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Contemporary India and Education



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CONCURRENT STATUS AND EDUCATION

- ❑ What do you mean by 'Education on the concurrent list'?
- Or
- ❑ Discuss the concurrent status of education in Indian Constitution.

Ans. Meaning : The Indian Constitution provides educational functions at three levels—Central, State and Concurrent. Till 1976 education was a state subject with certain provisions at the central level. The 42nd (Forty second) Amendment, 1976 brought about large and important changes in the Indian Constitution. It affected the status of education also by putting it on the concurrent list.

The implications of making education a concurrent subject is that both the centre and the states can legislate on any aspect of education from the primary to the university level. In case of any dispute, legislation framed by the central government will have over riding authority. By having education in the concurrent list, centre can implement directly any policy decision in the states.

So, concurrency signifies a partnership which is at once meaningful and challenging. The National Policy will be oriented towards giving effect to it in letter and spirit.

Status of education Under three important lists :

1. **Central list :** Under list I or Entry 65, the Union agencies and institutions for :

- (a) Research centres for special studies.
- (b) Scientific or technical assistance in the investigation of detection of crime.
- (c) Training of police officers, Professional, vocational or technical training.

Entry 66—(i) Co-ordination and Determination of Standards in institutions for higher education or research and scientific and technical institutions.

(ii) Establishment of University Grant Commission (U.G.C.)

Entry 67—Under Article 49, Protection of monuments and places and objects of National importance.

2. **State List or Directive Principles of State Policy :** The name Directive

Principles of state policy, shows that these are actually directions given by the constitution of the state to adopt policies, which would help to establish a just society in India. The aim of these instructions is to create proper economic and social conditions in which citizens of India can lead a good life. Here some of the principles are in the form of social and economic rights :

- (i) Right to work.
- (ii) Right to free and compulsory education of children upto the age of 14,
- (iii) Right to equal wages for equal work; or the right to an adequate livelihood.

These rights are not fully enjoyed by all Indian citizens today.

The government has to try to provide conditions under which these can become legal rights of citizens. The constitution, however, tells the state, i.e., whoever runs the government that it must not forget these long term aims, and it should try to achieve them in reality. If the government makes a law to enforce any of these principles it cannot be questioned in a court of law on the grounds that it violates any of the guaranteed fundamental rights.

Constitution mentions that the state should strive to give the right to work, right to education, right to assistance from the government in case a citizen's unemployed, sick, retired or disabled. And also give free legal aid to poor people, so that poor people; who suffer greater injustice in society, can also go to courts and defend their rights.

The state must maintain Entry II instruction, which concerned with education means to maintain Union List Sec. No 63, 64, 65, 66.

In Directive principles, the state promotes and looks after the interests of scheduled castes and tribes. The state is asked to look after public health; animal husbandary, prevent slaughter of cows and other milk-giving animals, and to ban drinking. And also promote cottage industries. It is instructed to protect forests wild life of the country and ancient monuments. In the last, the state should always follow policies which would help maintain peace in the country and in the world.

EDUCATION ON THE CONCURRENT LIST

1. **A Uniformity in Education Policy :** As long as education remains a state subject, we cannot implement any education policy as at present the pattern/structure of education (10+2, 10+1 or 8 + 2) different from one state to other state. This puts people to various handicaps. It is compulsory that education pattern should be all same pattern in the entire country. This is possible when education is made a concurrent subject.

2. **Improvement in Standards :** Education being a concurrent subject, all India level of research in the field of education will improve and the research findings will be better utilised at the national and state levels.

3. **Education for Emotional Integration :** In our country there is a need of emotional integration. Then it is possible when a state is compared with centre. The improvement in education is must time to time.

4. **For Better Discipline :** The centre should have the power to overrule the decisions of the state government. The general standards of education will also improve. In Indian Education service, men of calibre will like to join.

5. **Proper and Better Utilisation of Funds :** It has been noticed that states get money from the centre for the purpose of education but spend them elsewhere. When the funds are allocated by the central government for school betterment, it

1. **Free and Compulsory Primary Education** : "The state shall endeavour to provide with in a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years."-**Article 45, Directive Principles of State Policy**

The Universalization of elementary education has been one of the most important goals of educational development in India since independence. It found expression in article 45 of the Indian Constitution as a directive principle of state policy. It reads under the caption. "Provision for free and compulsory education for children."

The constitutional provision for the Universalization of primary education in our country was to be realised by 1960, but inspite of unprecedented expansion in the field of primary education, remained an unfinished task due to certain reasons. Kothari Commission observes that the provisions of free and universal education of every child is an educational objective of the highest priority, not only on the grounds of social justice and democracy, but also for raising the competence of the average worker and for increasing national productivity.

The Constitution of India-The Charter of India's Freedom-is a unique and rare blue-print of democracy. As it embodies India's full self-expression and mirrors the hopes and aspirations of people, it is but natural that education should find an honoured place in this document. The constitutional provisions related to education are described in this chapter for any one interested in education and in the education of future citizens.

A firm grasp over all the constitutions provisions which are made for solving educational and social problems in the country is of tremendous importance.

Unfulfilled task in terms of Universalization of education as stipulated in article 45 (amended to 2002).

Universalization possess the following problems :

1. Lack of financial sources
2. Very small villages
3. Free text books and writing material
4. Free school health service
5. Lack of suitable building
6. Poverty of Parents
7. Parents non-co-operation
8. Stagnation in the matter of women education
9. Dropout of the students without completing primary education
10. Indifference to primary education
11. Disinterestedness of illiterate people to education

Measures to be taken for fulfilling the constitutional obligation :

1. Formulating objectives of Elementary education.
2. Improving curriculum
3. Providing Buildings to elementary schools
4. Improving the methods of supervision
5. Providing physical facilities
6. Providing suitable staff
7. Improving curriculum
8. Conducting research and intensive studies.
9. Orienting elementary schools of basic pattern.
10. Utilization of community resources.

11. Utilising extension services, providing in service training and organizing seminars.

2. **Right of Minorities to Establish and Administer Educational Institutions :** Significance of Equalization of Educational opportunities. The Education Commission Observed, "One of the important social objectives of education is to equalize opportunities enabling the backward or underprivileged classes and individuals to use education as a level for the improvement of their condition. Every society that values social justice and is anxious to improve the lot of the common man and cultivate all available talent, must ensure progressive equality of opportunity to all sections of the population. This is only guarantee for the building up of an egalitarian human society in which the exploitation of the weak will be minimized."

Under Article 29-Protection of Interest of Minorities : It lays down :

1. "Any section of the citizen residing in the territory of India or any part there of 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 institutions maintained by the state or receiving and out of state funds on grounds only of religion, race, caste, language or any of them."

Article 30-Right of Minorities to establish and administer educational Institutions :

1. "All minorities whether based on religion or language shall have right to establish and administer educational institutions of their choice."
2. "The states shall not discriminate against any educational institution in respect of grant-in-aid; on the ground that it is under the management of a minority, whether based on religion or language."

These provisions in the Constitution ensure the minorities that their special interests are safe under the constitution. It should be kept in mind that minority is recognised not only on the basis of religion but also on language, script or culture.

Secondary Education as well as Indian Education Commission observed that some of the schools maintained by minorities promote unhealthy trends like disruptive tendencies and caste loyalties.

National Policy of Education (N.P.E. 1986) : The main focus and goal of National Policy of Education is educational development and equality of SC/ST people with non SC/ST groups at all levels of education.

The goals and target of NPE 1986 are as under :

- (i) Pre-matric scholarship scheme for children of families, to be made applicable from class I onwards.
- (ii) Recruitment of teachers from scheduled castes.
- (iii) Provision of facilities for SC students in hostels at district headquarters, according to a phased programme.
- (iv) Location of school buildings, Balwadis and Adult Education Centres in such a way as to facilitate full participation of the scheduled castes.
- (v) Finding new methods to increase the participation of the scheduled castes in the education process.

Education for Scheduled Tribes :

- (i) Priority will be accorded to opening primary schools in tribal areas.
- (ii) Educated and promising scheduled tribe youth will be encouraged and trained to take up teaching in tribal areas.



EDUCATION OF MARGINALIZED AND SOCIALLY DISADVANTAGED SEGEMENTS

- What do you mean by Equity in Education? Describe its need and importance.

Ans. Concept of Equity : Equity means freedom from bias or impartial treatment. Impartiality is implied in equality because equality is not possible without equity. Equity is supplementary to equality. In the light of social fairness, it is fair to follow the policy of reservation for SC's /ST's or marginalized and socially disadvantaged people in other means backward classes, women, people from rural area, etc.

NEED AND IMPORTANCE OF EQUALITY AND EQUITY IN EDUCATION

- 1. Development of Egalitarian Society :** Equality and equity in education are needed for the establishment of an egalitarian society—a society in which equality and social justice are norms.
- 2. Socialistic Pattern of Society :** Equality and equity education can help in bringing about silent revolution in the process of establishment of the socialistic pattern of society.
- 3. Essential For Democracy :** India is a democratic country. Democracy is based on the principle of equal freedom and equal rights for all its members, regardless of race, religion, sex, occupation and economic status. Democracy can be achieved through liberty, equality, fraternity and justice. Hence equality and equity in education are needed because it is through the education to all the people in a democracy that the success of democratic institutions is assured.
- 4. Nations Advancement :** Equality and equity in education will ensure a rapid advancement of a nation, education's now an investment. When all the people have equal opportunities to get education, they will have a chance to develop their natural talent and thus enrich the society.
- 5. Upward Social Mobility within Outside the Frame Work of Caste :** Caste system is one of the major problems in bringing about the desirable change in Indian society today.

In the past castes, sex and religion were linked with education. Profession was caste based. There was hardly any relationship between equality and educational opportunity for the masses in general.

New educational opportunities during the middle of 20th century affected the social structure and function. But now government of India has taken positive steps for the upliftment of the weaker sections of society to make the system of social satisfaction more egalitarian. Equality of opportunities in respect of education gained significance. This is helping us in removing the evils of caste system; promoting upward social mobility both within and inside the frame work of caste. Today thrust is being placed on the equality of educational opportunities to achieve a more egalitarian system of social satisfaction, where there is an open chance for an individual to achieve a higher social status.

6. Equal Opportunity does not mean Identical Education : There is no doubt that no two individuals are alike. They differ in tastes, manners, attitudes and aptitudes, beliefs etc. Any attempt to provide precisely the same educational programs and opportunities is likely to be met with failure. Equal opportunity implies that the rich and the poor alike should have equal access to the educational system and program without any hindrance. All material barrier should be removed. Caste, colour or creed should not put any check in an individual to pursue course of education in accordance with his ability and aptitude.

EDUCATION AND FUNDAMENTAL RIGHTS AND DUTIES : ARTICLES 14, 15, 16, 30 AND 51A

What is a Constitution? In what way is it important for a country? Give a list of fundamental Rights that are in the Indian constitution.

Or

"The right to freedom is actually a cluster of several rights."

Ans. What is a Constitution? : Constitution is a fundamental legal document according to which the government of the country functions. It is the basic law which defines and delimits the main organ of government and their jurisdiction as well as the basic right of the citizens. A government looks after law and order in a society. It does so by making laws and maintaining order. But a government cannot make laws and administer a country according to its own whims and forces. Every government has to function in conformity with the basic law of the land. The constitution contains those laws which act as the source according to which the rules and regulations of governing a country are framed.

In Indian Constitution, India having solemnly resolved to constitute India into a sovereign, socialist, secular, democratic Republic and to secure to all its citizens. Justice, social, economics and political, liberty of thought, expression, belief, faith and worship, equality of status and of opportunity; and to promote among them all fraternity assuring the dignity of the individual and unit 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.

So, we can say that Constitution is necessary for a country to protect their own citizens by law and order and to provide rights with same duties.

FUNDAMENTAL RIGHTS

The Indian Constitution mentions some of the most important rights of the citizens. These rights are fundamental in two different ways. First, the Constitution gives us these rights, and guarantees them because it believes that the rights are necessary if citizens are to act properly and live democratically. Secondly, effective procedures for the enforcement of these fundamental rights have been guaranteed in the Constitution itself. A citizen has the right to go to the court of law if he/she is denied these rights. The Constitution is their guarantee.

The Constitution guarantees to six fundamental rights. Apart from these rights, the constitution also mentions some directive principles of state policy, and a list of fundamental duties of Indian citizens.

Indian Constitution guarantees to Indian citizens six fundamental rights. These are :

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

1. **Right to Equality** : Right to equality is important in our society, particularly because of the various inequalities which still exist. The Constitution guarantees that all citizens will be equally protected by the laws of the country.

Equality before the law is a basic fundamental right guaranteed under Article 14 of the Constitution. But the principle of 'equality' is a double edged weapon. It places the strong and the handicapped on the same footing in the race of life. It is a dictum of social justice that there is equality only among equals. To treat in unequals is to perpetuate inequality.

The humaneness of a society is determined by the degree of protection it provides to its weaker, handicapped and less gifted members.

'Equality of opportunity' and 'equality of treatment' place the weak and the strong on par and to that extent, it amounts to denial of social justice.

According to Article 14, Right to Equality in Indian constitution abolishes the practice of untouchability. It is made an offence. And if anyone practices untouchability, he/she can be punished by law. Indian Constitution also abolished titles except for military and academic ones. Our constitution makers also made special provision to protect the interests of SC's, ST's and economically weaker sections of society.

2. **Right to Freedom** : The right to freedom is actually a cluster of several rights. All these refer to freedom to do something, the rights to freedom are :

- (i) Freedom of speech and expression;
- (ii) Freedom to assemble peacefully and without arms;
- (iii) Freedom to form associations or unions;
- (iv) Freedom to move freely throughout the territory of India;
- (v) Freedom to reside and settle in any part of the territory of India; and
- (vi) Freedom to practice any profession, or to carry on any occupation, trade or business.

All these are covered by the right to freedom that Indian Constitution gives us as Indian citizens. But the Constitution also provides for some restrictions on these

rights. The government can restrict these rights in the interest of the independence and integrity of India.

This means that if these rights are used in such a way that it goes against the integrity of the country, the government can pass laws to restrict them. Similar restrictions can also be imposed by government for morality, and for public order.

So, all these rights are given to Indian citizens to ensure that the government cannot oppress them unjustly or take away their liberty.

3. Right Against Exploitation : Indian Constitution bans traffic in human beings, i.e. selling and buying of human beings. Earlier, sometimes people were made to do work free of charge for landlords or other powerful people, in the locality. This custom was called forced labour, or (Begar), because it was labour done without any wage in return. Indian Constitution declares (Begar) a crime which can be punished by law. The Constitution also says that children under 14 years of age should not be employed in factories or mines. They should also not be put into any dangerous jobs. The idea behind this is that the children are the assets of the society. So, when they are young, they should be allowed to get education and have a happy childhood.

4. Right to Freedom of Religion : India is a secular state. A secular state means two things. Firstly, that decision of the state should not be taken on religious grounds. Secondly, all religions would be equal before the state. A secular state, however, does not mean that citizens cannot practise their religion. Indian Constitution gives a right to freedom of religion to all Indian citizens. All citizens can practise their religion. Religious communities can also set up charitable institutions of their own, but religious education cannot be given in institutions that are run by the State, because if this is allowed, the principle of secularism will be destroyed.

5. Cultural and Educational Rights : India is a country of many religions, languages and cultures. Indian Constitution takes special measures to protect the rights of minorities. Any community which has a language and script of its own has the right to conserve and develop them. No citizen can be discriminated against for admission in state or state - aided institutions, because of religion, or language. All minorities religious, or linguistic, can set up their own educational institution to help them in preserving and developing their culture.

According to 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 institution of their choice."
2. "The states will not discriminate against any educational institution in respect of grant-in-aid, on the ground that it is under the management of a minority, whether based on religion or language."

These provisions in the Constitution ensure the minorities that their special interests are safe under the constitution. It should be kept in mind that minority is recognised not only on the basis of religion but also on language, script or culture.

RIGHT TO EDUCATION (RTE) ACT 2009

❑ Discuss the Right to Education Act, 2009.

Or

❑ What is Right to Education? Explain the components of the Right To Education Act, 2009.

Or

❑ Explain the benefits of Right To Education Act, 2009 and measures adopted for the protection of the Act.

Ans. The act provides for free and compulsory education to all children of the age of six to fourteen years.

The Right of children to free and compulsory Education Act has come into force from April 1, 2010. This is a historic day for the people of India as from this day the Right to Education will be accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution. Every child in the age group of 6-14 years will be provided 8 years of elementary education.

Even by the state which shall have the responsibility of enrolling the child as well as ensuring attendance and completion of 8 years of schooling, no child shall be denied admission. Cycle in the school is over and no child shall be asked to take an admission test.

Children with disabilities will also be educated in the mainstream schools. The Prime Minister Sh. Manmohan Singh has emphasized that it is important for the country that if we nurture our children and young people with the right education, India's future as a strong and prosperous country is secure.

All private schools shall be required to enroll children from weaker sections and disadvantaged communities in their incoming class to the extent of 25% of their enrolment, by simple random selection. No seats in this quota can be left vacant. These children will be treated on par with all the other children in the school and subsidized by the state at the rate of average per learner costs in the government schools (unless the per learner costs in the private school are lower).

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

Benefits of Right to Education Act, 2009 RTE has seen a part of the directive principles of the state policy under Article 45 of the Constitution. And rights in chapter 4 are not enforceable. For the first time in the history of India we have made this right enforceable by putting it in chapter 3 of the Constitution as Article 21. This entitles children to have the right to education as a fundamental right.

THE RIGHT OF CHILDREN TO FREE AND COMPULSORY EDUCATION ACT 2009

86th Constitutional Amendment, 2002

1. Article 21 A inserted in Fundamental Rights.
2. The state shall provide free and compulsory education to all children of the age of 6 to 14 years in such manner as the state may, by law, determine.
3. Right of children to free and compulsory Education Act 2009 notified on 27 Aug, 2009.
4. Act will be in force from 1st April 2010.

In this right a child is free from every barrier to get education, Compulsory admission, attendance and completion of EE. RTE defines 'compulsion' as compulsion on the states/local bodies, rather than targeting parents, fundamental duty of parents to send children to schools. Even dropout children be admitted to age appropriate class. No child shall be psychologically abused by calling him/her 'failed' in any class upto class 8, or expelling him/her from school. There is no corporal punishment and mental harassment, and provide education facility in neighbourhood within 3 years.

Under this good teachers to be paid down by academic authority authorised by Central Government. Teachers will not have any private tuition and also prohibits deployment of teachers for non-education purpose, except dicennial census, disaster relief and elections.

Schools : Community participation ensured through school management committee (SMC) comprising elected reps, teachers and parents. Norms and standards specified, proportionate representation to weaker and deprived sections.

According to RTE Curriculum will prescribe academic authority. Medium of

**CRITICAL APPRAISAL OF RECOMMENDATIONS OF
FOLLOWING COMMISSIONS : (A) SECONDARY
EDUCATION COMMISSION (1952-53)**

Evaluate Secondary Education Commission Report.

Ans. Secondary Education Commission (1952-53) : In 1952, the Union government appointed Secondary Education Commission under the chairmanship of Dr. A. Lakshmanaswami. Mudaliar, Vice-chancellor, Madras University. The terms of reference before this commission were to examine the existing system of secondary education in the country and to suggest measures for re-organisation and improvement. The commission submitted its report in August 1963, and presented recommendations on almost all the aspects of secondary education. The major rec-

ommendations were the installation of higher secondary system with diversified courses, the three language-formulae, the emphasis on educational and vocational guidance improvement in the system of examination, improvement in the teaching personnel and improvement in the methods of teaching.

The recommendations of the Secondary Education Commission were discussed by the Central Advisory Board of Education in January 1953, and accepted with certain modifications. A scheme of higher-secondary education was launched all over India. All India council of Secondary education was set-up at the centre. The scope of the same has been widened, and National council of Educational Research and Training, having with it over-dozen wings was founded at the centre, for guiding education at its various levels, developing special aspects of education and providing educational guidance and facilities to the states.

(B) INDIAN EDUCATION COMMISSION (1964-66)

- ❑ Discuss the role of Education Commission in 1964-66 in the educational reforms in India.

Or

- ❑ How does the New pattern of Education differ from the old one?

Ans. Towards the end of the Third Five Year plan, a need was felt to have a comprehensive review of the educational system of the country with a view to initiating a fresh and more determined effort at educational reconstruction. Accordingly the Kothari Commission (1964-66) was appointed to advise government on the national pattern of education and on the general principles and policies for the development of education at all stages and in all respects. One of the most important recommendations of the Education Commission was headed by Dr. Kothari.

Dr. Kothari was to have a uniform pattern in the country. This recommendation was discussed and debated in the other members of the commission like Prof. J.P. Naik HOD of planning, administration and finance. Prof. Roger Revelle, Dean of research, University of California. etc. This commission set up 12 task forces and 7 working groups at various educational forums and was made as the focus of the recommendations of the Resolution of National Policy on Education (1968). The com-

mission spent about hundred days in visiting universities, colleges, schools and held discussion with teachers, educationists, administrators and students. The commission began its task on 2nd October, 1964, Mahatma Gandhi's birthday and submitted its 1600 page report on June 29, 1966 to the Education Minister of India. The Report is entitled as "Education and National Development".

This commissions new education pattern was different from old one. In spite of the rapid progress and expansion of education in the Post-Independence period, during the period of three five year plans, there are a host of problems which remain unsolved or partially solved and which perplex the educational authorities of the day. The Indian Education Commission (1966) has attempted to solve these baffling problems, and has suggested suitable measures of reforms in the entire educational structure.

□ Discuss the main recommendations of Indian Education Commission.

Or

□ Evaluate the recommendations of Kothari Education Commission.

Ans. Indian Education Commission realises that the existing system of education is largely unrelated to life and there is a wide gulf between its content and purposes. Major defects in the existing system of education are :

1. Inadequate importance to agriculture.
2. No emphasis on character formation and cultivation of moral and spiritual values.
3. Not connected with national reconstruction.
4. Too much academics.
5. Related to divisive tendencies and caste loyalties.

The commission further feels that no reform is important or more urgent than to transform education to endeavour to relate it to the life, needs and aspirations of the people. This can be done by :

1. Relating education to productivity
2. Strengthening social and national integration
3. Accelerating the process of modernisation.
4. Striving to build character by cultivating social, moral and spiritual values.

So, Kothari Commission (Indian Education Commission) suggested following reforms in school curriculum" :

1. **Research in Curriculum** : The curriculum should be upgraded through research in curriculum development undertaken by Universities and state education boards.

2. **Preparation of Advanced Curricula** : By the commission suggestion state board of Education should prepare advanced curricula in all subjects and introduce them in a phased manner in schools which fulfil certain staff conditions and provide facilities.

3. **Emphasis on Science Education** : There is a great emphasis on science education. According to Commission report, science and mathematics should be compulsory in the first ten years of schooling. Teaching of science is linked with technology in Urban areas and with agriculture in rural areas.

4. **Effective Programme of Social Studies** : Commission recommends that an effective programme of Social Studies is essential for the development of good citizenship and emotional integration.

5. **Special Plan for Teaching Languages :** Commission has modified three language formulae and suggests that three languages (mother-tongue, Hindi and English) should be studied from class VIII but not on compulsory basis.

6. **Education in Moral and Spiritual Values :** The Commission also suggests that organised attempts should be made for imparting moral education and inculcating spiritual values in schools through direct and indirect methods with the help of ethical teachings of great religions.

7. **The New Curriculum and Basic Education :** The Essential principles of basic education are :

- (i) Productive activity,
- (ii) Correlation of curriculum with productive activity and the environment; and
- (iii) Contact with local community, which is important for guidance and shaping the education system at all levels.

8. **Social Services Programmes :** Social service programmes and participation in community development should be organised at all levels suited to the different age groups.

9. **Emphasis on Mathematics :** The commission also emphasizes the study of mathematics.

In view of curriculum the commission believed that the broad areas of curricular studies for the secondary stage can be studied under two categories i.e; (i) Lower Secondary Stage and (ii) Higher Secondary Stage.

1. **At lower Secondary Stage (Class VIII-X)**

- (i) Three languages. In non-Hindi Speaking Area. The mother tongue or the regional tongue.
- (ii) Hindi at a higher or lower level.
- (iii) English at a higher or lower level.

In Hindi speaking areas, there will normally be :

- (i) The mother tongue or the regional tongue.
- (ii) English
- (iii) A modern Indian language other than Hindi

2. Mathematics
3. Science
4. History, Geography and Social Science
5. Art
6. Work-experience and Social Service.
7. Physical Education
8. Education in moral and spiritual values.

2. **At the higher Secondary Stage :**

1. Any two languages including any modern Indian language or any classical language.

2. Any three subjects from the following :

- | | |
|--------------|-------------|
| History | Sociology |
| Geography | Art |
| Economics | Physics |
| Logic | Chemistry |
| Psychology | Mathematics |
| Geology | Biology |
| Home Science | |

(D) NATIONAL POLICY OF EDUCATION (1986)

- Discuss the main recommendations of the National Policy of Education on 1986.

Or

- What are the main features of New Educational Policy 1986?

Ans. Introduction : Today every one has accepted the importance of education and has realized that education is a National Work, and it is the basis for every National Programme. Education is a progressive process. It also needs to be revised with the times.

Education is also a developmental process. Education helps in the growth of Physical, Mental, Intellectual and Social power of a man which in turn helps in propagating national progress. As the national development programmes keep on changing, therefore education also needs continuous change. If an educational programme is not revised with the changing times, it may lead to the downfall of the Nation. This is the reason why Education Commissions and Committees are kept being formed from time to time in order to study and analyse the problems of education.

In this connection, after independence, Education Commission like the University Commission (1948-49), the Secondary Education Commission (1952-53), the Kothari Commission (1964-66) were set-up. These Commissions made significant recommendations for qualitative and quantitative improvement in education. But the demand of the changing times is that education needs to be revised so that it proves to be more and more useful for National Development.

Keeping this need in mind the then PM of India Late Shri Rajiv Gandhi in his message to the Nation on 5th January, 1985 had said that, "An educational policy

will be adopted for the country which will bring economic and scientific development and prepare it for the 21st century."

He had also said, "National integration and work ethics should be developed through education. The grandeur of our national struggle and its importance for the national integration should reach every student. Our curriculum and school books should discard the parochial and communal definition of our cultural heritage." He further stressed that in school education new information and communication technology should be incorporated. A degree should not be linked with a government job. He advocated the establishment of open schools and expansion of Central Schools. All this in his view would link the education with social productivity. The above ideas of the former PM include these ideas which had played a significant role in the establishment of 1986 National Education Policy.

NEED FOR A NEW EDUCATION POLICY

The First Education Policy of 1968 was based on the recommendations of Indian Education Commission (1966). As a result of 1968 Education Policy sufficient development in all fields of education was witnessed. A primary school was provided to almost 90% of rural population within a radius of 1 km. The educational infrastructure was improved at various other levels. The greatest achievement of this policy was that throughout the country one education structure (10+2+3) was accepted. Most of the states implemented this educational structure. Science and Mathematics were made compulsory subjects in school curriculum and work experience was given prime importance.

Despite all this, many important decisions of the policy could not be implemented. As a result of which different kinds of problems arose and assumed complex proportion which necessitated the need for the earliest solution of all the problems. For making new education policy, the policy makers gave the following reasons :

1. Primary education is the foundation of education.
2. Education is the base for the preparation of the journey of life.
3. Investment in education is most profitable.
4. Education is essential for the success of democracy.
5. Education fulfils the developmental needs of every person. '
6. Education helps in tackling the emergency circumstances of political and social life.
7. It reduces the inequalities between the rural and the urban people.
8. It stops the increase in population.
9. It awakens one to the human values.
10. It enables one to face the new challenges.

SALIENT FEATURES OF NATIONAL POLICY ON EDUCATION

1. **National Policy on Education Provides National Perspective and National direction in Education :** The National policy considers both the quantitative and qualitative aspects in Education. Its aim is not only to provide education to a large number of people but also to bring about qualitative improvement in Education. This education policy will benefit each neglected class in the society. A determined effort will be made to provide available educational facilities even to the people living in tribal and hilly areas and to those who had earlier been deprived of these facilities. The main aim of the new national education policy is to provide the

best and the most qualitative education and to create more confident and more progressive citizens in the society.

2. Social Involvement : This policy lays a considerable stress on the active community participation in the teaching process, to which great importance has been given to the contribution of parents, communities, independent organizations, organizers and teachers. When there is active participation by the social groups in the teaching process, it will obviously result in increased attendance in schools. Consequently, there will be reduction in the number of failures and the dropouts.

As a result, Wastage and Stagnation in education will be curtailed. One of the benefits of community participation in the teaching process will be that education will become more relevant, and it will have greater reach to the community resources. In addition, coordination between community and education will result in improvement in the Management of Educational Institutions. This will also help in rendering positive contribution by the local political community.

3. National Curriculum for School Education : National education policy provides for National Curriculum. 10+2+3 system education will be implemented throughout the country without any controversy. Ten years of school education will include five years of Primary education, three years of Middle education and two years of Secondary education. Core-curriculum will be implemented in whole of the country. For common curriculum appropriate text-books and study material will be prepared. This would help any student who is migrating to some other State; he will not be faced with any problem. Common curriculum will help to inculcate the feeling of national integration. Common curriculum will also remove those diversities which are prevalent in different regions and social stratification. One of the benefits of the national curriculum will be that it will prescribe the minimum acceptable level of educational achievements at all levels of education. National curriculum also helps in inculcating in a student the fundamental viewpoints and values, which are imbibed in our Constitution.

The sixth benefit of such curriculum is that it establishes the importance of National Ethos, and reflects the main significance of the Community, the State and Country.

The seventh benefit of such curriculum is that it enhances not only the national values, but also establishes social and emotional unity in the country.

The merits of National curriculum can be summarized as follows :

1. It lays emphasis on realizing the individual and social aims, and it also promotes the values which are enshrined in our Constitution.
2. It shows the path of progress so as to utilise Human Resources to achieve the national goals.
3. It provides the comprehensive education to the beginners both at the primary and the secondary stage.
4. It adopts the beginner-oriented approach in teaching rather than the teacher-oriented approach.
5. It provides for a flexible approach and takes into account the prior experience in the selection of curriculum, so as to achieve the desired results.
6. It makes for both Physical and Educational Resources.

The above-mentioned features/merits highlight the main aims, basic factors and organization of the curriculum. A curriculum which is based on necessary excellence and planned understanding is called core-curriculum.

The National Policy suggests the following for General Studies :

(F) PROGRAMME OF ACTION-1992

- What are the main issues in educational reforms in India? Suggest Suitable solutions.

Or

- Why was the National Policy on Education formulated?

Ans.

FORMATION OF THE NATIONAL POLICY ON EDUCATION

Since the adoption of the 1968 policy on Education, there had been considerable expansion in educational facilities all over the country at all levels. However, the general formulations incorporated in 1968 policy did not get translated into detailed study of implementation. As a result; problems of access, quality, quantity, utility and financial outlay, accumulated. Over the years, assumed such massive proportions that they had to be tackled with the utmost urgency. Accordingly the government of India announced in January 1985, that a New Education policy would be formulated in the country. A status paper 'Challenge of Education-A policy perspective' was issued by the Ministry of Education, government of India in which comprehensive appraisal of the existing system of education was made. There was a country-wide debate on educational reforms in the country. Finally the New National policy on Education, 1986 was approved by the parliament in May 1986, subsequently. 'Programme of Action' was chalked out for the implementation of the policy.

The implementation of the National Policy of Education (NPE) was evaluated by two committees, namely Ramamurti Committee (1990) and Janardhane Committee (1992). As a result of the recommendations of these two committees, slight modification were made. Nevertheless the thrust and his programmes of the 1992 policy remain the same :

ISSUES AND THE PROBLEMS IN EDUCATION REFORMS

The National Policy of Education has outlined the folloiwng :

1. Establishment of a national system of education.
2. Vocationalisation of education.
3. Raising the status of teacher.
4. Management of education.
5. Formation of Indian Education service.
6. Delinking Degrees from jobs.
7. Pace-setting schools.
8. Education for equality.
9. Promotion of adult education.
10. Problem of centre-state partnership in education.
11. Universalisation of elementary education.
12. Resource mobilisation.
13. Role of community and voluntary organisation.

□ Give the characteristics of Revised National Policy on Education 1992.

Or

□ Mention the important suggestions made in the Programme of Action (1992).

Ans. Revised National Policy on Education-1992 : For making the Non-formal Education Planning strong and influential, the Revised National Policy on Education, 1992 laid down a plan; which consequently made the implementation of Non-Formal Education Plans more practical. Important suggestions made in the Programme of Action, 1992, were implemented which are as follows :

1. **Establishment of Non-Formal Education Centres :** In India there are certain depressed classes like the boys and girls of Scheduled Tribes, Scheduled Castes and those who are Handicapped, who fail to receive education in the Formal Education Centres. Non-Formal Education Centres have been established for such children.
2. **Contribution of Community :** For the establishment and supervision of Non-Formal Education Centres, the community will have to provide financial and other related contributions. The community will be motivated towards this.
3. **Appointment of Women Instructors :** The Parents of the Girl-student desire that their daughters should receive education only from Female Teachers. Therefore, Lady Teachers should be appointed in Girls' School, as far as possible and their training should be ensured. It has also been arranged that other teachers are also trained to teach effectively in educational centres.
4. **Institutions, for Performing the Responsibilities of Training :** This has also been ensured that institutes like District Institute of Education and Training (DIET), National Council of Education, Research and Training (N.C.E.R.T.) and NTEPA, should shoulder the responsibility of training.
5. **Linkage :** Non-Formal Education has been linked with schools. Besides this it has been suggested that Non-Formal Education Programmes should be linked with Public Libraries and Mass Education.
6. **Follow-up Programmes :** Complete Literacy Programme will be started for the children in the age group of 9-14 years. After literacy (education) they will be motivated to study further under the Follow-up Education Programme.
7. **Provision for Diversified Courses :** Various Professional and Technical

Courses will be organized for the students passing out from Non-Formal Institutes.

8. **Encouragement to Voluntary Agencies :** In those areas where Government Institutes are not available for providing Non-Formal Education, in such areas, Voluntary Agencies should be encouraged to come forward to take part in the programme. Through Non-formal education this work will be done faster and as such the weaker sections of the society after receiving education can join the national mainstream.

Multiple Entry System : Under the 6th Five Year Plan, Multiple Entry System was started for the children in the age group of 9-14 years, who failed to go to school or who dropped out of school. Under this Multiple Entry System Diversified Courses were also started. Special stress was laid on the educational programmes for the children in the age group of 11-14 years.

Universalization of Primary Education : Under the 7th Five-Year Plan, for the Universalization of Primary Education, Non-Formal Education was adopted as an important means. Non-Formal Education was imparted to those who had no time to attend full-time school or who were not interested in going to school. Nearly 65 lakh people were given education under the Non-Formal Education Plan. It was made flexible and was given in different ways as per the needs and requirements of the children.

Together with this in order to make the Formal Education flexible and to join it with the Non-Formal Education. The following steps were taken for its successful implementation :

- (i) Appropriate and adequate study material was developed and provided to the students.
- (ii) Supplementary study material was developed and made available to the students.
- (iii) It was arranged for the teachers participating in Non-Formal Education to take advantage of adequate teacher training arrangements,
- (iv) Appropriate co-ordination and sound link between formal and non-formal education has been devised for organizations like regular schools, Non-formal Centres and Adult Education Centres to utilize their resources to the maximum as per their need and requirement,
- (v) Non-Formal Education related programmes should be combined with the development related programmes.

Some other Suggestions given in the 8th Five Year Plan :

1. **Establishment of Non-Formal Education Centres :** The National Education Policy recommended that Primary Schools and, Non-Formal Education Centres should be established within a radius of 1 k.m.
2. **Part-Time Primary School :** According to the Research Policy, there are certain sections in the society which cannot get the benefit of full-time school.

For such people Part-time Primary Schools should be established. Such schools include; Schools established by Voluntary Organizations, Schools run by Government Organizations, Schools run by mill-owners, Schools in Hills, Deserts and in Marshy areas, Schools for Urban poor children etc. Children of all such areas should be motivated to join schools. The timings of such schools is fixed as per the requirements of the children, and teachers can be appointed on contract basis.

NATIONAL CURRICULUM FRAME WORK, 2005 : NEEDS AND OBJECTIVES

- What is National Curriculum Framework? Discuss its need, objectives and concerns highlighting its relevance in present day Indian Society.

Or

- Write an essay on National Curriculum Framework (2005).

Ans. The National Curriculum Framework depicts a vision of what is desirable for our children. It wishes to help those who are involved with children and their schooling with the bases on which they can make choices that determine the curriculum. The present curriculum framework encompasses all the stages of school-education from the pre-primary to the higher secondary. The National Curriculum Framework (2005) takes into account both positive and negative developments in the field. It endeavours to address the future needs of school education at the turn of the century.

GUIDING PRINCIPLES OF NCF (2005)

Guiding Principles of National Curriculum Framework (2005) are—

1. Linkage of knowledge to life outside the school.
2. Making sure that learning is shifted away from rote methods.
3. Enriching the curriculum to provide for overall development of children instead of making them textbook centric.
4. Making examinations more flexible and integrated into classroom life.
5. Nurturing an over-riding identity made known by caring concerns within - the democratic polity of the country.

AIMS OF EDUCATION ACCORDING TO NCF (2005)

According to National Curriculum Framework (2005), the aims of education are as follows :

1. Building a cohesive society based on pillars of relevance, equity and excellence.

2. Universalizing elementary education and linking education with life skills.
3. Recognising the interface between cognition, emotion and action.
4. Empowering teachers for curriculum development and implementation.
5. Respect for human dignity and rights.
6. Independence of thought and action.
7. Sensitivity to others' well-being and feelings.
8. Development of reasoning and understanding.
9. Developing secularism.
10. Concern for others' well-being.
11. Integrating indigenous knowledge.
12. Recognising India's contribution to the world civilizations.
13. Making use of culture specific pedagogy.
14. Commitment to democracy.

NEED OF CURRICULUM FRAMEWORK

Curriculum is the driving force of a school. It can be loosely defined as the framework within which the teaching in a school is designed. In order to realise the educational objectives, the curriculum should be conceptualised as a structure that articulates required Experiences. For this, it should address some basic questions :

- (a) What educational purposes should the schools seek to achieve?
- (b) What educational experiences can be provided that are likely to achieve these purposes?
- (c) How can these educational experiences be meaningfully organised?
- (d) How do we ensure that these educational purposes are indeed being accomplished?

CURRICULAR AREAS, SCHOOL STAGES AND ASSESSMENT

The main areas relevant for curricular planning have remained remarkably stable for a long time, even after major changes in social expectations and the academic study of different broad disciplines. Schools will have to play a major role in ensuring that children are socialised into a culture of self-reliance, resourcefulness, peace-oriented values and health.

1. **Language Education :** In language, a renewed attempt to implement the three-language formula is suggested. NCF lays emphasis on the recognition of children's mother tongues, including tribal languages, as the best medium of education. The multilingual character of Indian society should be seen as a resource to promote multilingual proficiency in every child, which includes proficiency in English. Reading and writing, listening and speech, contribute to the child's progress in all curricular areas.
2. **Mathematics :** Developing children's abilities for mathematisation is the main goal of mathematics education. The narrow aim of school mathematics is to develop 'useful' capabilities, especially those concerned with numeracy-numbers, number operations, measurements, decimals and percentages. The higher aim is to develop the child's resources to think and reason mathematically. It consists of a way of doing things, and the ability and the attitude to formulate and solve problems. Success in Mathematics should be seen as the right of every child.
3. **Science :** Science is a dynamic, expanding body of knowledge, covering ever-new domains of experience. The teaching of science should be re-

What are the problems of Universalization of primary Education? Write about their solutions.

OR

Discuss the various problems of U.E.E. What are the measures for the achievement of goals of U.E.E.?

Ans. The universalization of elementary education (U.E.E.) has been one of the most important goals of educational development in India since independence. It found expression in Article 45 of the Indian Constitution as a Directive Principle of State policy. It reads under the caption. "Provision for free and compulsory Education for children."

"The state shall endeavour to provide with in a period of ten years from the commencement of the constitution, for free and compulsory education for all children until they complete the age of fourteen years." During the eighth five year plan the target of "Universalizing" elementary education was divided into three broad parameters : Universal Access, Universal Retention and Universal Achievement.

As a result of education programs, by the end of 2000, 94% of Indian's rural population had primary schools within one km. and 84% had upper primary schools within 3 km."

"The new Education policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro-planning and applied at the grass-roots level all over the country, to ensure children's retention at school. The effort will be fully co-ordinated with the network of non-formal education. It shall be ensured that all children who attain the age of about 11 years by 1990 will have had five years of schooling or its equivalent through the non-formal stream and so on."

Elementary education usually implies primary education (classes I to V) and upper primary or middle (classes VI to VIII). The Indian Education Commission (1882-83) emphasized that state should be directed to extend elementary education to the masses. Then Central Advisory Board of Education recommended universal compulsory and free education for all children between the age of 6-14.

Over the years; there have been very impressive increases in the number and spread of institution as well as enrolment. In 2002/2003, an estimated 82% of children in the age group of 6-14 were enrolled in school. The govt. of India aims to increase this to 100% by the end of the decade.

However, in reality UEE is still a dream and much ground is yet to be covered. Drop-out rate is still high i.e.; 36.3% in classes I-V and 53% in classes VI-VIII. Picture is horrible in some areas. 40% education cess never reaches HRD ministry. In Bihar teacher-student ratio is 1: 93.

The Strategies adopted by the govt. to check drop-out rate are :

- (a) Creating parental awareness.
- (b) Minimum level of learning.
- (c) Mid-day meal scheme (National Program of Nutritional Support to Primary Education)

The 86th Constitutional Amendment Act (Right to Elementary Education of fundamental right and fundamental duty)

- (a) UEE
- (b) DPEP
- (c) EFA
- (d) Sarva Shiksha Abhiyan

SIGNIFICANCE OF UEE

The provision of UEE is the true index of the general, economic, political and social development of a country. On account of its importance, Constitution of India makes special provisions for UEE. The importance can be made clear on the account of following considerations :

1. Enrichment of life of an individual.
2. Development of basic and upgraded skills.
3. Inculcation of scientific temperament.
4. Improvements in the quality of leadership.
5. Preservation and promotion of culture.
6. Deriving benefits from new knowledge.
7. Development of vocational efficiency.
8. Development of basic essentials for a quality life.
9. Promotion of values.

UNIVERSALIZATION OF ELEMENTARY EDUCATION AND RELATED ISSUES SUCH AS MDM, SSA AND RMSA

- What do you understand by Universalization of Elementary Education? What progress has been made in India in this regard?

Or

- What are the reasons for non-fulfillment of the constitutional provisions on Universal Elementary Education? What steps have been taken to achieve this?

Ans. Education is important not only for the full development of one's personality, but also for the sustained growth of the nation. Elementary education in India, therefore, is the foundation on which the development of every citizen and the nation as a whole hinges. But making primary education available for all in India has also been one of the major challenges for the government. Moreover, the quality of elementary education in India has also been a major cause of worry for the government. In fact, making elementary education in India accessible, universal and relevant has been a goal since the eighth five-year plan. Elementary education in India means eight years of schooling from the age of six.

CONCEPT OF UNIVERSALISATION OF EDUCATION

In the present day civilized world, free and compulsory education has become a reality. UNESCO, world education report 1995 has shown that 161 out of 192 countries of the world have now adopted this concept. Any country's development index in the fields of economics, science and politics is dependent and determined by the concept of Universalisation of Education.

Universalisation of Education means education for all and not for few and recognizing child's birthright, without any discrimination.

UN declaration on human rights and children rights stresses on the concept of

child's birth right of education. As we are aware that national transformation modernization and construction can only be achieved through education, therefore qualitative and quantitative continuous improvement in education alone can help to achieve the universal goal of child's right to education. India has become a signatory to UN/UNESCO/ILO declarations on human rights endorsing the concept of Universalisation of education. Even apex court (the Supreme court of India) has in 1992 and 1993 declared "the citizens of the country have -a fundamental right to education; every child /citizen of this country has a right to education until he attains the age of 14 years."

Universalisation of education has three important factors.

- (a) Universalisation of provision
 - (b) Universalisation of enrolment
 - (c) Universalisation of retention
- (a) **Universalisation of provision** : Provision means provision of a school to every child within walking distance from his home, i.e. a primary school within 1 km and a middle school within 3 km area. In some states, this target has been achieved by providing school to a 300 or more population. However the adequate facilities still elude in these states.
- (b) **Universalisation of enrolment** : Providing school shall gain meaning only if all children of 6 to 7 years of age are enrolled in them. However some states have different rules for intitial enrolment as per socio, economic and cultural constraints or hindrances. Still some children stay out of schools due to lack of school, intra community relations and some time lack of enthusiasm of school authorities. Kothari Commission suggests evolving a system by which no child is left out and is compulsorily enrolled.
- (c) **Universalisation of retention** : It means that a child once enrolled in class I must continue his schooling up to class VII. The studies show that of total enrolment in class I only 40% stay up to class V and merely 25% remain up to class VIII. Among these drop outs, the number of girls is significantly higher, especially those of backward classes. Thus this drop out trend defeats the purpose of Universalisation of education.

UEE education is needed on account of the following considerations :

1. Enrichment of life of an individual.
2. Development of basic and upgraded skills. ,
3. Preservation and promotion of culture.
4. Constructive participation in political and social life.
5. Promotion of values give and take, mutual appreciation and tolerance.
6. Development of vocational efficiency.
7. Improvement in the quality of followership and leadership.
8. Deriving benefit from new knowledge.
9. Development of basic essentials for a healthy life.
10. Development of awareness regarding work done during Five Year Plans.
11. Development of values of emotional integration and national unity.
12. Development of worthy leisure time pursuits.

Efforts at Universalization of Elementary Education : Post Independence Scenario Constitutional Arrangements-Several articles in the Constitution of India bring into sharp focus on the general principles governing educational development in the country. These are rooted in India's struggle for independence. Ac-

According to Mahatma Gandhi, provision for 'basic education was one of the important goals of the freedom struggle': The Directive Principles of State Policy (DPSP) of the Constitution enjoins that "the State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of 14 years" (Constitution Article 45).

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

While 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 lays down that "it shall be the endeavour of every State and of every local authority within the state to provide adequate facilities in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups". Special care of economic and educational interests of the underprivileged sections of the population is laid down as an obligation for the state under Article 46. As per the article "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".

Need and Importance of Universalization of Elementary Education

The need for Universalization of primary education in India was pointed out a century ago by Sri Dadabhai Naoroji. 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. 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 by the year 1984.

Social justice and equity are by themselves a strong argument for providing basic education for all. It is an established fact that basic education improves the level of human well-being especially with regard to life expectancy, infant mortality, and nutritional status of children. Studies have shown that universal basic education significantly contributes to economic growth.

As stated earlier education was brought under the concurrent list, till then it was in the state list through 42nd Amendment to the constitution in 1970 and 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 evolution of - national policies in the field of education. The concept of

CONSTRAINTS TO UNIVERSALIZATION OF ELEMENTARY EDUCATION

Universalization of elementary education in India is beset with constraints such as :

1. Inadequacy of financial provision;
2. Poverty among parents;
3. Indifference of parents;
4. Alienation of schools;
5. Inappropriateness of curricula;
6. Ineffectiveness of teachers;
7. Inertia in administrative and supervisory machinery; and
8. Multitude of languages and dialects.

1. **Inadequacy of Financial Provision**—Since independence, India has been forced to devote a substantial amount of funds for meeting threats to its territories and natural calamities such as cyclones, floods and droughts. The handicap posed by the inadequacy of financial provision by the State is aggravated by the poverty of parents.

2. **Poverty among Parents**—A large number of Indian parents suffer from poverty. The poverty has forced nearly 40 per cent of the children in the age group 6-11 to work full time to supplement the family income. There are many dropouts and repeaters among such population. However, there are also a number of children who do not attend schools due to the indifference of their parents towards education.

3. **Indifference of Parents**—An illiterate parent is generally averse to education. The children from educated families climb the educational ladder more successfully than those from uneducated families. This develops antipathy in uneducated parents towards education. This also gets accentuated by alienation of schools from society.

4. **Alienation of Schools**—After independence, there was a decrease in the number of privately-managed indigenous schools and an increase in the number of State-managed or assisted primary schools. Unfortunately, the alienation of State supported schools, seen during the colonial period, continues. Schools neither use the resources available in the community nor make their own resources available for community use. The necessity for community schools is yet to be realized in India, in spite of the fact that curricula of community schools are more suitable for India.

5. **Inappropriateness of Curricula**—The elementary school curricula vary from State to State. The school curriculum in each of the States is almost centrally-controlled. There are prescribed syllabi, textbooks etc., irrespective of diversities in languages and dialects spoken by the people and geographical differences. Besides, such curricula do not give independence to teachers to make variations depending

on local needs, which makes them ineffective.

6. **Ineffectiveness of Teachers**—Lack of effectiveness among teachers takes root at the time of teacher training. Most of the staff members of the training institutions do not have continued school teaching experience and most of their suggestions are not based on field experiences. Such ineffectiveness among teachers gets further increased by the inertia prevailing in the administrative and inspecting machinery.

7. **Inertia in machinery**—The inertia prevailing among administrators and supervisors has its origin in a faulty recruitment system. The inertia prevailing in the system is responsible, for ill-distribution of available resources. Such problems get further accentuated because of the multitude of languages and dialects.

8. **Multitude of Languages and Dialects**—There are nearly 900 languages and dialects spoken by the people of the country, whereas there are only fifteen languages in which instruction is provided in various parts of the country.

RECOMMENDATIONS MADE BY VARIOUS BODIES

The constraints mentioned above are to a very great extent responsible for the slow progress in the attempt for universalization of elementary education. Various committees and conferences have discussed these problems and have given several suggestions for their solutions.

A few important recommendations are as follows :

The National Seminar on Compulsory Primary Education (Ministry of Education 1961) recommended:

- (a) Completing all formalities concerning posting of teachers at least one month before the commencement of each session;
- (b) Posting of husband and wife at the same station;
- (c) Relaxing age rules for women teachers;
- (d) Providing not more than 40 schools for an inspector;
- (e) Opening extension service centres in each of the primary teacher training-institutions; and
- (f) Making provision for in-service training of teachers within every three to five years of block period.

The PATEL Committee (Ministry of Education 1978) recommended:

- (a) Facility of multiple entry;
- (b) Flexibility in syllabi, school working days and timetable;
- (c) Provision of supervised study;
- (d) Reduction in school working hours to two and a half hours per day;
- (e) Abolition of homework; and
- (f) Emphasis on physical education, drama and music.

The Conference of Education Ministers of States and Union Territories (Ministry of Education) recommended :

- (a) Enrolment of 90 per cent of the children in the age group 6-14 by 1983;
- (b) Planning of enrolment at district, block and school levels;
- (c) Allocation of 50 per cent of educational budget for primary education;
- (d) Flexibility in school-working days;
- (e) Provision of mid-day meals and clothing;
- (f) Qualitative improvement of teacher training programmes;
- (g) Establishment of more schools; and
- (h) Periodical monitoring of universalization programmes.

SARVA SHIKSHA ABHIYAN (SSA-2000) : FEATURES, AIMS AND OBJECTIVES

□ Discuss Sarva Shiksha Abhiyan (SSA) in detail.

Or

□ Describe need, aims, objectives and features of SSA Programme.

Ans. Sarva Shiksha Abhiyan is an effort to universalise elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode. In accordance with the Constitutional commitment to ensure free and compulsory education for all children up to the age of 14 years, provision of universal elementary education has been a salient feature of national policy since independence. This resolve has been spelt out emphatically in the National Policy of Education (NPE), IWC) and the Programme of Action (POA) 1992. A number of schemes and programmes were launched in pursuance of the emphasis embodied in the NPE and the POA. These included the scheme of Operation Blackboard (OB); Non Formal Education (NFE); Teacher Education (TE); Mahila Samakhya (MS); State specific Basic Education Projects like the Andhra Pradesh Primary Education Project (APPEP), Bihar Education Project (BEP), Lok Jumbish (LJP) in Rajasthan, Education For All Project in Uttar Pradesh; Shiksha Karmi Project (SKP) in Rajasthan; National Programme of Nutritional Support to Primary Education (MDM); District Primary Education Programme (DPEP).

The Scenario So Far—Consequent to several efforts, India has made enormous progress in terms of increase in institutions, teachers, and students in elementary education. The number of schools in the country increased fourfold - from 2,31,000 in 1950 - 51 to 9,30,000 in 1989-99, while enrolment in the primary cycle jumped by about six times from 19.2 million to 110 million. At the upper Primary stage, the increase of enrolment during the period was 13 times, while enrolment of girls recorded a huge rise of 32 times. The Gross Enrolment Ratio (GER) at the Primary stage has exceeded 100 percent. Access to schools is no longer a major problem. At the primary stage, 94 percent of the country's rural population has schooling facilities within one kilometre and at the upper primary stage it is 84 percent.

The country has made impressive achievement in the elementary education sector. But the flip side is that out of the 200 million children in the age group of

6-14 years, 59 million children are not attending school. Of this, 35 million are girls and 24 million are boys. There are problems relating to drop - out rate, low levels of learning achievement and low participation of girls, tribals and other disadvantaged groups. There are still at least one lakh habitations in the country without schooling facility within a kilometre. Coupled with it are various systemic issues like inadequate school infrastructure, poorly functioning schools, high teacher absenteeism, large number of teacher vacancies, poor quality of education and inadequate funds.

In short, the country is yet to achieve the elusive goal of Universalisation of Elementary education (UEE), which means 100 percent enrolment and retention of children with schooling facilities in all habitations. It is to fill this gap that the Government has launched the Sarva Shiksha Abhiyan.

Sarva Shiksha Abhiyan (SSA)—The Sarva Shiksha Abhiyan is a historic stride towards achieving the long cherished goal of Universalisation of Elementary Education (UEE) through a time bound integrated approach, in partnership with State. SSA, which promises to change the face of the elementary education sector of the country, aims to provide useful and quality elementary education to all children in the 6-14 age group by 2010.

The SSA is an effort to recognize the need for improving the performance of the school system and to provide community owned quality elementary education in mission mode. It also envisages bridging of gender and social gaps.

WHAT IS SARVA SHIKSHA ABHIYAN

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations/ Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.
- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education.

AIMS OF SARVA SHIKSHA ABHIYAN

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is 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 oppor-

ISSUES AND DEBATES ON GLOBALIZATION, LIBERALIZATION AND PRIVATIZATION

- Explain the concept of globalization with special reference to dimensions of globalization.
OR
- What is the meaning of globalization in education? Discuss the role of education in meeting challenges of globalization.
OR
- Give your suggestions with regard to competition, collaboration and partnership in respect of globalization of higher education.
OR
- How the liberalisation in education is helpful to create scientific and cultural interrelationship outlook?

Ans. The term 'globalization' has come into common usage since 1980's reflecting technological advances that have made it easier and quicker to complete international transactions both trade and financial flows. In 1991 India began to liberalize its economy and open it upto the rest of the world. India will continue with globalization. Big multinational corporations are moving into India all the time. But some of the people may be benefitting from the impact of globalization, there are many more who are losing the little they have.

Meaning of Globalization : According to common meaning, 'Globalization is a combination of free exchange of goods, services, materials, finance and technology.'

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In the words of Joseph Stiglitz, "Globalization means removal of barriers of free trade and the closer integration of national economics. In other words, economic globalization refers to the integration of different economics of the world through trade, investments and migration of people."

According to Dictionary, "Globalization means the movements of people and technology across international borders."

According to Ramgarjan's view, "Globalization means integration of economics and societies through across country flow of information, ideas, technology, goods, services, capital, finance and people."

In the broader sense, globalization refers to the extended areas of activity and interaction among nations. It can be an attitude towards interaction among the nations. This interaction encompasses the mutual interest of the nation towards development especially economic ones. Globalization is infact a free exchange of goods, services and capital.

DIMENSIONS OF GLOBALIZATION

Infact there are three dimensions of globalization : -

1. Economic and Financial dimensions.
2. Scientific and technological dimensions.
3. Interdependence of dimensions of globalization.

1. **Economic and Financial Dimensions** : The economy has a global economic space at its disposal today, in terms of the goods and services market, the employment market, the capital market, etc. All economic theories, company strategies and even economic policies must take into account all the aspects of this evolution in global sense.

2. **Scientific and Technological Dimensions** : The rapid expansion of scientific and technological innovation in the fields of communication, biotechnology and micro electronics stimulates the force of globalization. Technological innovation facilities exchanges, speeding up production and allow the sharing of ideas, goods of all sorts and services across the planet.

3. **Interdependence of the Dimensions of Globalization** : The main characteristic of globalization is the interdependence of its different dimensions. Technological innovation has facilitated the increase in capital flows to such an extent that it has created a stock market with functions twenty four hours a day by moving from place to place and increasing the volume of capital to such a point that it has weakened economic regions, affecting a large number of countries. The increase on economic flows concerning all the factors of production has led to a growing interdependence of companies.

GLOBALIZATION AND EDUCATION

Assumption related to globalization of Higher Education :

1. **Development of Harmony** : Globalization of higher education develops human values, good will and harmony.
2. **Quality in Life** : Globalization of higher education nations improves quality in education and of life.
3. **World Culture** : It promotes world culture through interaction.
4. **World Economics** : It promotes and sustains world economics.
5. **Qualitative Teaching and Research** : Partnership and networking among the countries improves the quality of teaching and research.

6. **Development of Higher Consciousness :** Globalization of higher education is related to the development of higher and universal consciousness in man.

OBJECTIVES OF HIGHER EDUCATION RELATED TO GLOBALIZATION

1. To develop human values, world culture and society.
2. To develop international understanding and perspectives through the medium of higher education.
3. To develop feelings of world citizenship to acquaint the students with the latest and new areas of knowledge.
4. To work out new methodologies for imparting instruction in higher education.
5. To evolve and use new strategies and techniques of instructions to provide higher education and generating new disciplines.
6. To discover new attitudes regarding maintaining discipline for the acquisition of education.
7. To exchange at world level the knowledge of science, technology and economic development of all the countries and to draw the benefit of the experiences of others.

In this way we can also say, Liberalization in education means the spirit of freedom and openness. In relation to rules and regulatory structures of world nations, it aims to bring relaxation, flexibility, accommodation of diversities, tolerance of others interests. Obviously it leads to fast development and economic growth.

ROLE OF EDUCATION IN MEETING CHALLENGES OF GLOBALIZATION

1. **Rebuilding the Social Link :** It is through education (at school and non-formal environments) that the desire and benefits of living together is learned by :
 - (a) Learning to work in teams and the development of individual abilities.
 - (b) Learning to listen to others and the events which surround us.
 - (c) Understanding our economic, social and political environment whether at national or global level.

Education should be the catalyst for the desire to live together at the heart of the same society and in the same 'global village' through the teaching of universal values.

2. **More Equal Development of Society :** The work place requires talented, creative and co-operative people. Education must contribute to a more equal development of society i.e.; to say, where all members have a fair share in production as well as in consumption. So education must contribute to revitalizing a society of citizens who share the values.

3. **Higher Education :** Traditional tasks and new social functions. The traditional task of higher education to produce the cadres of society should be revised in order to address the new demands generated by globalization :

- (a) Demands from the state which all too often lacks managers with the capacity to anticipate and adapt to changes.
- (b) Demands from firms who need technicians, engineers and managers able to fulfill new tasks and who are ready to adapt to the rapid evolution of innovation.

The higher education should provide a chance for everyone to educate

COMMON SCHOOL SYSTEM

Write a note on Common School System.

~~Ans. Common School System~~ : Our country has attained independence after centuries of slavery. So our education was neither based on Indian culture nor it was having any national objective. Our Late Prime Minister Pt. Jawahar Lal Nehru remarked, "Great changes have taken place in the country and the educational system must also be in keeping with them. The entire basis of education must be revolutionized."

The common school should be adopted to provide quality education to all the children of the country. As regards the needs of common school system, the commission has said that if we want to make the education system a forceful means for the development of the country and social and national integration, we will have to proceed towards common school system. These schools will be opened for all children without any distinction of caste, creed, religion or social or economic barriers. The commission favoured the opening of such schools. This system will also develop an understanding among all communities regarding their customs, traditions, culture and religious beliefs.

At present good education is available only to a small minority which is usually selected not on the basis of talent but on the basis of capacity to pay fees. In the words of Education Commission, "If the educational system is to become a powerful instrument of national development in general and social and national

integration in particular. We must move towards the goal of a common school system of public education. This system should be effectively implemented in a phased programme spread over twenty years.

VOCATIONALIZATION OF EDUCATION

□ Define Vocationalisation. What is its need? What problems are being experienced in the introduction of this concept in our educational system? Give the main features of the programmes being used for vocationalisation.

or

□ How do you visualize the significance of Vocationalisation of education for the economic development of a country like India?

Ans. Vocationalisation—Meaning or Definition : Vocationalisation of education has often alluded its true concept and meaning. It has meant differently to different people.

1. **The Common View :** The common view of people regards vocationalisation as training to some specific vocation only. This view implies learning some trade, skill of some vocation or occupation through education, so that the individual can enter the world of work after successful completion of the particular educational course. But this is a narrow view of the meaning of vocationalisation of education.

2. **View of Secondary Education Commission :** The secondary education commission understood the meaning of vocationalisation in terms of vocational efficiency. It stated that educational programmes should not be narrowly vocational, but would have a definite vocational bias. Secondary schools are not purely vocational schools. Thus the commission regards vocationalisation of education along with general education at the secondary stage.

3. **View of Indian Education Commission, 1964-66 :** The commission has a broader view of vocationalisation. It has observed : "We visualise the future trend of education to be towards a fruitful meaning of general and vocational education. It should contain some elements of pre-vocational and technical education and vocational education having an element of general education. In the kind of society in which we will be living in the coming years a complete separation between the two will not be only undesirable but also impossible."

Thus, the commission brought forth the following suggestions :

- (i) There should not be separation between vocational and general education because it will neither be desirable nor possible in the future society.
- (ii) General education should contain some elements of prevocational and technical education. It means diminishing bookish and theoretical nature of general education.
- (iii) Vocational education should contain an element of general education. This means that the students with practical trend of mind should have some knowledge of general education.

This is the broad concept of vocationalisation. It should be kept in mind while introducing vocationalisation at the Secondary education. Thus, vocationalisation means the provision of a strong vocational bias to Secondary education. It implies that vocational courses should be introduced in the secondary schools along with general education. This is the broad concept of vocationalisation. It should be kept in mind while introducing vocationalisation at the secondary education. Thus, vocationalisation means the provision of a strong vocational bias to secondary edu-

cation. It implies that vocational courses should be introduced in the secondary schools along with general education.

NEED FOR VOCATIONALISATION OF EDUCATION

The problem of vocationalisation is not of recent origin. It is as old as our present system of education which is a legacy of the British rule in India. In free India, it is increasingly being stressed by all thinkers, educationists, leaders and education commissions because vocationalisation of education is the need of the hour. The need of vocationalisation can be assessed from the following points :

1. **Solution of Unemployment :** There is a great problem of unemployment in our country. Unemployment in educated youth is on the increase. The problem of unemployment can be solved by vocationalisation of education. The students, after completion of their education should be able to earn their livelihood.

Mahatma Gandhi rightly remarked, "True education ought to be for children a kind of insurance against unemployment." It can be possible only by vocationalising of education.

2. **Development of Various Abilities and Aptitudes of Students :** Vocationalisation of education develops abilities and aptitudes among students. Therefore, vocational courses at the secondary stage is needed.

3. **Economic Development of the Country :** Our country is not poor in natural resources. But the lack of trained manpower is there. This problem can be solved by vocationalising education. Vocationalisation of education will enable the students to play their efficient and constructive role in building the economic prosperity of the country.

4. **Development of Social Adjustment :** It is because of non-vocational education that a large number of our educated youths fail to adjust themselves in the social atmosphere of our country. It is only through vocationalisation that our educated youths will be able to earn their own living and get well adjusted in the society. It will fix right person on the right place according to their abilities, intelligence and aptitude.

5. **Attainment of Social Efficiency :** Social adjustment and the contentment is the result of economic independence. It is possible only when a person is imparted vocational-based education. Vocationalisation of education helps the individuals to earn their livelihood according to their abilities. They would no longer become a parasite on society. Thus, vocationalisation plays an important role in achieving social efficiency.

6. **Development of Moral Values :** Vocational education also helps in moral, intellectual and cultural development of individuals. They can get economic independence and can contribute efficiently in the economic growth of society. It is from such individuals that we can expect a higher moral and intellectual level.

VOCATIONALISATION OF EDUCATION—SOME PROBLEMS

Vocationalisation of education has been recommended time and again by various commissions and committees. But its pace of progress has not caught up with time. A number of problems have stood in its way :

1. **No Serious thought Given :** The question of vocationalisation of education has not been seriously tackled by the central and state Govts.

2. **Shortage of Training Facilities :** There has been shortage of training facilities for teachers for vocational courses. The teacher who combined a high degree of general knowledge and technical knowledge were not available.

THREE LANGUAGE FORMULAS

- State the various issues connected with the study of languages.

Or

- What is three language formula? What is the basis of its introduction? State the limitations and its implementation.

Ans. Language is the greatest possession of man. It stores knowledge, precision and indications of our thoughts, ideas, dreams, communications, relations and medications. Language helps in making faculties of mind more receptive and do native. It has multifarious functions. Its primary function is communication. Language is a system by which one can convey his or her thoughts. According to Hughes, great linguist rightly said : "Language is a system of arbitrary vocal symbols by which thought has been conveyed from one human to another."

MULTIPLICITY OF LANGUAGE

India is a multilingual and multi cultural country. We can accept only those languages that are principle vehicle of high intellectual achievement of wide information and communication scope and scientific technical innovation. Only such languages become acceptable and desirable. For creating the universal brotherhood and integrating the different state and the union territories. Therefore 15 languages specified in the constitution. These languages are (1) Assamese, (2) Bengali, (3) Gujarati, (4) Hindi, (5) Kannada, (6) Kashmir, (7) Malayalam, (8) Marathi, (9) Oriya, (10) Punjabi, (11) Sanskrit, (12) Sindhi, (13) Tamil, (14) Telgu, and (15) Urdu.

According to the Constitution, the official language of the union in Hindi in Devnagri script. English is also to be used as the official language of as long as it is considered necessary. In the right of above, following issues crop up as regards the study of languages.

1. What should be the medium of instruction at various places?
2. What should be the position of the mother tongue in the curriculum?
3. What should be the position of the official language in the curriculum?
4. What should be the position of the regional language in the curriculum?
5. How many languages should be studied at different stages?

MOTHER TONGUES THE MEDIUM OF INSTRUCTION

Almost all educators agree that as general principle mother-tongue should be the medium of instruction at all stages of education.

The Wood's Dispatch 1854 and the Hunter commission 1882 recommended the use of mother tongue as the medium of instruction.

The Basic system of Education as initiated by Gandhiji also recommended the use of mother-tongue as the medium of instruction.

The University Education commission 1948-49 suggested that the medium at the university stage, as well as the school stage will have to be the regional language.

The Secondary Education commission 1952-53 was of the view that regional language should be the medium of instruction at the school stage. The Tara Chand Committee of 1948 suggested that the medium of instruction should be the regional languages and English should be replaced by them.

RECOMMENDATIONS OF THE EDUCATION COMMISSION 1964-66 ON THE MEDIUM OF INSTRUCTION

The Education Commission stated : "The medium selected should enable students to acquire knowledge with facility to express themselves with clarity and to think with precision and vigour. From this point of view, The claims of the mother-tongue are pre-eminent". "Learning through a foreign medium compels the students to concentrate on cramming instead of mastering the subject-matter. Moreover, as a matter of sound education policy, the medium of education in schools and higher education should generally be the same. Prior to 1937, the position was at least consistent. English was the medium in the upper stages of school and in college education. As we have rightly adopted the regional languages as the media of education at the school stage, it follows logically that we should adopt them increasingly at the higher stage also."

English as the medium in All-India Institutions : There will however be one important exception to this general rule, namely, All India Institution which admits in considerable number, students from different parts of the country. These now use English as the medium of education, which should continue undisturbed for the time being.

Channel of International Communication : English would be the most useful, "library language" in higher education and our most significant window on the world. Russian has a special significance for the study of science and technology in the present day world. In addition, French, German, Japanese, Spanish and Chinese are important world language of communication and for acquiring knowledge and culture. All universities, some selected colleges, and also a small proportion of carefully selected schools should provide for the teaching of these languages.

Hindi as the Link Language : The Commission Observed' : "It is however, equally obvious that English cannot serve as the link language for majority of the people. It is only Hindi which can and should take this place in due course. As it is the official language of the union and the link language of the people, all measures should be adopted to spread it in the non-Hindi areas. The success of this programme will largely depend on the extent to which it is voluntarily accepted by the people of these areas."

Regional language as the Medium of Instruction at the University level. Sev-

OPEN LEARNING AND DISTANCE EDUCATION SYSTEM

□ What do you understand by open learning by distance education system and correspondence courses?

Or

□ Write the Meaning of Continuing Education. What are its objectives and features?

Ans. Correspondence Courses, Distance Education, Open School, Open University, Private Appearance : All these different names, by and large, imply the same thing or meaning. These approaches have made education accessible to a large number of learners who due to various reasons could not make use of the conventional forms of Institutions providing full time regular courses. Communication technology is being effectively used in education and specially higher education.

Education is a lifelong process. It does not stop at any particular age. This is interpreted as a continuing or continuous education. Every year, every month, every day, step by step up personnel learns.

Distance education means the separation of the teacher and student and the consequent use of large media to enable the learning process to take place. A large number of universities in India provide correspondence courses for various degrees. Open school started by the Central Board of Secondary Education, Delhi and now an autonomous institution provides School Education through correspondence courses.

The introduction of correspondence course is an innovation which is full of promising results and extending education to people with to unable to benefits by it, containing the growing demand for places in the Universities and colleges and in the general improvement of standards. The corresponding method of instruction

makes it possible for students with concentration and discipline to become better instructed graduates than those at present produced in some of the affiliated colleges. The same is true at the school stage of correspondence courses. In fact this continuing education system need to provide minimum literacy and to promote professional education. It also wants to meet the challenge of exclusion of knowledge to make education self education. This type of continuous education is much useful for age, uneducated adults, employed professional and all adults.

OBJECTIVE OF CORRESPONDENCE COURSES

1. To provide a suitable alternative part to wider opportunities in education and especially in higher education.
2. To provide an efficient and less expensive education.
3. To provide education facilities to all qualified and willing persons who are unable to join regular University and other courses due to various reasons.
4. To provide personalities of academic pursuit to advocated citizens willing to improve their standard of knowledge and learning through continuing education while in employment.

CORRESPONDENCE COURSE IN INDIA

A Pilot project in correspondence education was started by that Delhi University in 1962-63 for B.A. Pass level students. At present more than 60 universities for offering correspondence courses in a large number of subjects. More than 13 lakhs of students are studying through this medium.

Correspondence Courses for Teacher Education : Universities of Annamalai, Jammu & Kashmir, Mysore, Rajasthan and M.D. University Rohtak provide correspondence courses in B.Ed. Two universities, namely Annamalai and Himachal Pradesh provided correspondence courses at M.Ed. level for a number of years.

NATIONAL OPEN SCHOOL AT NEW DELHI (NOW CALLED NATIONAL INSTITUTE OF OPEN SCHOOLING)

Open school is a bold and innovative institution first of its kind in the country which was set-up in July 1979 by the Central Board of Secondary Education in Delhi. Now it is working as an autonomous institution under the Ministry of Human Resources Development, Department of Education, Government of India. Its work is confined to school level.

The sum and substance is that there is an institution, existing in our country to fulfill the educational dreams and aspirations of working adults, house-wives, school drop-outs and all those who have really missed the education bus.

MAIN FEATURES AND MERITS OF CONTINUOUS OR LIFE EDUCATION :

1. It will be a cradle-to-the grave process, no longer concentrating on the early years, "as if you could eat enough at breakfast to last the day", as one expert puts it.
2. Education will not, however, become an automated industry. Even when the technical problems of programmed learning have been solved and satellite-relayed T.V. is received everywhere, person-to-person contact will be developed. Teachers will be more important, not less.

3. Education will move away from preparing pupils to fit into a slot in society, but will seek to make them feel that they belong to the larger world family of which instant communication makes them aware. History, so far as it means teaching about national virtues, and geography, so far as it means teaching about 'other' peoples, will change.
4. Its aim will be different, concerned with society rather than individuals. Furthermore, education is now a human right which is universally demanded, not a privilege of the elite.
5. Its structure will not look the same. Formal education may well start earlier, for soviet children already learn algebra at an age when other children learn only arithmetic. The university, which is no longer the only form of power house of knowledge, may not survive at all, but if it does, will certainly not be the terminal stage.
6. Television and other mass media, which are already stronger influences than schooling, will become allied in the business of learning.

□ What do you mean by Distance education? Explain this salient features of the Indira Gandhi National Open University. What are the problems and How can make to overcome?

Ans. The Indira Gandhi National Open university was established by an Act of Parliament in September 1985. So far it has launched 72 programmes. In 2000-2001 the aggregate enrolment was about 12 lakhs. In attachment with IGNOU, the Andhra open university is the first of its kind in the country to provide higher education opportunities. The most striking feature of the open university is the flexibility with regard to eligibility for enrolment, age of entry, choice of courses, methods of learning, examinations and operations of the programme.

OBJECTIVES OF THE OPEN UNIVERSITY

Broadly, the objection of an open university are :

1. To provide greater equality of opportunity of access to higher education.
2. To provide opportunities to those adults who would like to have access to higher education throughout their lives.
3. To provide educational opportunities to those who missed such opportunities when they were young and joined careers;
4. To help those who want to learn new subjects or renew or update their knowledge while in service.

PROBLEMS REGARDING EXPANSION OF TEACHING BY POST

1. Preparation of suitable instructional material.
2. Preparation of study response sheets.
3. Sending of material to the students.
4. Evaluation of pupil's responses.
5. Personal contact programmes.
6. Setting up of study centres.
7. Provision of travel facilities etc. to the students.

LESSON FROM OTHER COUNTRIES

1. A network of correspondence courses should be established in India.

MODERNISATION : CONCEPT, ADVANTAGES AND DISADVANTAGES

- Clarify the concept of modernisation and discuss its limitations and advantages.

or

- What do you mean by modernization? Discuss its advantages and disadvantages in present global scenario.

Ans. Modernisation is a trend of life these days. Gone are the days when one remained contented with one's lot, with one's social status, and standard of living. But today the dynamic life is progressive. Change has become very common now. In a new of 21st century everything stands changed under the impact of science and technology.

"Modernisation is the increase in capacity of a social system to process information from within and without it." –Black Bellah

Modernisation is marked by westernisation, industrialisation, urbanisation, democratisation etc. It also includes universal brotherhood, humanity as the religion of the world, international co-operation etc.

Modernisation : The world 'modernisation' refers to a process. It is the process of adjustment with new requirements in life. It involves the concept of becoming dynamic and modern. It is comprehensive as well as complex, dynamic and scientific outlook.

Meaning of Modernisation

The general meaning of modernisation is the act of becoming modern. It means adopting modern life style. Experts are of the view that one sure way to modernisation is to spread education, to produce educated and skilled citizens, and train and adequate and competent intelligentsia. In fact, it is bringing less advanced nations at par with the advanced countries. The U.S.A., Russia, Germany and Japan are the models of modernisation.

Moore calls modernisation as "The revolutionary change leading to transformation of traditional or pre modern society into types of technology and associated social organisations that characterise the advanced economically prosperous and relatively politically stable nations of the world."

Modernisation is not Westernisation only. The modernised society believes in co-existence, co-operation and compromise rather than competition and conflict. There is uncritical imitation of the social ways and sense of values prevailing in Western countries in modernisation. It is discriminate selection between what is worthy and what is unsuitable in a particular situation.

Definition of Modernisation

Black Bellah defines modernisation as "The increase in the capacity of a social system to process information from within and without and respond appropriately."

Eisentedt says, "Historically, modernisation is the process of change towards those types of social, economic and political systems that have developed in Western Europe and North America from the 17th century to the nineteenth and have been spread to other European countries and in the 19th and 20th centuries to the South American, Asian and Western Continents.

Warner observes, "Modernisation is a disquieting positive spirit which has spread in comprehensive groups, public institutions as well as individual aspirations."

Moore states, "Modernisation means a revolutionary change treading to transformation of a traditional or pre-modern society into an advanced, economically prosperous and relatively politically stable society."

Characteristics of Modernisation

1. It is not a process of imitation. Rather it is a process of identification with advanced countries.
2. It is development of proper behavioural systems.
3. It believes in radical modification in the traditional value system.
4. It always tries to shorten the gap between the elite and the masses.
5. It is dynamic.
6. It is ever-growing and developing.
7. It believes in rational and critical thinking.
8. It is ever willing to initiate social reforms.
9. It is in tune with logic and demand of the present times.
10. It is a process of identification with advanced countries.
11. It is in accordance with the latest needs and requirements of the people.

Emerging Concerns of Indian Society and Education

CULTURE AND EDUCATION

- Explain the role of education in Indian society and in national development.
- Or
- Explain a few changes education seeks to bring about in our society.
- Or
- "The destiny of India is now being shaped in her classrooms. This, we believe, is now being shaped in her classrooms. This, we believe, is no mere rhetoric." Discuss this statement.

Ans. Since independence India has been making rapid advances for keeping pace with the fast changing situations in different walks of life. There has been rapid industrialization and other fields of technology and science. A large number of villages have been electrified. Different corners of the country have been linked by road, rail, by telephone and satellite. In other way, the standard of living of the people has improved considerably.

Even we know that the emerging Indian society, in spite of rapid strides, is beset with various problems in different fields like in economic, educational political and social etc. due to the colonial rule of the British. But time to time many education commissions were made for the better giving education and to uplift the society. The role of education in National development is much and the Education Commission has rightly observed, "In a world based on science and technology it is education that determines the level of prosperity, welfare and security of the people." The commission further observed that education cannot be considered in isolation or planned in a vacuum.

Education is to be used as a powerful instrument of social, economic and political change. Now we discuss the fields where education has rolled for betterment.

1. **Role of Education in the modernization of Indian Society :** Education should perform the following :

- (i) Keeping pace with the advances in knowledge-change in curriculum.
- (ii) Adopting new methods of teaching.
- (iii) Emphasizing vocational subjects, science education and research.
- (iv) Establishing major universities in the country.

(v) Awakening of curiosity, the development of proper interests, attitude and values and the building up of such essential skill, as independent study and capacity to think and judge for oneself.

(vi) Changing the composition of the intelligentsia; educating people of all strata of society.

2. **Role of Education in Synthesizing Cultural and Scientific Values :** The Education Commission felt, "We believe that India should strive to bring science and the values of the spirit together in harmony and thereby pave their way for the eventual emergence of a society which would cater to the needs of the whole man and not only to a particular fragment of his personality." A scientific outlook must become part of our way of life and culture.

3. **Role of Education in Promoting International Understanding :** This could be done by taking the following steps :

(i) Participating in the various activities and programmes formulated.

(ii) Stressing the contribution made by various countries in the progress of humanity.

(iii) Revision of textbooks and elimination of hostile material about other countries.

4. **Education in Increasing Production :** The Education Commission made the following recommendations for enabling education to fulfil this task :

(i) Vocationalizing education especially at the secondary school level to meet the needs of industry, agriculture and trade.

(ii) Introducing work experience as an integral part of general education.

(iii) Improving scientific and technological education and research at the university stage with special emphasis on agricultural and allied sciences.

(iv) It is a basic component of education which means making science and culture.

5. **Role of Education in Developing Secular Outlook :** The following steps are needed :

(i) Introducing instruction in moral, social and spiritual values.

(ii) Providing syllabus giving well-chosen information about each of the major religions of the world. This syllabus may form a part of the course in citizenship.

(iii) Education encourages students to meet in groups for silent meditation.

(iv) Stress on scientific outlook of life.

(v) Presents the high ideals of social justice and social service.

6. **Role of Education in Developing Democratic Values :** Education should aim at the development of following values

(i) Tolerance

(ii) Cooperation

(iii) Large-heartedness

(iv) Scientific temper of mind

(v) Respect for the culture of other groups

7. **Role of Education in Promoting Social and National Integration :**

(i) Introducing a common school system of public education.

(ii) Developing all modern Indian languages.

(iii) Promoting national consciousness through various programmes.

(iv) Taking necessary steps to enrich Hindi as quickly as possible so that it is able to function effectively as the official language of the union.

(v) Encouraging and enabling students to participate in community living

INFLUENCE OF CULTURE ON EDUCATION

Culture influences the following aspects of education :

1. **Influence of Culture on Discipline :** Cultural values influences the concept of discipline. The present cultural patterns of thinking and living are directly linked to our concept of discipline. In ancient and middle ages societies where authoritarianism ruled, the concept of discipline was repressionistic. But in modern times when democratic values of life are being accepted all over the world, the concept of discipline has come to mean impressionistic or emancipator or self discipline.
2. **Influence of Culture on Aims of Education :** The meaning and aims of education are determined by the cultural ideals, values and patterns of society. In other words, as is the culture of a society so shall be its aims of education.
3. **Influence of Culture on Curriculum :** The aims of education are achieved through curriculum. As the aims of education are determined according to the culture of society; so the curriculum is conditioned according to the culture of society. In other words, as are the ideas, ideals and values of a society, the educational curriculum of that society to realize its cultural values. In short, the system of education tries to realize the cultural needs of society through curriculum which condition all educational activities and programmes.
4. **Influence of Culture on School :** According to the ideology of pragmatism, a school is a miniature of society. The total activities and programmes of the school are organized according to the cultural ideals and values of the society which establishes and organizes the school. Hence, school is the centre of promoting moulding, reforming and developing the cultural patterns of the society which establishes that school for its own good and welfare.
5. **Influence of Culture on Teacher :** Each individual teacher is imbued with the cultural ideals and values of the society of which he happens to be an

DEMOCRACY AND EDUCATION

- ❑ What is democracy? What are the fundamental assumptions or values of democracy?
- Or
- ❑ Define democracy and throw light on its basic principles and values.
- Or
- ❑ What is the full significance of the phrase "education for democracy"? Examine critically with reference to India.

Ans. Meaning : Democracy means a way of living and organization of community that has unity in its political, economic and social aspects. It is a way of living that stresses the dignity of the individual and the sacredness of human personality in which individuals establish their social relationships on the basis of co-operation, tolerance, mutual respect, fellow-feeling and fair play.

In other words, democracy is the "Government of the people, by the people and for the people". This is the actual vitality and vigour of democratic government. Democracy means 'majority' rule and the right of franchise. 'A government of many' or 'A government which indicates the meaning of a democratic government to some extent' :

Definition of Democracy : John Dewey thinks that democracy and modern life are synonymous. He writes, "Modern life means democracy and democracy means freeing of intelligence or emancipation of mind of an individual organ to do its own work."

Mazzine said, "True democracy refers to, the progress of all, through all under the leadership of the wisest and the best."

According to the Radha Krishna University Education Commission, "Democracy is a way of life and not a mere political arrangement. It is based on the principle of equal freedom and equal rights for all regardless of race, religion, sex or economic status."

According to Selly, "Democracy is a government in which every body has to share."

Aristotle said, "A government by the many."

Bode said, "Democracy is a way of life and a way of life means a determining influence in every area of life."

In this way, "Democracy is the form of government in which the ruling power of the state is legally vested not in any particular individual or class but in the members of the community as a whole."

The Fundamental Assumptions of Democracy

Democracy is based on the following fundamental assumptions :

1. **Respect for the Dignity of the Individual :** Democracy upholds the dignity of the individual. Every individual is supposed to be capable of contributing something for the welfare of the society.
2. **Freedom :** In democracy the individual should be free to develop his personality. He should have freedom of thought, expression, belief, faith and movement. Democracy provides the free atmosphere to individual

- in which he finds his real self. But freedom does not mean an all out liberty. Democracy gives academic freedom along with academic justice.
3. **Equality of Opportunity** : In democracy every individual enjoys equal opportunity. There is no distinction regarding one's caste, creed, colour and religion.
 4. **Fellow-Feeling** : In the democratic society there is the fellow-feeling among the people. They understand and think duties. They share their feelings of oneness with one another. Every-body believes in mutual co-operation and policy of give and take.
 5. **Tolerance** : Tolerance is an essential element of democratic citizenship. In a healthy democracy, people must agree to differ. However, with proper tolerance there is healthy relationship among all the people.
 6. **Faith in Peace** : In democracy everybody has full faith in peace. People believe that all human jealousies and conflicts can be resolved easily.
 7. **Good Citizenship** : Every human being should be a good citizen in a true democracy. They understand their duties and responsibilities as true citizens.

Thus, democracy is a popular way of life. Education has to be in tune with the life and philosophy of the people. A suitable type of education can make a society democratic in true sense.

PHASES OF DEMOCRACY

Political Democracy : Political democracy is that in which every adult has the right to govern the country. The rule does not lie into the hands of a small body of men or even into the hands of a small body of a men or even into the hands of one class in the community." According to Dicey, "Democracy is a form of government in which governing body is comparatively large fraction of the entire nation."

Economic Democracy : This is the second important aspect of democracy. Economic democracy means a democracy in which the economic resources or means are not monopolised by a few capitalists but economic power is in the hands of majority. This aspect of democracy, in a true sense, is found only in a socialist country. In India, we have achieved political freedom no doubt, but economic freedom is still to be achieved and this can only be possible through increased production and economic democracy.

Social Democracy : This aspect of democracy indicates "all distinctions bases on class, birth or possession of money" must be done away with. Every man is born equal and has the equal states in the society. Thus, democracy, in its complete sense, means a way of living and organization of community that has political, economic and social aspect.

In a democracy economic and social equality must flourish, "Without economic equality and equal opportunities, human energies are bound to go waste and to rot; individual development and social progress are bound to be impossibilities with destruction and violence into the bargain."

PHILOSOPHICAL AND RELIGIOUS IMPLICATIONS OF DEMOCRACY

Human personally is essential spiritual. God had sent man to work honestly and live honestly. Almighty is the father of mankind. According to M. Adler, a traditionalist, says. "There are no natural rights if there is no natural and moral law."

Kant, a great German philosopher, maintains the dignity of mankind when he

Education for Democracy

India accepted democracy ever since Independence. Here below are suggested ways and means how to make education for Democracy in our country :

1. **Work in Collaboration :** The controlling authorities of school education, head of the institution and teaching personnels should work in close collaboration with one another. In this way any wastage of energy and time can be avoided.
2. **Work Experience :** The students should be given work experience. For this, a few projects of work experience must be given to the students. They may be related to such as repairing watches and clocks, T.V., electrical appliances, wood-work, mason-work etc.

3. **Democratic Administration** : The administration of the educational institutions should be fully decentralised. The students, teachers, head of the institutions should realize that they are equally involved in the functioning of the institution.

4. **Training for Team Work** : The students should be given training to work as a team. A few projects like students' Co-operative store, students' post office, students canteen may be introduced in the schools. Such projects would go a long way in proving training for doing team work.

5. **Training for Leadership** : Every child has the potentialities. These may be hidden but they can be recognised by the teachers. The children of today will be the future leaders. Therefore they must be given very good training of leadership. Thus, educational institutions can work wonders in making the country truly democratic.

6. **Change in Curriculum** : The curriculum for the schools should be made broad-based. It should be based on sound principles of democracy. There should be provision of diversified courses. Students should be allowed to study the curriculum suiting to their interests, attitudes and aptitudes.

7. **Revision of Text-books** : The text-books prescribed for study should be made propagating democratic values. There should be lessons preaching indirectly democracy and its values. Such text-books have a good impact on the growing and developing personalities of school children.

8. **Emphasis on Creative Thinking** : Critical thinking should be developed in students. Therefore, every type of creativity on the part of the students should be encouraged. If possible the use of mother-tongue should be employed because it can develop creative thinking among the students at early stages.

9. **Training for Human Relationship** : The educational institutions should provide students training for human relationship. It will develop fellow-feeling and co-operative living among the students. Students should be taught through methods such as learning by doing, group discussions, individualized instructions etc. It will develop in the students confidence and self-reliance.

10. **Craft-Centred Education** : The curriculum should have sufficient scope for work-experience. A number of crafts may be introduced according to the requirement of the community and the locality. In rural schools provision of crafts concerning agriculture may be introduced.

Education maintains, refines and glorifies democracy. Both are inter-linked and inter-dependent. Each one helps the other to become better. The two together make human life worth living. Surely, education is a very good weapon for making democracy all successful.

INEQUALITIES IN ANCIENT, MEDIEVAL AND MODERN EDUCATION

Discuss the Indian education System in ancient period.

Or

What are the inequalities or defects of the ancient period means Brahmanic system of education?

Or

What is the concept of inequality or the concept of inequality of educational opportunities in ancient, medieval and modern education.

Ans. Ancient Period : During the ancient period of Indian history, we know about Takshashilla University (7th century B.C.) and a network of Gurukulas, Ashramas and Parishads run by scholars, Pandits and Gurus. During the Buddhist period, we know about the Universities of Nalanda (Bihar), Vallabhi (Gujrat), Vikramshila (Bengal), Purushapura (at Peshawar), Sharda (Kashmir) and Kanchi (Madras). There were universities in real sense of the term, taking into consideration the standard of scholarship of the teachers, the extensive branches of knowledge studied, the number of scholars, the high intellectual atmosphere and the continuous research done.

2. Medieval Period : Most of the above universities were closed down. The Muslim rulers did not encourage the native seats of learning but started their own institutions called Madrasas at Delhi, Agra, Lucknow, Ajmer and other places. Where subjects like Arabic language and literature, religion, grammar, mathematics, astronomy and history were taught. The medium was Persian, and this education contributed to learning in Persian and Arabic.

3. Modern Period (19th Century) : Before 1857 there were no universities

set up by the East India company. A number of English and Oriental college were started. In 1857, there were 27 in number, including 3 medical colleges and engineering college. It was in 1857, that on the recommendation of Wood's Despatch, three universities were established at Bombay, Calcutta and Madras, on the Model of London University. Later on Punjab University was established in 1882 and Allahabad University in 1887. The number of affiliated colleges in 1882 was 68. These universities worked as purely examining bodies.

In the beginning of the present century, Lord Curzon stressed the need for residential universities. Between 1913-1921 six more universities were established. Time to time many reforms were made and in 1904 Indian University Act (1904) came into existence. The number has increased from 19 in 1947 to 64 full fledged universities and 9 institutions deemed to be universities under U.G.C. Act.

Education in Brahmanic Age : In this age it was to a great extent only a refined and developed form of Vedic education. It became more comprehensive in this period as, it was closely associated with every aspect of life. Brahmanic education was different from vedic education in the sense that Brahmanic education was education for life also. This education was more organised. Gurukul system was more popular during the Brahmanic period. Brahmanic education was more religious and less worldly. Of course caste system played its part. Education of girls was neglected. Brahmanic system of education was quite sound and suitable according to the times. But there are some defects which means inequalities in Brahmanic system of Education.

INEQUALITIES OF BRAHMANIC SYSTEM OF EDUCATION OR INEQUALITIES IN EDUCATION IN ANCIENT INDIA

In spite of many good aspects, Brahmanic system of education was to have following defects or demerits :

1. **Emphasis Upon Philosophy :** Education during this period laid excessive stress upon the study of philosophy, since the purpose was to put the students on to the path on salvation through a study of philosophy. The result was the growth of escapist attitude towards life.

2. **Lack of Co-ordination :** Brahmanic system of education did not have co-ordination and harmony in teaching of various subjects. Study of the subjects in broad perspective or comprehensive study was lacking vastness and universality of the subjects was ignored.

3. **Neglect of Women Education :** There is some evidence of education of women during the vedic period, but during the Brahmanic age, this was neglected. Moreover, woman became the victims of many restraints.

4. **Deprivation of the Shudras Right to Education :** During Brahmanic period, the right to education became confined to the Brahmans, Kshatriyas and Vaishyas, because of the emergence of aristocracy. In Shudras were deprived of the right to education.

5. **Neglect of Education of Masses :** Education of the general people (masses) was also neglected.

6. **Lack of Arts and Handicrafts :** During Brahmanic period those who did mental labour were considered superior to those who did manual labour. Those engaged in arts and handicrafts (collectively known as Devajana Vidya) were regarded as inferior. Due to this feeling the people of the higher 'Varna' did not give protection of arts and crafts. Handicrafts were regarded as the main occupation of

the Shudras while dancing, music and painting, those of women and the Shudras both. Later on 'Shudras' were re-generated into untouchables. Consequently handicraft gradually vanished from educational curriculum.

7. **Faith in Shastras** : In this period people came to have blind faith in Vedas, Purans and Smritis. The Purans and Smritis were quoted as authoritative books. There was the firm conviction prevailing in the masses that whatever had been recorded in the Shastras could never be false. The authority of Shastras was regarded as self-sufficient and final word. This tendency weakened the logical reasoning and imagination of the people.

8. **Set Back of Worldly Prosperity** : In course of time religion and religious ceremonies came to exercise a profound influence upon life, and people in religious bigotry lost all regards and care for material prosperity. As a result worldly prosperity received a setback. At the same time it should be noted that material success was only a means to an end i.e., 'Emancipation of soul' and not an end in itself. The spiritual tendency pervaded the very soul of India and its reflection is visible in the thought of modern Indian masses.

9. **Dominated by Religion** : Brahmanic education was solely dominated by religion and spiritualism so much so that even ordinary common day affairs reflected religiosity.

Every activity was suffused with a kind of priestly (religious) tinge. Utmost weightage was given to the religious scriptures. Majority of the teachers were Brahman priests or (Purohits).

They emphasised religion and 'Karamkand'. The entire educational structure was pervaded by sacrificial rituals and religious ceremonies. The development and evolution of Itihasa (history), Arthshastra (economics), politics, arithmetic and physical sciences were relegated into background. They could not overpower the fields of religion, philosophy and religious ceremonies.

In spite of many Defects Brahmanic system of education was more or less ideal and well planned and it did succeed in bringing about the all round and harmonious development of personality i.e; spiritual, physical, intellectual, emotional, social, moral and character development of the pupils. At the same time its contribution of material prosperity cannot be too highly valued. Some of the special features such as pupil-teacher relations, moral discipline, individual attention (individual development of the pupils), intellectual freedom, universality of the initiation ceremony (upnayana ceremony), women education and the tradition of the gurukulas etc. are in fullest accord with the principles of education and have invariably proved advantageous and useful.

□ **Discuss the inequalities in education in Medieval Indian Period.**

Ans. Education in Medieval India is a great epoch of Indian education. Education of medieval period in India stands for education during the Muslim period or Islamic education. The Muslims attached great importance to education. They considered education as the greatest of all gifts. Education is better than the possession of money.

It is written in the holy Quran, "It is better to educate one's child than to give gold in charity." Knowledge alone could lead a man to success in life and happiness in heaven. Receiving education was a blessing and imparting education was the noblest deed According to Muslims knowledge was considered to be the best friend of man. Knowledge should be sought from the cradle to the grave.

NEW ECONOMIC REFORMS AND THEIR IMPACT ON EDUCATION

- What is economic development? What are the main determinants of economic development?

Ans. Economic Development: 'Economic growth' and economic development are two similar terms. To a lay man, there is no difference between these two terms. Both these terms connote some kind of progress over time. However, economists and educationists make a distinction between these two terms.

'Economic Growth' : It refers to long-term increase in income or output. It signifies that there is increase in the production of per capita goods and services. It indicates per capita income in the long period.

Prof. Miller observes, "We shall define economic growth as the process whereby per capita economic growth as the process whereby per capita real income of a country increases over long period of time."

In the words of Peterson, "Economic growth involves increase in the per capita actual output of goods and services as well as an increase in the economic's capability to produce goods and services."

Economic Development

Economic development is a wider concept than economic growth. It refers to

the real increase in per capita income and reduction to poverty, illiteracy and inequality. Here, there is improvement in economic welfare of the people and their standard of living rises. Thus, economic development includes both economic growth and economic welfare of the people.

Economic development is the symbol of prosperity and better standard of living. It helps the people of the country to enjoy better social services and even can give more aid to the people of under-developed people.

According to Dr. R. Omen, "Educational development refers to the raising of the people from in-human elements like poverty, unemployment, ill-health etc. and making them more human. We may define economic development in terms of humanization.

In the words of Peterson, "Economic development is a process whereby the real per capita income and economic welfare increase over a long period of time."

According to M.P. Todaro, "Economic development is multi-dimensional process involving major changes in social structures, acceleration of economic growth, the reduction of inequality and the eradication of poverty."

In short economic development refers to the increase in the per capita income of the people over a long period of time and reduction in unequal distribution of wealth and income and enhancement of economic welfare.

DETERMINANTS OF ECONOMIC DEVELOPMENT

Economic development of a country depends upon a number of factors. Following factors have significant influence on the economic development of a country :

1. **Education** : Education plays a major role in the economic development of a country. Education helps in the development of human capital and also plays a significant role in the progress of the country.

2. **Human Resources** : Human resources of a country also play an important role in the economic development. Human resources include labour and entrepreneurship. If the labourers in a country are efficient, hard working and disciplined, the pace of economic development will naturally accelerate. Even the shortage of natural resources can be covered up by efficient human resources. For example, Japan has not iron mines and Sweden has shortage of minerals, but the proper utilization of human resources in these countries are ranked among the developed countries of the world.

3. **Natural Resources** : Natural resources of a country play a pioneer role in its economic development. In fact, natural resources determine the path of progress. Land, climate, river, mountains, mineral products, sources of energy, such as petrol, gas etc. are manifestations of natural resources.

4. **Technical Progress** : Technical progress is another determinant of economic development of a country. It is a multidimensional progress. It includes new machines, new techniques and increased efficiency etc.

5. **Physical Capital Resources** : Physical capital resources refer to plants, machines and equipment's infrastructure, buildings etc. These resources are considered as the most important determinants of economic development of a country.

6. **Political Factors** : The political environment of a country is one of the factors of economic development. Greater political stability is required in formulating the long term plans for development. The development of road, railways, Canals, electricity, education system can be possible with the help of efficient and honest political leaders.

ROLE OF TEACHER IN THE CONTEXT OF UNIVERSAL EDUCATION

□ The pivot upon which an educational system works is the personality of the teacher. Consider briefly the above statement bringing out clearly the essential characteristic of a good teacher.

Or

□ Discuss the various functions and responsibilities of the teacher.

Or

□ What roles can be played by the teachers to make their school success?

Or

□ A teacher is of paramount importance in any system of education.

Ans. An ideal teacher should possess the following qualities :

1. **Character :** The teacher should have the ideal character. This character has the magnetic touch in it. It transcends the qualities in the pupil and makes them feel like acquiring those qualities. It has been rightly said, "The teacher always on exhibition and scores of eyes are constantly watering him in the school, on the road, in the market, everywhere." The teacher has to have an ideal character to leave a lasting impact on his pupils.

2. **Proper Equipped :** Before a person is asked to take up the teaching, he should be properly equipped for it. This equipment can be achieved by two things (a) Knowledge of Psychology and (b) Training.

(a) **Knowledge of Psychology :** Only those persons who have the real knowledge of psychology, especially the child psychology should be retained in the profession of teaching. The Mudaliar Commission on Secondary Education Remarked, "Any method good or bad, links up the teacher and his pupils into an organic relationship with constant mutual interaction, it reacts not only on the minds of the students, but on their entire personality, their standard of work and judgements, their intellectual and emotional equipments, their attitudes and values. Good methods which are psychological and socially sound may raise the quality of their life and bad methods may debase it."

(b) **Training :** It is very necessary for the teacher to be trained. Today, education is child-centered. He should know educational psychology, method of teaching, school organization, training of first aid and hygiene etc. In order to achieve the knowledge of all these things, he should be trained. The teacher may also be asked to go for in-service training. There should also be arrangement for refresher courses. All these things will help the teacher to keep himself up-to-date.

3. **Interest in Work** : Only those persons should be allowed to enter teaching profession who have interest in work. To-day the tragedy of Indian education is that many of the persons in this profession are such who cannot find job elsewhere, they did not come to this profession because they were really interested in it. If a teacher is interested in this job, he should equip himself thoroughly and become up-to-date in this matter. Prof. Humayan Kabir rightly said, "You cannot pour out of your vessel except that you have put into it and if a teacher is poor and shallow from within, if there is no sparking within him, he cannot quicken the mind.....".

4. **Dynamic Personality** : The teacher should have a very dynamic personality, it should be combination of the various traits that can make the educational program a success.

5. **Vitality** : The teacher should have vitality in him. If he has vitality, only then he shall be able to infuse zeal and enthusiasm in his pupils.

6. **Emotional Stability** : The teacher should have control over his emotions. He should have emotional balance also. He should not get irritated or decided easily. In the interest of the emotional development of the children, he should be able to control his emotions.

7. **Appearances and Dress** : The teacher should have a presentable appearance. He should put on neat and clean cloth. He should be properly dressed. The dress should be sober and simple.

8. **Intelligence** : There is a vital relationship between efficient teaching and intelligence. A person who has a higher I.Q, is able to prove himself to be a successful teacher. It is believed that the I.Q. of the teacher should be at least 100-110.

9. **Humour and Seriousness** : The teacher should be blessing of seriousness and humour. He should be able to generate humour in the class, as and when required. On the other hand, he should not let the situation slip out of his hands.

10. **Sympathy and Wisdom** : Sympathy is the life blood of the teaching. Unless the teacher behaves with his student in a sympathetic manner, he shall not be able to solve their problem. Wisdom is also required in a teacher. The teacher should be able to discuss and distinguish between right and wrong. He should be able to use his intelligence in the way it is required.

11. **Optimism and Enthusiasm** : The teacher should be optimistic and enthusiastic in his job. He should always be hopeful of achieving success and take up his job with zeal.

12. **Qualities of Leadership** : The teacher has to lead the students as well as other members of the society. Leadership requires combination of various elements. Unless the teacher has all these elements in his personality, it shall not be possible for him to make an impact on his pupil. Dr. Ballard has laid a good deal of stress on this. He writes, "The teacher of future will be less concerned with impressing his personality on his pupils than with gaining as much as he can into the personality of his pupils and to find in each of them, the lamp that illuminates and the spring motivates."

13. **Impartiality** : The teacher should be impartial fair and just in his behaviour with his students and the members of the society.

14. **Good Voice** : The voice of the teacher should be articulate. This expression should be clear. This pronunciation and intonation should be good.

15. **Thorough Knowledge of the Subject and Thirst for Knowledge** : The teacher should be master of his subject. He should know what he has to teach, whom he has to teach and when he has to teach. Really speaking, he should have

the habit to study as well. It has been aptly remarked, "An incompetent doctor is dangerous for physical welfare of the patient, and an incompetent teacher is much more dangerous to nation since he not only maims and injures the mind of the children but also stunts their growth and cramps their very soul."

16. **Professional Loyalty** : A person, who comes to join the teaching profession should be loyal to it. Mark Pattinson has rightly said, "The first condition of a good teacher is that he should be a teacher and nothing else that shall be trained as a teacher and not brought up to serve others professions."

17. **Patience and Tolerance** : Teacher has to face the problem of the students. He has to solve them as well. The teacher should not get agitated when he is placed in a difficult situation. This can be done only if the teacher has the patience and tolerance.

18. **Punctuality** : Punctuality is the greatest requisite of good education. The teacher should be punctual in coming to the class and doing other things that the students see.

19. **Patriotism** : The teacher should have love for his motherland. If he has this quality, he shall be able to generate it into his pupils.

20. **Original and Critical Outlook** : Teacher should be original in his thinking. He should try to apply his own brain to the various problems of education. He should also try to examine the text books and curriculum that he is expected to teach.

21. **Self Confidence and Self Criticism** : The teacher should have self confidence in him. He should be confident of his capacity to solve the problems that he may face. A scholar has rightly remarked, "Self-analysis of the part of the teacher is his initiation into the profession and should be regarded as a necessary equipment of a teacher. Analysis of himself will do two things for the teachers. It will reveal certain personal fault that must go if children are to be properly handled."

22. **Respect for the Personality of the Children** : The teacher should have respect for the personality of the children. If the children are to be developed physically, intellectually, morally and spiritually, their personality has to be respected.

23. **Secular Outlook** : The teacher should have secular outlook. He should not distinguish the students on the basis of religion. He should have respect, creeds, faiths and religions. He should be narrow minded and sectarian.

24. **Friendly Attitude towards the Students** : The teacher should have a friendly attitude towards his students. He should try to guide them in a large and sympathetic manner.

25. **Social qualities** : Teacher should have certain social qualities as well. He should have to come in contact with the society and try to do away with their defects. He should have social wisdom, power of decision, etc; in him.

26. **Feeling of Cooperation** : School is a place where education is carried on with the co-operative efforts of the students and the teacher. Hence, the teacher should be willing to seek co-operation from the students as well. Today cooperation is all the more necessary.

be largely overcome.

RESERVATION AS AN EGALITARIAN POLICY

- What is the meaning of equality or reservation in education? Why is it needed in India? Give four suggestions for achieving equality in education.

Ans. We are living in the age of democracy, socialism, secularism and humanism. More and more concern is being felt for the liberation, uplift, welfare and all round development of the socially, culturally and economically deprived members of the society in various countries. It is because education is the most important agency of social change; mobility and modernization. In the same meaning reservation is a equality or right to everyone who is residing in free India in every field of life which is given by Indian Constitution.

So, by socially, culturally and economically deprived members of society we mean those people in a society who are unable to attain satisfactory social, cultural and economic status. Equality implies that from the national view point and from the view point of the nation and the law, each one of the citizen is equal to another. Hence the value of equality implies that every individual must be given equal opportunity to develop his innate abilities and talents.

No one should be stopped from "going up the ladder" except if he himself lacks ability to go up. There should be no discrimination between one individual and another on any ground what so ever :

1. The state must not discriminate between citizens on the basis of religion, race, caste, sex, place of birth.
2. Everyone must be equal before the law.
3. There must be no discrimination on the basis of religion, caste or creed in the use of public places.
4. Untouchability must be completely eradicated.
5. Everyone must have equality in respect of fundamental rights, right to contest elections etc.
6. Every religion must be treated as equal.
7. From the religious point of view every citizen must have the right to practise and prefer his own religion. Those who must be given special facilities for this purpose include : (i) Scheduled castes, scheduled tribes, backward castes and classes and (ii) women and children, Article 14 to 18 make provisions by which this aspiration can be fulfilled.

So we can say that equality means freedom from bias or impartial treatment. Impartiality is implied in equality because equality is not possible without equity. Equity is supplementary to equality.

- Write a short note on Educational and fundamental Rights with reference to Article 14, 15, 16 and 30

Ans. The constitution of India has guaranteed certain fundamental rights to every citizen of India. If any one feels deprived of these rights, he can approach to the High court and the Supreme court for justice. The provision of these rights in the constitution acts as a check on arbitrary action on the part of those in authority. If the courts think that a citizen's fundamental rights are being violated, the courts can give order even to the central or state Government. Articles 14 to 30 of the Indian constitution deal with the fundamental rights of the Indian citizen. The fundamental rights related to education are as given below :

(a) **Article 14–Equality before Law :** Article 14 of the constitution provides– "The state shall not deny to any person equality before law or the equal protection of the laws within the territory of India."

(b) **Article 15: Prohibition of discrimination on ground of religion, race, caste, sex or place of birth :** This article states that :

1. The state shall not discriminate any citizen on grounds of religion race, caste, sex or place of birth.
2. No citizen shall be subject to any disability, restriction or condition with regard to use of schools, colleges, walls, shops, public places, roads etc.
3. Nothing in this article prevent the state from making special provisions for women and children.
4. Special provisions for the advancement of any socially and educationally

backward classes or for the scheduled castes and the scheduled tribes can be made by the state.

(c) **Article 16–Equality of Opportunity in Matters of Public Employment :** Article 16 of the constitution provides–

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 of religion, race, caste, sex, descent, place of birth or any them, be ineligible for any office under the state.

(d) **Article 2–Freedom to Attendance at Religious Instruction :** This article states that :

1. No religious instruction shall be provided in any educational institution wholly maintained by the state funds.
2. 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 imparted in such institution or to attend any religious worship that may be conducted there.
3. It shall not apply to the educational institution which is administered by the state but has been established under any trust which requires that religious instruction shall be imparted in such institution.

(e) **Article 29–Protection of Interest of Minorities :** Article 29 of the Constitution states that :

1. No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on ground of caste, religion, language or any of them.
2. Any citizen residing in the territory of India having a distinct language of culture shall have the right to converse in the same language.

(f) **Article 30–Right to Minorities to Establish and Administer Educational Institutions :** This article states that :

1. All minorities, whether based on religion or language shall have the right to establish and administer educational institutions of their choice.
2. The state shall not discriminate against any educational institution in granting aids to them on the ground that it is under the management of a minority, based on religion or language.

The right conferred under Article 30 has been summarised by the supreme court as under :

(i) The right of minorities to establish and administer educational institutions of their choice comprises :

- (a) To choose its own governing body;
- (b) To appoint teaching and non-teaching staff;
- (c) To admit eligible students of their choice;
- (d) To use its properties and assets for the benefit of the institution.

(ii) The right conferred on minorities under Article 30 is only to ensure equality which the minority and not intended to place the minorities in a more advantageous position vis-a-vis the majority.

(iii) The right to establish and administer educational institutions is not absolute. Nor does it include right to administer. There can be regulatory measures for ensuring educational character and standards and maintaining academic excellence.