. When it is not there, there is likely to be a chaos in the class.
- The single teacher may not have the competency to teach all the subjects. Teaching a language and a subject requires different skill. The absence of these skills results in decreased quality of teaching and hence, in the learning outcome.
- The single teacher would not only have to teach but do administrative work, procure materials, interact with the education department, visit treasury to collect funds, liaison with local authorities, and may even be requisitioned for other government duties like census work, election duty, and a host of other similar tasks. Hence, concentrating on academic work becomes a problem and makes teaching a secondary activity.

- The attendance of the teacher is a big challenge. As the teacher obviously has to take leave for some reason or the other, it leaves no choice other than closing the school on all those days of absenteeism. This comes in the ways of school discipline in meeting the regulations of the concerned department.

As per the data from the MHRD, Madhya Pradesh has the highest number of schools with single teachers at 18,307 schools, followed by 12,052 in Rajasthan, 8,092 in Uttar Pradesh, 7,564 in Jharkhand, 7,483 in Andhra Pradesh, and 4,767 in Karnataka. There are over 92,275 schools with single **teachers** across India. The largest share of the single teacher schools are in 9 states in the northern region, which accounted for as many as 34.8% of the schools. The phenomenon was also more widespread in the western region, where five states accounted for 25.3% of the single teacher schools. The number of single teacher institutions in southern and eastern region was at a much lower 19.5% and 16.4%, respectively. However, their lowest presence was in the north-east, where single teacher schools were a nominal 3%. On the other hand, single teacher schools were less than a 100 in states like Nagaland, Mizoram, Kerala, Andaman and Nicobar Island, and Delhi, and zero in states like Puducherry and Tripura.

The Right to Education (RTE) Act clearly states that there should not be any single teacher schools; Karnataka ranks sixth in India, when it comes to having such single teacher schools. The Act directs all states to have at least two teachers when the student strength is Between one and 60. This teacher-pupil ratio is not merely a technical issue of showing a certain ratio on paper. It has major ramifications on the quality of education in the classroom. It is the single major enabler in practicing several tenets espoused by our National Curriculum Framework such as the centrality of the child in the process of learning, providing individual attention to the child, continuous and comprehensive assessment of children, and so on. If we do not provide this all-important input in the education process, any talk of improving the quality of education is useless.

A more interesting and challenging situation than single teacher schools is the single student schools in Karnataka. As per the details available from the department of Education, there are two such schools, one in Kolar district and the other in Gadag district.

Check your progress 3

- 1) How many single teacher schools are there in Karnataka?
- 2) How many single student schools are there in Karnataka?
- 3) Which state has the maximum number of single teacher schools in Karnataka?
- 4) Mention any two problems faced by teachers in single teacher schools.

4.5.3.4. Measures to Overcome the Problems

In order to overcome the problems of schools in rural areas and single teachers, many initiatives have been taken by both government and non-government agencies. Remedies such as surprise school inspections, teacher-training courses, etc. have been attempted to salvage the rural education scenario.

Attuned to the present government's Digital India initiative, a couple of projects have been introduced in the school education segment.

- For instance, E-basta, government's Digital India initiative to promote e-learning, aims to make digital education via tablets and computers accessible to learners in rural areas. Digital learning can help develop critical thinking skills. The project aims not only to benefit learners in learning concepts, but also to make them comfortable with technology. Steps are already being taken to introduce digital aids in preschools. Though digital aids can never really replace teachers, initiatives of these kinds can make quality content available to them.
- Again, Rashtriya Madhyamik Shiksha Abhiyan (RMSA), in partnership with state governments, is dedicated to enhance the capacity of all teachers in Information and Communications Technology (ICT). Many teachers are not technically competent, and the teacher-training courses never really prepare them to handle digital aids in classrooms. Such schemes can go a long way in keeping them motivated, besides improving their competence.

Non-government initiatives

- eVidyaloka, a non-profit organisation, connects rural learners and teaching volunteers through digital classrooms. The passionate teachers are a varied bunch, consisting of housewives, IT professionals, and retired defence personnel. The eVidyaloka team organises Skype classes according to the availability of volunteers and batch sizes.
- Although there is a shortage of teachers in our country, a huge number of college pass-outs remain unemployed. The organisation tries to properly channelise the supply in the sector where there is a demand. However, frequent power cuts and poor internet connectivity in rural areas affect the productivity of the classrooms.

Check your progress 4

- 1) What is E-basta?
- 2) What is eVidyaloka?

4.4.4. Let us Summarise

- There are different ways of grouping schools. One of them is the managing body or the ownership of the school. Schools are owned either by the government (central/ state/ local government bodies) or by the private sector (individuals, trusts or societies). Based on this, they can be categorised.
- School category is also determined as per state pattern on the basis of the highest class in a school. According to the national pattern, a school having classes up to V is termed as Primary School, class from VI to VIII is termed as Upper Primary School, classes IX and X are termed as Secondary, and classes XI and XII are termed as Higher Secondary. The approximate age for each level is also indicated.
- Yet another criterion is based on the Boards of Education to which the schools are affiliated.
- In addition to these, there are schools in urban areas and rural areas generally termed as urban schools and rural schools, single teacher schools, etc.
- There are differences among these schools in terms of background of students, medium of instruction, discipline with learning, participation in co-curricular activities, academic standards, facilities provided etc.
- There are single teacher schools which pose a big problem to the system of education.
- Number of measures are taken by government and non-government agencies to address the problem of inequality in schooling.

4.5.5. Answers to ‘Check your progress 1, 2, 3 and 4’

Check your progress 1

Refer Section 4.4.3.1

Check your progress 2

Refer Section 4.4.3.2

Check your progress 3

Refer Section 4.4.3.3

Check your progress 4

Refer Section 4.4.3.4

4.4.6. Unit end Exercises

1. Explain the differences found in different categories of school.
2. Describe how the differences among schools affect the equal treatment of children in schools and suggest measures to overcome them.

4.4.7. References

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Block-4 : Contemporary Indian Education: Concerns and Issues

Unit-6 : Implications of Equality of Educational Opportunities

Unit Structure

- 4.6.1. Learning objectives
- 4.6.2. Introduction
- 4.6.3. Learning Points and Activities
 - 4.6.3.1. Implications of equality in Education and Educational Opportunities
Check Your Progress - 1
 - 4.6.3.2. Implications of Educational Opportunities at School Level
Check Your Progress - 2
- 4.6.4. Let us Summarise
- 4.6.5. Answers to Check Your Progress 1 and 2
- 4.6.6. Unit end Exercises
- 4.6.7. References

4.6.1. Learning Objectives

After going through this Unit, the student teachers will be able to

- Identify the meaning of equality of educational opportunities;
- Analyse the factors that cause inequality in education and schools;
- Clarify the implications of equality of educational opportunities in general;
and
- Clarify the implications equality of educational opportunities in school in school context.

4.6.2. Introduction

We have observed in our day today life that educational inequality has resulted in changes in political, economic and social life. Those who are educated take the maximum benefit out of the system and take maximum concessions from those in authority. Educated individuals have better economic status, can spare time for the activities and institutions

which can bring changes in society.// Educational inequality has made some powerful enough to accumulate wealth and with that dictate and change economic policies to suit their interests.//

In the rural areas, number of communities suffer without having access to education and tend to be historically disadvantaged and oppressed. Inequality leads to major differences in the efficacy of these individuals and ultimately suppresses social and economic mobility. This will come in the way of achieving equality of educational opportunities in particular and also our constitutional goals in general. Hence, it is important to overcome inequality in the field of education to establish equality in general and schools in particular. Achieving equality is possible only by providing equal opportunities in Education. But just providing equal opportunity does not mean achieving equality in education. This demands something more than providing equal opportunities. Equality has to be established in the field of education in general and also in the context of schools. Hence, in the present unit, we are going to study about the implications of equality of educational opportunities under two headings, namely, Implications of equality of educational opportunity in general and equality of educational opportunities specifically in school context.

4.6.3. Learning Points and Activities

4.6.3.1. Implications of equality in Education and Educational Opportunities

Equality is nothing but absence of inequality We have already discussed about the concept of Educational equality. Let us recapitulate the same in order to discuss its implications. This concept has number of connotations.

Educational equality is a system under which all the sections of society are given equal opportunity to get education.

Educational equality is the equal distribution of academic resources, including but not limited to school funding, qualified and experienced teachers, books, and technologies to socially excluded communities.

While thinking of the implications of educational equality we need to know the indicators of educational inequality. It varies by Country and even provinces/states within the Country.

In addition to academic performance, attainment of learning objectives, acquisition of desired skills and competencies, satisfaction, persistence, and post school performance should all be measured and accounted for when determining the educational success of individuals. Scholars argue that academic achievement is only the direct result of attaining learning objectives and acquiring desired skills and competencies. To accurately measure

educational efficacy, it is imperative to separate academic achievement because it captures only a students' performance ability and not necessarily their learning or ability to effectively use what they have learned.

Unequal educational outcomes are attributed to several variables, including family of origin, gender, and social class. Achievement, earnings, health status, and political participation also contribute to educational inequality.

Achieving equality in education is an urgent need. Because inequality comes in the way of the development of individual and hence the nation in general. One should not think that overcoming inequality in education is the sole responsibility of the government. Every responsible individual in the society should strive to achieve this goal. It is possible only through combined effort since it has both social and economic reasons. Let us analyse and see the ways in which the people and the government collaboratively overcome this problem.

First and foremost, we need to be aware that the issue of educational equality in terms of equal opportunity for education, has been seriously discussed at local, national and international levels. India also has participated in the discussions and has signed the treatise in relation to achieving equality in education throughout the world. For this, India has to see that the problem of inequality is solved within the country. Below are given some measures to overcome inequality in education and your involvement also is significant in this regard.

We need to abide by the treaties and policies for which we are committed. Below are given some of articles and policies which we have accepted but not completely trying to follow. This has resulted in the continuation of educational inequality.

The UNESCO Convention against Discrimination in Education (1960)/ and other international human rights treaties prohibit any exclusion from, or limitation to, educational opportunities on the basis of socially-ascribed or perceived differences, such as by sex, ethnic/social origin, language, religion, nationality, economic condition, and ability. Reaching excluded and marginalised groups and providing them with quality education requires the development and implementation of inclusive policies and programmes.

In this context, UNESCO promotes inclusive education systems that remove the barriers limiting the participation and achievement of all learners, respect diverse needs, abilities and characteristics that eliminate all forms of discrimination in the learning environment.

The World Inequality Database on Education (WIDE) highlights the powerful influence of circumstances such as wealth, gender, ethnicity and location, over which people

have little control, but which play an important role in shaping their opportunities for education and life. It draws attention to unacceptable levels of education inequality across countries and between groups within countries, with the aim of helping to inform policy design and public debate. Following are some of/ its observations with respect to inequality in education as against its target of providing education for all.

Universalisation of Primary Education

In 39 out of 99 countries, fewer than 50% of the poorest children have completed primary school. Major progress has been made since 2000 in enrolling children in primary school. However, progress has delayed in recent years, and children from marginalised groups continue to face significant barriers to accessing, attending, and completing primary school. Hence more focus should be on enrolling children in primary schools. Provision should be made to have access for every child. This initiative should be taken through a joint venture of the government, community and the school.

Universalisation of Secondary Education

More than 50% of young people in 58/ out of 133 countries have not completed upper secondary school. Though attempts have been made to attract students to secondary education through Madhyamika Shiksha Abhiyan, the goal has not been achieved till now. Attention and attempts should be concentrated on universalisation of secondary education at a faster pace. Research should be promoted to attract children to secondary stage. There should be two types of courses at secondary stage, one leading to higher education and the other making avenues for the field of work. This attracts people from low economic status to secondary education.

Other implications of equality of educational opportunities are as follows:

Make the problem visible

Identify the indicators of equality or inequality and make the issue visible to those concerned. The indicators of inequality in education, changes from country to country and hence decide them in the context of our country. Just access to education, as we thought for some time cannot be the only indicator of equality. Consider the achievement, as well as the input given or the process for reaching the goal as the indicators. The clarity about indicators of inequality will help to plan the measures to overcome it.

Prepare teachers, community and the parents to be aware of the available educational facilities:

The government and non-governmental agencies provide number of facilities for people, especially for those who are socially and economically backward, to access and

continue education. Most of the teachers are not aware of these facilities. All the teachers, parents and community members should be made aware of the such facilities provided by different agencies for the education of students. Teachers can also contact community members and motivate them to be active in the functioning of the school especially in terms of admitting out of school children to school and also to see that students do not leave school before expected level. The community members can also be motivated to help students from marginalised group in terms of fulfilling their needs.

Promote systemic and institutional capacity

Most of the time growth and achievement of students are not obvious for parents. They feel learning family-based skills is better than schooling. So, develop the competencies of students and make it evident to everyone. Though the results of education cannot be made evident in a shorter time, some skills and competencies can be developed which are evident and the parents feel satisfied that their children are in the process of growing.

Make efforts to be in close contact with the community

Make the community feel that they are the part and parcel of school system. This will help to bring out of school children to the school campus. Assign some significant role for them, appreciate and recognise their contribution so that they develop good rapport with the school and school personnel.

Promote Research to identify the gaps

It is not easy to identify where exactly and in what way efforts should be made to overcome inequality. Promote research and find out the areas, strategies and groups with which inequality needs to be tackled. One needs to identify the geographical areas as well as the groups which are suffering inequality in order to plan programmes or take initiatives. Experts have to decide which types of programmes are feasible in this regard.

Take support of different agencies

Just with the efforts of the government the problem of inequality cannot be solved. Take the help of different agencies of education. Motivate parents, community members, NGOs, experts in different fields related to education and work in collaboration.

Train the School Personnel to take appropriate measures

Inequality exists as a result of number of reasons. Some of them can be solved by school personnel. They should make the school student friendly, by showing love and concern to the children. They can make the parents and others aware of the importance of education through different strategies. School personnel can act as/ the agents of change. They need to identify the situations contributing for inequality and plan measures accordingly. For

example, if a school is not available for children near their houses, they can arrange for 'alternate schooling' or make arrangements for the conveyance of children.

Use technology to drive the changes:

Use technology to keep record of children in the locality, their age, schooling and related information. This documentation should have all information about the families, required to confirm that all children are placed well as far as education is concerned. For example, the socio-economic status of the family, size of the family, attendance of the child in the school, the reasons for attending or not attending school, the achievement level of the child, measures to be taken to continue the education of the child etc.

Work with a broader perspective of 'equality'

Educational equality does not mean just giving them opportunity to attend the school. If it is conceptualised like this, it is waste of time and energy of both teachers and students. Shift the focus from access to access plus learning Educational equality means much more than this. It involves something more than educational aspect. It should be treated as equality in terms of provision, access, achievement, human dignity, developing self-esteem, self-confidence and all-round development. Each individual should be allowed and supported to develop to his/her maximum potential.

Make periodic efforts to ensure equality:

Maintaining equality is not at one point of time. It is an ongoing process. The government should continuously ensure that people are not deprived of equal treatment as far as education is concerned.

Monitor educational provisions:

The government should not only provide special provisions for education for those who need them, but also ensure that these provisions reach them at appropriate time in a proper way. This monitoring will help to ensure equality continuously.

Adjust school time table according to the needs of children:

There cannot be a common structure of policy for schools all around the country. The structure and policies of the school should be adjusted according to the needs of the students. The school timings, holiday pattern, uniform styles etc should be adjusted according to the needs of students of the place. This makes the school children friendly. Have the sport of the place, rather than common sports for all schools.

Implement legal and structural changes

A separate Indian education services cadre at different levels, within the civil services, should be created. Parents should be bound to send students to school, and district education

officials should be responsible for the quality of both private and government schools. Public Private Partnership (PPP) arrangements should be explored for areas like strengthening DIETs, providing teacher training both using traditional and distance/ICT methods, providing standardised assessments, running remedial centres etc.

Have a great and deep commitment to fight against inequality;

It has been found that India fared poorly, ranking 147 out of 157 countries, in terms of its commitment to reducing inequality.

According to the Commitment to Reducing Inequality Index developed by Oxfam and Development Finance International, Nigeria, Singapore, India and Argentina are among a group of governments that are fuelling inequality.

Make serious efforts to realise 'Education for All' Act

The/ Education For All/ act or EFA is a global commitment to provide quality basic education for all children, youth, and adults. In 2000, 164 governments pledged to achieve education for all at the/ World Education Forum. There are six decided-upon goals designed to reach the goal of Education for All by 2015. India is one among them. There is need to strengthen overall political commitment as well as strengthening the needed resources.

Plan quality pre-school programme :

With the knowledge that early educational intervention programs, such as extended childcare during preschool years, can significantly prepare low-income students for educational and life successes, comes a certain degree of responsibility. Serious efforts should be made to provide compulsory and quality pre-school education for all, not only to prepare them for school but also to give good foundation for further education.

Offer courses as per the requirement of people and the place:

The major problem of inequality in education is that it does not cater to the different needs of people of different places in terms of the skills needed to take up vocation in their respective places. The geography, history, occupation, culture of different places are different. There are coastal areas, hilly regions, plains, forest areas, and the students need to be trained in the occupation of those places. If they are trained like that there is no need for people to get accumulated in cities. People find education also meaningful.

Check Your Progress - 1

List any two ways in which you can involve yourself in maintaining equality in education

4.6.3.2. Implications of Educational Opportunities at School Level

Education has long been recognised as a basic human right. It is a critically-important requisite for the productivity and well-being of individuals and for the economic and social development of entire societies. Because of this, the importance of equal access to education has been emphasised repeatedly in international conventions. The Universal Declaration of Human Rights of 1948 and the International Covenant on Economic, Social and Cultural Rights of 1966 state that education shall be equally accessible to all on the basis of merit and individual capability. Having more years of education is associated with better health, reduced maternal and child mortality, fewer disaster-related deaths, less conflict and increased civic engagement, among other benefits. Hence, Education should be provided to everyone and equality has to be assured in this context of education. We have already seen the measures to achieve equality in education. Maintaining equality at school level also is important.

Considering and achieving equality in school situation demands taking equity measures.

Educational equity, also referred to as/ “Equity in education”, is a measure of achievement, fairness, and opportunity in education. The study of education equity is often linked with the study of excellence and equity.

Educational equity depends 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 depend on each other for an educational system’s success.

Equity recognizes that some are at a larger disadvantage than others and aims at compensating for these people’s misfortunes and disabilities to ensure that everyone can attain the same type of healthy lifestyle. Examples of this are: “When NGOs or Government agencies offer special classes for SCs STs and economically backward people, Private agencies offer free of cost coaching for learning disabled, and when foundations target scholarships to students from poor families, they operationalize a belief in equity of access as fairness and as justice”.

Achieving equality at school level is nothing but adopting equity measures in school. Let us see what equity measures can be taken at school level.

Equity measures in schools can be ensured with the help of a checklist with the following points :

Access to Opportunities

All students have access to the opportunities for success.

1. Course selection and enrolment is not predictable by race or poverty of students.
2. Participation in extracurricular activities is not predictable by race or poverty of students.
3. Student access to and participation in school/ is not predictable by race or poverty of students.

Chance to Learn

Schools provide opportunities for all students to achieve academic success.

1. The curriculum is challenging and consistently integrates culturally relevant learning.
2. Teachers and staff demonstrate high expectations for students, so that participation in opportunities is not predictable by race or poverty of students.
3. Teachers are trained to modify instructional strategies to meet the needs of different types of learners.
4. Teachers and staff connect students and families with the support necessary for academic success.

Inclusive Community

School community is inclusive of multiple experiences and fosters mutual respect.

1. Teachers and families know each other and have mutually positive relationships.
2. The school environment is inclusive, where students from various racial, ethnic, and socioeconomic communities and backgrounds, as well as students with disabilities, learn, work, and socialize together in integrated settings.
3. Administration and teaching staff reflect the diversity of the student body, so that students have role models who look like them and share common experiences.
4. The diversity of the student body is reflected in the school environment, with inclusion of diverse cultures in educational texts and materials, promotional materials, and the physical environment.

Fair Discipline

Students of different social groups are not disproportionately disciplined.

1. Staff members demonstrate increased knowledge in the application of multi-cultural/ competence and communication.
2. Conflict resolution strategies include restorative justice and other practices that do not exclude students from the learning community.
3. Data are being collected in a uniform and comprehensive.
4. Rates of suspension and other disciplinary actions are free from/ race, income, gender, and disability representation in the overall student population.

Community Engagement

All families are connected and engaged with the school community.

1. Communication is meaningful and shared in a language and mode that is accessible to families.
2. Schools provide families with multiple ways to engage in the school community and the education of their child.
3. Parent leadership and participation in school decision making and events reflects the diversity of the school community.

Academic Achievement

Eliminate disparities in academic achievement and outcomes.

1. Test scores and outcome data are comparable, regardless of race or poverty of students.
2. Participation and success is not predictable by race or poverty of students.
3. Attendance, successful completion, and dropout rates are not predictable by race or poverty of students.

Resources

School/district resources are distributed equitably and based on what students require to achieve their full potential.

1. School facilities and classrooms serving low-income students are of comparable quality to those serving higher-income students.

2. All students have an equitable distribution of materials, including books, technology, and other supplies that they need to learn and meet rigorous standards.
3. Teachers with the most training and experience are assigned to schools and classrooms where they can have the most influence on student learning.
4. Budgeting processes are inclusive and transparent, and equity is stated as an affirmative goal.

Shared Accountability

School community commits to a process towards education equity and shares its progress.

1. Stakeholders with multiple perspectives and experiences are part of the decision-making processes.
2. An Equity Impact Assessment is employed in making decisions relating to school policies and practices.
3. Community stakeholders are engaged in an ongoing inquiry process and continued progress toward equity.

Check Your Progress - 2

Prepare an action plan for one year to ensure equity in your school.

4.6.4. Let us Summarise

- Educational equality is the equal distribution of academic resources, including but not limited to school funding, qualified and experienced teachers, books, and technologies to socially excluded communities.
- Overcoming inequality in education is an urgent need. Because it comes in the way of the development of individual and hence the nation in general. One should not think that overcoming inequality in education is the sole responsibility of the government.
- Unequal educational outcomes are attributed to several variables, including family of origin, gender, and social class. Achievement, earnings, health status, and political participation also contribute to educational inequality.
- Number of measures have to be taken to overcome the existing inequality in education. We need to abide by the treaties and policies for which we are committed. Other measures to overcome inequality in education are:

Universalisation of Primary Education, Universalisation of Secondary Education, Making the problem visible, Preparing teachers, parents and community people to be aware of the facilities and initiatives for education, Promoting systemic and institutional capacities, developing contacts with the community, collaborating with different agencies, training school personnel, promoting research, using technology, realizing the goal of ‘education for all’, planning proper pre-school programme etc.

- Inequality at school level can be overcome by taking equity measures.

4.6.5. Answers to Check Your Progress 1 and 2

Check Your Progress 1

Share your ideas with your colleagues

Check Your Progress 2

Share your ideas with your colleagues

4.6.6. Unit end Exercises

1. Explain the measures to maintain equality of opportunities in education.
2. Explain the measures to maintain equality opportunities at school level.

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