

F-1.4

EDUCATION IN CONTEMPORARY INDIA

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Unit-I
INDIAN CONSTITUTION AND EDUCATION

EDUCATIONAL PROVISIONS IN THE CONSTITUTION OF INDIA

A study of constitutional provisions regarding education in India become an excellent piece of study. Constitutional provisions have exercised a direct as well as indirect bearing on education at different stages and in different aspects. This study, though in brief will enable the readers to comprehend the real nature of Indian education. This will also enlighten us as to how through education can be realize what that constitution guarantees us.

THE PERMEABLE OF OUR CONSTITUTION

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

Justice: Social, economic and political.

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

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

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

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

There are three lists in Indian constitutions:-

List-I (Union List): Central Govt. is responsible for all provisions including in this list.

List-II (State List): State Govt. is responsible.

List-III (Concurrent List): Both the centre and the state are responsible.

42nd AMENDMENT

Education remained a state subject from 1921 to 1976 (Dec.), under the direct control of the State Education Minister. But on account of the 42nd Amendment Act of the constitution the situation had been changed.

42nd Amendment Bill was finally passed by the parliament. It received President's assent on December 18, 1976. According to this Amendment, education was included in the concurrent list and central and State Govt. became partners in it.

CONSTITUTIONAL PROVISIONS REGARDING EDUCATION

The various constitutional provisions regarding education in India are in accordance with our political, economic, social and cultural needs. These provisions aim at fulfilling the aspirations of the people through the medium of education. They have served as ideals to be achieved and the basis for various educational developments in our country after independence.

The constitution of India provides for the following main areas of education in the country.

Sr. No.	Article	Provision
1.	Article 45	Free and compulsory education for children upto the age of 14 years.
2.	Article 46	Education of weaker sections of the people.

3.	Article 30	Right of minorities to establish and administer educational institutions.
4.	Article 350-A	Instruction in mother tongue at the primary stage of education.
5.	Article 350-B	Appointment of a special officer for linguistic minorities.
6.	Article 351	Promotion of Hindi
7.	Article 25	Religious education and religious worship in educational institutions.
8.	Article 28	Freedom as to attendance at religious instruction.
9.	Article 15(1) (3), 16(1)	Education of women
10.	List I, II & III including 42 nd Amendment	Educational functions of state and central government.

- Article 45:** Free and compulsory primary education.

Background

Compulsory primary education act was passed in England in 1870. Baroda, a tiny state in India, introduced compulsory primary education in 1906. Mr. Gopal Krishan Gokhale was a member of Imperial Legislature and moved a resolution in the council in 1910 urging the Govt. to make elementary education free and compulsory throughout the country.

The constitutional provision for the universalisation of primary education in our country was to be fulfilled by 1960, but in spite of unprecedented expansion in the field of primary education, universalisation of primary education remained an unfinished task due to

- Lack of financial resources.
- Explosion of student population.
- Non co-operation and poverty of parents
- Resistance to the education of girls
- Small and scattered habitations
- Existence of backward groups
- Absence of suitable machinery for compulsory attendance
- Wide gap between expansion in the states
- Low priority to primary education
- Wastage and stagnation

In recent years, the programme of universalization of elementary education has been accorded the highest priority to fulfil the constitutional directive.

Various centrally sponsored schemes in the elementary education sector have been initiated to supplement the effort of states for achieving this target.

Some steps have been taken by the central and state govt. are –

- (i) ‘Operation Blackboard’ was started in 1986-87 to provide every primary school in the country with an acceptable level of physical facilities.
- (ii) Large scale funds have been allocated for spreading primary education.
- (iii) Non-formal education programme has been revised to give education comparable to that of schools on a part-time basis to children who cannot join the formal system, including working children, school dropouts etc.

- (iv) Free books, free mid-day meals are provided to needy children.
- (v) Grades of primary school teachers have been revised.

2. Article 46: Education of weaker sections of people.

Provision: Article 46 of the constitution provides that the federal govt. is responsible for the economic and the educational development of the scheduled castes and scheduled tribes.

The state govt. are encouraging the weaker sections of the society, particularly scheduled castes and scheduled tribes, to get education by providing them different facilities. Some states are giving facilities to economically backward people:

For e.g. The Punjab Govt. extends full fee concession to those students whose points income is less than 2000 rupees.

- Under the NPE (1986), the following measures have been suggested to be taken –
 - (a) Incentive to families to send their children to school regularly till they reach the age of 14 years.
 - (b) Pre-matric scholarship scheme for children of families engaged in occupation and to cover them through time-bound programme.
 - (c) Special steps to provide non-formal education for the drop-outs.
 - (d) Recruitment of teachers from S.C. section of the population.
 - (e) Location of school buildings, balwari centres in such a way as to facilitate full participation of SC.

3. Article 30: Right of minorities to establish and administer educational institutions –

This provision in the constitution ensure the minorities that their special interests are safe under the constitution. It should be kept in mind that minority is recognized not only on the basis of religion but also on language, script and culture.

Secondary education commission as well as Indian Education Commission observed that some of schools maintained by minorities promote unhealthy trends like disruptive tendencies and caste loyalties. Under the constitution private schools have right to exist. Indian Education Commission wants an effective control over these institutions in the interests of quality of education and national integration.

4. Article 350-A: Instruction in mother-tongue at the primary stage.

The article relates to facilities for instruction in mother tongue at the primary stage. It lays down –

“It shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups and the president may issue such directions to any state as he considers necessary or proper for securing the provision of such facilities.”

5. Article 350-B: Appointment of a special officer for linguistic minorities.

Article 350-B provides for the appointment of a social officer for linguistic minorities with the object of investigating into all matters relating to safeguards provided for linguistic minorities under the constitution.

6. Article 351: Spread of Hindi or Promotion of Hindi.

For the development of Hindi (National language), the Ministry of Education under the Union Govt. took up the following tasks:-

- (a) Production of popular literature in Hindi.
- (b) Preparation of encyclopaedia.
- (c) Publication of revised editions of standard Hindi works.
- (d) Designation of key boards for Hindi type writers.
- (e) Scholarships are given for the study of Hindi.
- (f) Facilities have been provided to Central and State Govt. employees to learn Hindi.

7. Article 25: Right to propagate religion

Article 25(i) of the constitution “guarantees of the citizen a right to freedom of conscience and the right to profess, practice and propagate religion.”

8. Article 28: Freedom as to attendance at religious instruction.

Article 28 relates to “Freedom as to attendance at religious instruction or religious worship in certain educational institutions.”

This article does not say any thing about private institutions. It only mentions:-

- 1) Institutions wholly maintained out of state funds.
- 2) Institutions recognized by the state.
- 3) Institutions receiving aid out of state funds.
- 4) Institutions that are administered by the state but are established under any endowment or trust which requires religious instruction can be provided.

9. Article 15(1)(3) 16(1): Education of women.

Provision: Regarding education of women, Art 15(3) of the constitution empowers the state to make any special provision for women and this includes their education also. Art 15(1) provides that “the state shall not discriminate against any citizen on grounds only of sex.”

There has been phenomenal development in the education of women after independence. Special programmes have been launched to promote education among girls and bridge the gap between their education and that of the boys.

I.E.C. has observed that the problem of fulfilling the constitutional directive regarding the provision of primary education, to all children till they complete the age of 14 years, is essentially the problems of education of girls.

Many State Govt. provide special facilities for the education of girls in schools, in the form of free studentships. Some universities provide special grants for women colleges especially rural women colleges.

These special facilities are provided keeping in view the neglect of women education in the past.

10. List I, II, III & 42nd Amendment: ‘Educational functions of central and state govt.’

The constitution clearly provides for the educational functions of Govt. at various levels. Our constitution, being a federal one, divides powers in centre and state and describes some powers concurrent. These are 3 lists:-

List I (union list): Over the items in List-1, centre has the power to legislate. It includes items which are of great interest to the nation.

List II (state list): Over the items in List-II state has the power to legislate. List II includes items of local interest.

List III (concurrent list): Over the items in List-III, centre and state both can legislate. List-III includes items which concern both centre and the states.

Before 42nd amendment, education is a state subject, but after 42nd amendment, education was included in concurrent list.

Some of the important functions of the state are as under:-

- 1) Providing elementary education.
- 2) Providing secondary and higher education.
- 3) Controlling the activities of the universities.
- 4) Providing adult and social education.
- 5) Providing financial assistant.
- 6) Providing the curriculum and syllabus.
- 7) Holding examination.

Educational provisions in List-I, II and III are as under:-

S. No.	Provision	List
1.	Institution for National Important (Aligarh Muslim University, Delhi University, Banaras Hindu University)	List-I (entry-63)
2.	Institution for scientific and technical education.	List-I (entry-64)
3.	Various institutions controlled by the states.	List-II (entry-12)

4.	Vocational and technical training of labour.	List-III (entry-25)
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Check your Progress-1

Write short notes on –

- (a) Article 45 of the Indian Constitution
- (b) Article 46
- (c) 42nd Amendment
- (d) Article 15(1)(3) 16(1)

CONCLUSION

So all above articles, provisions are the items relating to education, made in the constitution of free India. The efforts made by the Govt. to promote universal primary education, education of minorities, education of weaker sections of the society etc.

It is easy to understand centre-state relationship regarding educational functions in free India.

2.7 Chapter End Exercise

Explain the educational provisions enshrined in the constitution of India. To what extent these provisions are being implemented in true sense?

Enumerate the provisions that have been made in Indian constitution for education. Why in spite of efforts made during the preceding three decades it has not been possible to implement these provisions?

Fundamental Rights and Duties

Fundamental Rights fulfil some basic and essential conditions of good life for human progress. These are fundamental in the sense that in the absence of these rights citizens cannot develop their personality and their own self. These rights are not the same as ordinary rights of citizen. Fundamental Rights are enshrined in the Constitution. These are Constitutionally protected and guaranteed to the citizens while ordinary rights are protected by the ordinary law of the country. Fundamental Rights are inviolable in ordinary situation. Only under reasonable circumstances, these rights are suspended temporarily. Right to Life, Freedom of Speech and Expression, Right to Equality, Right to Religion, Right to Personal Liberty, Right to Education are some important Fundamental Rights of Indian citizen. Every state incorporates these Fundamental Rights in their own Constitution and citizens can enjoy them. If anybody's Fundamental Rights are violated by force he or she can go to the court seeking legal assistance. Democratic countries like India, Japan, France, Switzerland and many other countries individuals without which democracy becomes meaningless. The Constitution of India has embodied a number of Fundamental Rights in Part III. Citizens can enjoy these rights within some definite limitations.

Features of Fundamental Rights are as follows:

- Fundamental Rights are an indispensable part of our Constitution. Twenty-four articles are enjoined with these Fundamental Rights. Parliament can amend Fundamental Rights by a special procedure.
- Fundamental Rights are only for Indian citizens. No alien is permitted to enjoy these rights except right to life, liberty and personal property.

- Fundamental Rights are not absolute. Therefore within some reasonable restrictions citizens can enjoy them. Fundamental Rights without prescribed conditions may disrupt public order.
- Fundamental Rights are suspend able during the time of emergency and rights of the citizen are curtailed temporarily except right to life and personal liberty (article-20-21)
- Fundamental Rights are justifiable also. A citizen can go to the court for enforcement of his Fundamental Rights if some one violates them. Under Article 32 and Article 226 of the Indian Constitution, a citizen can approach the Supreme Court and High Court respectively in this regard.
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- Fundamental Rights are amendable also. Parliament can amend these rights by a special procedure.
- Some Fundamental Rights are positive while some others are negative in nature.
- Fundamental Rights aim at restoring collective interest along with individual interest.
- Fundamental Rights are superior to ordinary law of the land. They are conferred a special sanctity.
- Some Fundamental Rights are limited to citizens only, such as freedom of speech, assembly, and cultural and educational rights, but other rights like equality before the law, religious freedom etc are available to both citizens and aliens

- Some provisions of Chapter-III of the Indian Constitution are of the nature of prohibitions and place Constitutional limitations on the authority of the state. For instance, no authority of the state can deny to any person equality before the law or the equal protection of the laws.

Types of Fundamental Rights

The six categories of Fundamental Rights are discussed below:

- **I. RIGHT TO EQUALITY** ((Article 14 – Article 18): It implies equality before the law and equal protection of the laws within the territory of India. No man is above the law of the land. Every person is subject to the ordinary law and amenable to the jurisdiction of the ordinary tribunals. Any discrimination is prohibited and equality of opportunity in matters of public employment under the state is ensured. There is no distinction between officials and private citizen and no discrimination on the basis of caste, creed, religion, sex etc . But right to equality does not mean absolute equality or universal application . Some exceptions are allowed by the Indian Constitution and these limitations are as follows :
 - the President or the Governor of a state shall not be answerable to any court for the power exercised or act done by him .
 - no criminal proceeding shall be instituted against the President or the Governor during term of office
 - exemption from taxes to certain classes of property
 - imposition of taxes upon different trades and professions
 - making special provisions for women and child
 - making special provisions for advancement of any socially, economically and educationally backward classes like SCs and STs

including special employment opportunities, which is called protective discrimination.

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II. RIGHT TO FREEDOM (Article 19 – Article 22): This right is the most significant and important for the citizens. This right confers some positive rights to promote the ideal of liberty. Article-19 is the most important which guaranteed six freedom to all citizens .

These are – 19 (1) All citizens shall have the right-

- (a) to freedom of speech and expression ;
- (b) to assemble peacefully and without arms ;
- (c) to form associations or unions ;
- (d) to move freely throughout the territory of India ;
- (e) to reside and settle in any part of the territory of India ; and
- (g) to practice any profession , or to carry on any occupation, trade or business

Article 20 and 21 guarantee the right to life, dignity and status. Under Article 20, no person accused of any offence shall be compelled to be a witness against himself. Similarly, under Article 21, no person shall be deprived of his life or personal liberty except according to the procedure established by law. Article 22 provides some safeguards against arbitrary arrest and detention.

Like the Right to Equality, Right to Freedom is not absolute. The state can impose reasonable restrictions upon these rights incorporated in Article-19 to maintain a balance between individual liberty and social control. When a proclamation of emergency is made under Article 352, provisions of Article-19 itself remain suspended (Art. 358)

III. RIGHT AGAINST EXPLOITATION (Article 23 – Article 24):

Indian Constitution recognizes dignity of the individual against any form

of exploitation either by the state or by the privileged section of the society. Therefore, Right against exploitation prohibited traffic in human beings and forced labour and employment of child in factories, mines or in any other 'hazardous employment'. No child below the age of fourteen years shall be employed to work in any factory or mines or engaged in any other hazardous employment (Article 24)

The provisions of Article 23 and Article 24 are absolute and the state is firm on restoration of dignity and status of the individual against any immoral purposes.

- **IV. RIGHT TO RELIGION** (Article 25- Article 28): Indian Constitution has adopted secular ideology and declared India as a secular state, which observes an attitude of neutrality and impartiality towards all religions. There is no state religion in India. The state will neither establish a religion of its own nor confer any special patronage upon any particular religion. Every person is guaranteed the freedom of conscience and freedom to profess, practice and propagate his own religion subject to public order, morality and health. Every religious group has been given the freedom to manage religious affairs, own and acquire movable and immovable property and administer such property in accordance with law. Right to religion is also subject to certain limitations. The state has the right and duty to intervene if any religious activity creates public disorder, immorality and so on.

- **V. RIGHT TO CULTURE AND EDUCATION** (Article 29 – Article 30):

The Constitution of India guarantees cultural and educational rights for all sections of people irrespective of their religious, racial and cultural diversities. These rights are non-political in real sense. To reserve religious and cultural interest of each community, the Constitution of

India incorporated these cultural and educational rights under Article 29 and Article 30. Article 29 guarantees to every minority or section of the people to preserve its language, script and culture notwithstanding the provisions of Article-343 under which the official language of the union shall Hindi in Devanagari script. The state shall not impose upon any minority group any culture other than the community's own culture Article 29(1). Clause (2) of Article 29 provides that no citizen may be denied admission to State and State aided educational institutions on the grounds only of religion, race, caste or language. Article 30 provides that all communities shall have the right to establish and administer educational Institutions of its choice and the state shall not discriminate against them in making grants on grounds of religion, race or language. There is implicit in the right conferred by Article 30 (1), the right to impart instruction in their own institutions to the children of their own community in their own language.

- This right has also some limitations. The State can regulate its affairs in the interest of efficiency of instruction, discipline, morality and public order.
- **VI. RIGHT TO CONSTITUTIONAL REMEDIES** (Article 32): A right without remedy is a meaningless formality. Indian Constitution enumerates various rights to its citizen and in order to make these rights effective, it includes some means or remedies in the form of the Right to Constitutional Remedies under Article 32. Article 32 guarantees to every citizen the right to move the Supreme Court or High Courts for enforcement of Fundamental Rights by Constitutional means. Both the Supreme Court under Article 32 and the High Courts under Article 226 can issue necessary writs for the purpose. When a citizen feels that his Fundamental Rights have been violated, he can move the court for

redressal. The Supreme Court under Article 32, Section 2) and High court under Article 226 may issue to safeguard the Fundamental Rights in the nature of habeas corpus, mandamus, prohibition, quo-warranto and certiorari. These are some instruments and means to make Fundamental Rights more effective. The courts have the power to enforce Fundamental Rights by issuing these writs against any authority of the State. The Indian Constitution lays down that any act of the executive or of the legislature which violates Fundamental Rights shall be void and the courts are empowered to declare it as void (Art. 13). Thus, the Constitution of India has made the judiciary as “the protector and guarantor of Fundamental Rights”. On the other hand, this Constitutional right is the “heart and soul” of the Constitution as it can only make Fundamental Rights effective.

However the right to move the court for protection of Fundamental Rights may be suspended during an emergency except those rights provided by Article 20 and Article 21.

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

1. to abide by the constitution and respect its ideal and institutions;
2. to cherish and follow the noble ideals which inspired our national struggle for freedom;
3. to uphold and protect the sovereignty, unity and integrity of India;
4. to defend the country and render national service when called upon to do so;

5. to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional diversities, to renounce practices derogatory to the dignity of women;
6. to value and preserve the rich heritage of our composite culture;
7. to protect and improve the natural environment including forests, lakes, rivers, and wild-life and to have compassion for living creatures;
8. to develop the scientific temper, humanism and the spirit of inquiry and reform;
9. to safeguard public property and to abjure violence;
10. to strive towards excellence in all spheres of individual and collective activity, so that the nation constantly rises to higher levels of endeavor and achievement.

b) Meaning of Diversity, inequality and Marginalization (Economic, Social, Religious, Language) in society in implication for education

Social diversity

Social diversity is all of the ways that people within a single culture are set apart from each other. Elements of social diversity can include ethnicity, lifestyle, religion, language, tastes and preferences.

Diversity: Indian Context

India is a large country with different geopolitical conditions in different parts of the country. This has brought differences in social evolution of the groups living in different parts of the country. Apart from the geo-political diversity, interactions with foreigners due to invasions, trade and missionary activities have also led to foreign influences and social groups coming to India. All these have impacted the Indian society in one way or the other. A large number of

foreign invader communities like the Greeks, Kushans, Sakas and Hunas settled in India and were in due course assimilated in Hinduism, while retained some of their characteristics and hence formed different social groups. Muslims maintained their separate religious identity but adapted themselves to Indian conditions creating yet another category of social groups. Presently, Indian society is highly diverse. Almost every major religion is represented in India. Institution of caste has added one more dimension to the diversity and every geographical region has developed its own language and culture. Some of the traits of diversity are as under:

Caste Diversity

Caste is the most important social concept in the Indian society. It has continued since thousands of years and has not confined itself to Hinduism and has percolated itself to other more egalitarian religions like Islam, Christianity and Sikhism. We can find castes among the Muslim, Christian, Sikh as well as other communities. Muslims are divided into classes of Ashraf and Ajlaf. Ashraf are in turn divided into Shaikh, Saiyed, Mughal, Pathan while Ajlaf consist of various other castes like teli (oil pressure), dhobi (washerman), darjee (tailor), etc. among the Muslim. Similarly, caste consciousness among the Christian in India is not unknown. Since a vast majority of Christians in India are converted from Hindu fold, the converts have carried the caste system into Christianity. Among the Sikh again we can hear of a number of castes including Jat Sikh and Majahabi Sikh. Caste system is a closed system. Entry in a caste is only through birth in the system while exit is impossible. The system is discriminatory as it allows certain privileges to the high castes while the lower castes face disabilities. It is maintained by enforcing the notions of pollution and purity which are enforced through elaborate rules governing touch, dining and marriage.

Caste as a regional reality can be seen in the different patterns of caste-ranking, customs and behaviors, marriage rules and caste dominance found in various parts of India. Caste structure and kinship; caste structure and occupation; and caste structure and power are three important aspects which are discussed as under:

Tribe

Tribes have been defined as a group of indigenous people with shallow history, having common name, language and territory, tied by strong kinship bonds, practicing endogamy, having distinct customs, rituals and beliefs, simple social rank and political organization, common ownership of resources and technology. However, in India many of these characteristics are shared by castes. This raises the problem as to how to distinguish them from castes. There have been other conceptual attempts to define tribes. They have been considered as a stage in the social and cultural evolution. Some others have considered that the production and consumption among the tribes are household based and unlike peasants they are not part of a wider economic, political and social network. Bailey (1960) has suggested that the only solution to the problem of definition of tribes in India is to conceive of a continuum of which at one end are tribes and at the other are castes. The tribes have segmentary, egalitarian system and are not mutually inter-dependent, as are castes in a system of organic solidarity. They have direct access to land and no intermediary is involved between them and land.

Geographically, the tribes are concentrated in five regions namely, Himalayan region (with tribes like the Gaddi, the Jaunsari, the Naga etc.), Middle India (with tribes like the Munda, the Santal etc.), Western India (with tribes like the Bhil, the Grasia), South Indian Region (with tribes like the Toda, the Chenchu

etc.) and the Islands Region (with tribes like the Onge in Bay of Bengal, the Minicoyans in Arabian Sea).

On the basis of racial features, Guha (1935) considers that they belong to the following three races.

1. The Proto-Australoids-They are characterised by dark skin colour, sunken nose and lower forehead. These features are found among the Gond (Madhya Pradesh), the Munda (Chotanagpur), the Ho (Bihar) etc.
2. The Mongoloids-This group is characterised by light skin colour; head and face are broad; the nose bridge is very low and their eyes are slanting with a fold on the upper eye lid. These features are found among the Bhotiya (Central Himalayas), the Wanchu (Arunachal Pradesh), the Naga (Nagaland), the Khasi (Meghalaya), etc.
3. The Negrito-This group is characterised by dark skin colour (tending to look like blue), round head, broad nose and frizzle hair. These features are found among the Kadar (Kerala), the Onge (Little Andaman), the Jarwa (Andaman Islands), etc.

Religion

India is a land of multiple religions. Almost all of the major religions of the world have their presence in the country. Hinduism is the dominant religion of India, followed by Islam, Christianity, Sikhism, Buddhism and Jainism. The religions with lesser following are Judaism, Zoroastrianism and Bahaim. However these are not the only religions

Religion	Percentage
All religious communities	100.0
Hindus	80.5
Muslims	13.4
Christians	2.3
Sikhs	1.9
Buddhists	0.8
Jains	0.4
Others	0.6
Religion not stated	0.1

Language

Like all other aspects India has linguistic diversity. Although, Hindi is the official language of the country the Constitution recognizes 22 languages. These are Assamese, Bengali, Bodo, Dogri, Gujarati, Hindi, Kannada, Kashmiri, Konkani, Maithili, Malayalam, Manipuri, Marathi, Nepali, Odia, Punjabi,

Sanskrit, Santhali, Sindhi, Tamil, Telugu and Urdu. However, number of languages is much higher and Census,2001 recognized 122 languages belonging to five families of Indo-European, Dravidian, Austro-Asiatic, Tibeto-Burmese and Semito-Hamitic.

As per Census, 2001, strength of the speakers of the 22 scheduled languages is as under.

RANKING OF SCHEDULED LANGUAGES IN DESCENDING ORDER OF SPEAKER'S STRENGTH- 2001

S. No	Language	% age of population
1	Hindi	41.03
2	Bengali	8.11
3	Telugu	7.19
4	Marathi	6.99
5	Tamil	5.91
6	Urdu	5.01

7	Gujarati	4.48
8	Kannada	3.69
9	Malayalam	3.21
10	Oriya	3.21
11	Punjabi	2.83
12	Assamese	1.28
13	Maithili	1.18
14	Santali	0.63
15	Kashmiri	0.54
16	Nepali	0.28
17	Sindhi	0.25
18	Konkani	0.24
19	Dogri	0.22

20	Manipuri	0.14
21	Bodo	0.13
22	Sanskrit	0.00

Apart from this there are thousands of dialects which are spoken in the country. For example, Hindi which is spoken in a number of states has various dialects in use in various areas of the country, like Awadhi in eastern U.P. and Brij in another area of the same state. These languages have developed and are concentrated in particular geographical areas and play crucial roles in framing regional identities. There have been successful movements for creation of states on linguistic basis and Andhra Pradesh was the first state to be organized on this basis. Presently, Telugu speaking people of Andhra Pradesh, concentrated in the Terengganu region are demanding a separate state.

c) Impact of Liberalization, Privatization, Globalization and stratification on school education in India.

Impact of Liberalization on school education in India.

Liberalization refers to relaxing certain reforms and policies in India. These reforms can be termed as relaxation of previous government's restrictions usually in areas of social or economic policy. Usually the term is used in reference to Economic Liberalization. Though India is Economically Liberal,

the Education System is not Liberal. There are many reasons, one of them is that the national education industry does not want competitiveness and Government does not want to give away its control. The higher education system in India suffers from lack of autonomy and burden of affiliation. It is characterized by extreme rigidity and lack of flexibility. The real weakness of the higher education is in the structure itself, and there is a need for introspection and reflection. Also the public mind-set is for short cut and easy going. Our policy in terms of education is focussed more on only expanding the system with no focus on for quality education. One of the basic problem today is the inability of the university system to provide higher education to all who aspire for it. Also there is no political commitment of public funds. Lack of research oriented education devalues the quality of education to a large extent. There are very few institutes and companies that really carry out research work which is useful for the masses. According to a study, India ranks 25th in the world when it comes to quality of research and the scientific impact. With a country with an academic system comprising of about 2.5 million graduates each year, this statistic indicates a clear inability for the system to sustain itself. India's literacy rate of around 60 percent places it in the company of countries such as Uganda, Rwanda, Malawi, Sudan, Burundi and Ghana. Broadly speaking, India accounts for 50 percent of the world's illiterates even though India accounts for around 17 percent of the world's population.

Education Policy (2009) in India with regard to Liberalisation

According to the Article 25 of the Companies Registration Act educational institutes in India can be set up only by trusts, societies and charitable companies, but the profits cannot be taken out of the institution and have to be reinvested. However the government does not define and clarify rules for

foreign universities to set up campuses in India. Interested parties have been hesitant about moving forward until they are clear about the degree of regulation, funding, and other issues. Though foreign educational institutions are not permitted to offer degree certifications in India, the education department has allowed nearly 150 foreign institutes to offer courses with Indian varsities under an arrangement that, a part of the course will be done in India and the rest will be done abroad. Foreign universities have adequate experience and the required prerequisite to immediately begin training new future researchers and teachers and their disappointment is obvious.

But there is hope for foreign universities in the form of Foreign University Bill that is seemingly on the cards as of 2009. If the government ensures that no fraud takes and if it delimits the bureaucracy by placing only minimal restrictions on the incoming foreign universities, there is a chance for a vast improvement in quality of Indian higher education system which suffers from the government's neglect.

Positive Impact

Liberalisation will bring a constant stream of funding which will also facilitate a research-based career and make it a viable option for the future of Indian teachers and students.

It will expand the supply which is in shortage and the competition among educational institutions will ensure that they do not charge excessive premium for education. Increase in the supply of education will automatically result in the fall education expenditure.

The Indian economy which is majorly fuelled by the service industry, will get a boost with education sector becoming a large chunk of economic source.

Hundreds of thousands of Indian students study abroad at an annual estimated cost of around US\$ 1 billion and it can even stem the exodus of thousands of students who left the country to study abroad. This will save India immense capital.

Allowing corporates would ensure the development of better industry oriented graduates with specific skill sets.

Increased in educated population implies rapid developments in technology and communications. It also implies the shift of society from industrialization based towards an information based society.

Liberalisation offers students an option of studying close to home with the added benefit of a degree which will be valid worldwide. It also curbs brain drain which is also a nation's loss.

Negative Impact

The international higher education is largely an unregulated market. While no doubt that there are prestigious universities hoping to build links overseas, recruit top students to their home campuses and strengthen their brand abroad. But there is no dearth of mere sub-prime and low-end private institutions which are seeking to stave off bankruptcy through the export market and there are even a few respectable universities which have been forced by government funding

cutbacks to raise cash elsewhere.

Students and local institutions in developing countries are also similarly unregulated. At many times ill-informed and often naive. Students tend to avail such services without much information or understanding. A foreign label in degree is tempting enough to make them drop their wisdom. Uninformed or simply dubious institutions in developing countries may form partnerships with low-quality colleges and universities in India

There is also the risk of fake institutes which are looking to stuff their pockets whenever the opportunity arises.

Corruption is rampant in India. There is little left to the imagination as to what might be the outcome of such a policy in terms of bribes, false degrees, partial marking etc. There may be unforeseen outcomes which come to light only after the outcome occurs

Local institutes which have limited capital will not be able to survive, rendering many jobless. Even the reputed one's will face competition as their national certificates will be less valued as compared to the world recognised certificates.

UNIT-II

INDIAN EDUCATION SYSTEM: OVERVIEW AND ITS DEVELOPMENT

Secondary Education Commission 1952-1953

The Government of India set up, the Secondary Education Commission by Resolution dated 23rd September, 1952, under the Chairmanship of Dr. A. Lakshmanaswami Mudaliar, the Vice-Chancellor of the Madras University. Therefore this commission is also known as Mudaliar Commission. The Commission was inaugurated on 6th October, 1952. It submitted its Report on June 1953.

The Commission has made the following recommendations in regard to its aims of Secondary Education -

- 1. Development of democratic citizenship**

Since India has decided to make itself a democratic republic, the citizens have to be trained to uphold and practice the values of the democratic social order. This can be possible only when the qualities of discipline, tolerance, patriotism, co-operation, equal opportunities for thought, speech and writing, the essence of the world citizenship are inculcated and developed in the students. Secondary education, according to the Mudaliar Commission, should develop all these qualities in the students. Citizens with these qualities can grow into ideal - citizens capable of making Indian democracy a success. In short, the aim of secondary education should be to develop ideal democratic citizens in the country.

- 2. Improvement of Vocational efficiency :**

One of the urgent needs of the country is to increase the productive efficiency of its people and to increase the national income. For this,

education must aim at increasing the productivity or vocational efficiency of the young students. To achieve this goal, the Secondary Education Commission recommended for fostering the dignity of manual labour and for the promotion of technical skills for the advancement of industry and technology through secondary education. Therefore, secondary education is to be freed from purely theoretical education system and emphasis is to be placed on agricultural, technical, commercial and other practical courses.

3. Education for leadership :

Secondary education is a terminal point for majority of the students. Therefore, at the end of the school education, each pupil must be able to enter into various professions independently. “A special function of the secondary school, in the context, is to train persons who will be able to assume the responsibility of leadership - in social, political, industrial or cultural fields - in their own small groups of community or locality.”

4. Development of personality :

The secondary education must aim at the development of the personality of the students. It should be so organised that the creative energy in the students should find proper expression. They should also be trained to appreciate their cultural heritage and acquire constructive and valuable interest. They should also be trained to preserve and conserve their cultural heritage. An all-round development of the personality of the student is an essential aim of secondary education.

organizational pattern

Regarding the organizational pattern of secondary education, the Secondary Education Commission recommended that secondary education should be a complete stage by itself. This stage of education is most important for the students in their preparation for life. To raise the standard of school education the Commission proposed the following organizational pattern:

1. The duration of secondary education should be 7 years. It should cover the age of group of 11-17.
2. Under the new organizational structure secondary education should commence after 4 or 5 years of primary or junior basic education.
3. The middle or senior basic or lower secondary stage should cover a period of 3 years.
4. The higher secondary stage should cover 3 years.
5. The commission also suggested abolition of the present intermediate classes. The 12th class should be attached to the university and the 11th class should be added to the high school. Thus it pleaded for one year pre-university and 3 year degree courses.
6. The commission recommended that technical schools should be started in large number and central technical institutes should be established in large cities.
7. Multi-purpose schools should be established, which would provide terminal courses in technology, commerce, agriculture, fine arts and home sciences. The object of these institutions was to direct students

into different walks of life at the end of the secondary course and this will reduce the pressure upon university entrance.

Curriculum

The Commission has laid down the following different curriculum for these two stages in the secondary education.

1) Curriculum for the Middle Schools -

The Commission has recommended the inclusion of the following subjects.

- a) English.
- b) Social Studies.
- c) General Science.
- d) Mathematics.
- e) Art and Music.
- f) Craft.
- g) Physical Education.

2) The Curriculum for High and Higher Secondary Schools-

For this stage of education, the commission has suggested that there should be a diversified course.

- (a) Compulsory subjects or main subjects; and
- (b) Optional subjects.

A) Compulsory Subjects :

The Compulsory subjects shall include the following :

1. Mother tongue or regional language or composite course of the mother tongue and a classical language.
2. One other language to be chosen from among the following:
 - i) Hindi for those whose mother tongue is not Hindi.
 - ii) Elementary English (for those who have not studied English in the middle stage).
 - iii) Advanced English (for those who have studied English at the earlier stage).
 - iv) A Modern Indian Language (other than Hindi).
 - v) A modern foreign language (other than English).
 - vi) A classical language.
3. Social studies - General course (for the first two years only).
4. General science, Including Mathematics - General course (for the first two years only).
5. One Craft to be chosen out of the list given below :
 - i) Spinning and weaving
 - ii) Wood Work
 - iii) Metal Work
 - iv) Gardening
 - v) Tailoring

- vi) Typography
- vii) Workshop Practice
- viii) Sewing, Needle Work and Embroidery
- ix) Modeling

Kothari Commission (1964-66) report

The Commission felt that in order to make the professional preparation of teachers effective teacher- education must be brought into the main stream of academic life of universities on the one hand and the school life and education department on the other.

The Commission was appointed under provision of a resolution of the Government of India, dated 14th July, 1964. The Commission included eminent educationists in diverse fields from India and abroad. It consisted of total 17 members, where 14 members, 1 member - secretary, 1 Associate - Secretary and Dr. D.S. Kothari, chairman of the U.G.C. was appointed as the chairman of the commission. Therefore, it is also known as the Kothari Commission. Among the

members of the commission 5 educationists were from England, America, France, Japan and Russia. J.P. Naik was appointed as number secretary of the commission and J.F McDougall as associated secretary.

It means that isolation of teacher training from the main stream of universities and from education departments and school should be removed.

For this purpose the commission suggests the following

- (i) Schools of education should established in universities to develop programmes in teacher- education, studies and research in education,
- (ii) Extension work should be organised as an essential function of a teacher-education institution and extension service department be added to each institution.
- (iii) Establishment of effective alumina association to bring old students and faculty together to discuss and plan programmes and curricula.
- (iv) Organisation of student's Practice teacher in active collaboration with selected schools and these schools should receive substantial grants for equipment.
- (v) Recognition of education as an independent academic discipline and introduction as an effective subject in the B.A., B.Sc., M.A., M.Sc. degree courses.
- (vi) Arranging periodic exchange of the staff of the co-operating schools and of the teacher-education institutions.
- (vii) Establishing comprehensive colleges of education in each state on a planned basis. Improving Profession Courses:

- (a) Introducing integrated courses of general professional education in universities.
- (b) Using methods of study which have greater scope for study and discussion.
- (c) Using methods of evaluation which include continuous internal assessment of practical and session work besides improving practice teaching and working a comprehensive programme of internship.

Recommendations of the commission.

Education has a very extensive role to play in changing the men and society. It has to be entirely reformed and related to the life, needs and aspirations of the people so that it may serve as a powerful tool of social, economic and cultural transformation. In order to relate education, the commission recommended the following objectives-

1. Increase in Productivity.
2. Promoting social and National Integration
3. Education and Modernization
4. Developing social, moral and spiritual values.

1. Increase in Productivity -

The Commission suggested that education must be related to productivity to increase national income. In order to link education and productivity the Indian Education Commission made the following recommendations.

- i) Science is the basic component of education and culture ; so it should be made an integral part of school education.
- ii) To inculcate the value of manual work the commission recommended the

introduction of work experience in school education.

iii) To meet the increasing needs of technical personnel in Industry, agriculture and trade the IEC recommended to introduce vocational subjects in school curriculum. It also opined that the vocationalisation will bring education into closer relationship with productivity.

2. Promoting social and National Integration –

National and social integration is the precondition for the progress and development of a country. According to the commission, Social and National Integration is an important objective of a national system of education. The commission made the following recommendations for strengthening social and national integration through education.

i) To make education a powerful instrument of national development, common school system of public education should be adopted.

ii) Bridge the gulf between the educated and the uneducated, intellectuals and masses, social and national service should be made an integral part of school education.

iii) A language is a firm adhesive for social and national integration, suitable provisions should be made for teaching mother tongue, Hindi and other Modern Indian languages in schools.

3. Education and Modernisation -

The present society is the science - based society. The present century has made tremendous advancement in scientific and technical knowledge as a result of explosion of knowledge. In such a situation one of the main functions of education is to keep pace with this advancement of knowledge. Another feature of modern society is the rapid social change. In the situation of change, the

school must always be alert if it is to keep abreast of significant changes. An education system which does not renovate itself continuously, becomes out-dated and puts hindrance to progress. To keep pace with modernisation the IEC is of the opinion that “greater emphasis must be placed on vocational subjects, science education and research.”

4. Social, moral and spiritual values -

The national system of education should emphasis on the cultivation of social, moral and spiritual values among students. For this purpose the commission made the following recommendations-

- i) The Central and State governments should adopt measures to introduce education in moral, social and spiritual values in all institutions under their direct control on the lines recommended by the University Education Commission on religious and moral instruction.
- ii) In order to develop social, moral and religious values, some periods should be provided in the time table. Instruction of this type should be given by general teachers.
- iii) The University departments should be specially concerned with the ways in which these values can be taught wisely and effectively and should undertake preparation of the special literature for use by students and teacher.

The Commission recommended a new structural pattern of education. The new educational structure should be as follows:

- ▶ One to three years of pre-school education.
- ▶ A primary stage of 7 to 8 years divided into a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years.

- ▶ A lower secondary stage of 3 or 2 years of general education or 1 to 3 years of vocational education.
 - ▶ A higher secondary stage of 2 years of general education or 1 to 3 years of vocational education, 50% of the total would be under vocational education,
 - ▶ A higher education stage of 3 years or more for the first degree course followed by courses of varying durations for the second or research degrees.
- The structural pattern thus recommended by the commission is commonly known as 10+2+3.

Let us know the structural pattern of education.

- Pre-school education from 1 to 3 years should also be given.
- General education should last for a period of 10 years -
4 years of lower primary,
3 years of higher primary
3 years of lower secondary education.
- Higher secondary education should be fixed for 2 years.
- Degree course should be of 3 years.

The age of admission to class I should not be less than 6+. The first public external examination should come at the end of the first 10 years of schooling. Secondary schools should be of two types : higher schools providing a 10 years' course and higher secondary schools providing a course of 11 or 12 years. A new higher secondary course consisting of classes XI and XII should be introduced. The pre-university courses should be transferred from Universities and added to the secondary schools. The Commission has been suggested the

reorganisation of the university stage. At this stage, the three year degree has been favoured by the Commission.

b) NPE (National Policy on Education 1986, 1992)

NATIONAL POLICY ON EDUCATION

Introduction

In his broadcast to the nation on January 5, 1985, then Prime Minister Mr. Rajiv Gandhi promised a new educational policy that would equip the country both scientifically and economically for the 21st century. He observed –

“Education must promote national cohesion and the work ethics. The grandeur of our freedom struggle and its significance for national integration has to be brought home to every student. Our schools and colleges should acquaint the younger generation with India’s ancient heritage and culture. The curricula and text books should curb parochial and communal interpretation of our composite culture.”

The Prime Minister strongly emphasized – “Education’s organic links with the productive forces of society” and proposed to “reorganize vocational education to align it with industry, agriculture, communication and other productive sectors of our country.”

In the above words of the Prime Minister are contained those compulsions which have gone into the making of the National Policy on Education, 1986.

The final draft of the National Policy on education was preceded by status report. It was entitled – “challenge of education – a policy perspective.” It was presented to the Prime Minister Mr. Rajiv Gandhi and Parliament on 20th

August, 1985 by Mr. K.C. Pant, the then Education Minister. The document contained an overview of the state of education in the country and gave pointers to the direction of further programmes.

An Overview

The National Policy on Education, 1986, Comprises XII parts and 157 paragraphs as given below:-

Part	Subject	No. of Paragraphs
I.	Introductory Part	15
II.	The Essence & Role of Education (Education for all, Acculturating Rate, Manpower Development, A Unique Investment)	04
III.	National System of Education (Common education structure, based on national curricular frame work, international understanding, providing for equal opport. Dev. Understanding of the diverse culture and social systems, understanding universal character of university, special emphasis on research and development, national support for templementing education programmes, life long education, role of institution of national importance.	13
IV.	Education for equality (Education for women's equality, scheduled castes, minorities, handicapped, adult education)	13

V.	Reorganization of education at different stage (ECCE – early childhood care and education, elementary education, school facilities, non-formal education, secondary education, pace setting schools, vocationalization, higher education, open-university and distance learning, delinking degrees from jobs, OBB)	42
VI.	Technical and management education (Institutional thrust – innovation, research and dev., promoting efficiency and effectiveness at all level – management functions and change)	20
VII.	Making the system work	03
VIII.	Reorienting the content and process of education (The cultural perspective, value education, languages, books and libraries, work experience, media and education technology, mathematics teaching, science education, sports and physical education, evaluation Process, examination reform)	25
IX.	The teacher and teacher education (pay, recruitment, teacher association, professional growth, study leave, inservice)	
X.	The management of education (National level, Indian education service, state level, district and local level, voluntary and aided institutions)	
XI.	Resource and review	

XII.	The future	
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Highlights

On April 20, 1986, a new educational policy was placed before the parliament of India.

Objectives

- (i) Vocationalization of education.
- (ii) Scientific and technological awakening.
- (iii) Encouraging government and non-government efforts to wipe out literacy.

Recommendations

1. National system of education.
2. Emphasis on learning.
3. Delinking degrees.
4. Vocationalization of education.
5. Importance of moral values.
6. Reform in examination system.
7. Education of the weaker sections of society.
8. Achievement of art 45 targets – operation black board.
9. Encouraging games and sports.
10. All India educational service.
11. Open university.
12. Modernization of education.
13. Navodya schools.
14. Protection of environment.

15. Women education.
16. Preservation of national culture.
17. Teacher status.

characteristic Parts of NPE (1986)

I. Introductory Part

II. The Essence & Role of Education

- 1) **Education for all:** In our national perception education is essentially for all. This is fundamental to our all round development, material and spiritual.
- 2) **Acculturating Role:** Education has an acculturating role. It refines sensitivities, temper and independence of mind and spirit – thus furthering the goals of socialism, secularism and democracy enshrined in our constitution.
- 3) **Manpower Development:** Education develops manpower for different levels of economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance.
- 4) **A Unique Investment:** In sum, education is a unique investment in the present and the future.

III. National System of Education

The concept of a national system of education implies that, upto a given level, all students, irrespective of caste, creed, location or sex, have an access to education of a comparable quality. To achieve this the Govt. will initiate

appropriately funded programmes. Effective measures will be taken in the direction of the common school system recommended in the 1968 policy.

- 1) **Common Education Structure:** The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further breakup of the first 10 years, efforts will be made to move towards an elementary system comprising 5 years of high school.
- 2) **Based on a National Curricular Framework:** National curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, constitution, and other content essential to national unity. All these elements are designed to promote values.
- 3) **International Understanding:** Education has to strengthen this world view and motivate the younger generations for international co-operation and peaceful co-existence. This aspect cannot be neglected.
- 4) **Providing equal opportunity:** To promote quality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides awareness of the inherent equality of all, conditions will be created through the core curriculum.
- 5) **Developing understanding of the diverse cultural and social systems:** Steps will be taken to foster among students an understanding of the diverse culture and social systems of the people living in different parts of the country. The young will be encouraged to undertake the rediscovery of India, each in his own image and perception.
- 6) **Understanding universal character of universities:** In higher education in general and technical education in particular, steps will be taken to

facilitate inter regional mobility by providing equal access to every Indian of requisite merit, regardless of his origins. The universal character of universities and other institutions of higher education is to be underscored.

- 7) **Special emphasis on research and development:** In the areas of research and development and education in science and technology, special measures will be take to establish network arrangements between different institutions in the country to pool their resources and participate in projects of national importance.
- 8) **National support for implementing educational programme:** The nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation, reducing disparities, adult literacy, universalization of elementary education etc.
- 9) **Life long education:** Life long education presupposes universal literacy. Opportunities will be provided to the youth, housewives, agriculture and industrial workers and professionals to continue the education of their choice, at the pace suited to them. The future thrust will be in the direction of open and distance learning.
- 10) **Role of institutions of national importance:** UGC, AICTE, ICAR and Indian Medical Council are the institutions of national importance. Integrated planning will be instituted among all these bodies so as to establish functional linkages and reinforce programmes of research and post graduate education.

IV. Education for Equality

Education for equality includes following points:

- 1) **Education for women's equality:** Women's studies will be promoted as a part of various courses and educational institutions encouraged to take up active programmes to further women's development. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels.
- 2) **The Education of Scheduled Castes:** The central focus in the SC educational development is their equalization with non S.C. population at all stages and levels of education. Under the new policy, the following measures have been contemplated:-
 - i) Incentive to families to send their children to school regularly till they reach the age of 14.
 - ii) Pre-matric scholarship scheme for children.
 - iii) Special steps to provide non-formal education for the dropout.
 - iv) The recruitment of teachers from scheduled castes.
 - v) Location of school buildings, balwadis and adult education centres in such a way as to facilitate full participation of the SCs.
- 3) **Minorities:** Education for minorities, this is necessary to maintain equality and justice. This will naturally include the constitutional guarantee given to them to establish and administer their own educational institutions and protection to their languages and culture.
- 4) **The Handicapped:** NPE integrate the physically and mentally handicapped with the general community as equal partners. The following measures will be taken for this purpose:-

- (i) Provision of special schools with hostels of district headquarters as far as possible.
- (ii) Vocational training of the disabled.
- (iii) Voluntary efforts for the handicapped children.
- (iv) Reorientation of teacher training programme to deal with the special difficulties of the handicapped children.

5) Adult Education: The new policy has suggested a vast programme of adult and continuing education particularly in the age-group 15-35 years through various ways and channels:-

- (a) Establishment of centres in rural areas for continuing education.
- (b) Worker's education through the employers.
- (c) Post-secondary education institutions.
- (d) Wider promotion of books, libraries and reading rooms.
- (e) Radio, Television and Films as mass and group learning media.
- (f) Creation of learners' group and organization.
- (g) Programmes of distance education.
- (h) Organizing assistance in self learning.
- (i) Need and interest based vocational training programme.

Check your Progress-1

Write down the various parts of NPE (1986).

Write short notes on –

- (a) Part IIIrd of NPE (1986)
- (b) Part IVth of NPE (1986)

V. Reorganization of Education at Different Stages

(A) ECCE (Early Childhood Care and Education)

NPE recognizes the holistic nature of child development, viz-nutrition, health and social, mental, physical, moral and emotional development. Early childhood care and education (ECCE) will, therefore, receive high priority and be suitably integrated with the integrated child development service programme, where possible. Day care centres will be provided as a support service for universalization of primary education.

Proposed Programme: ECCE will be, in the first instance, directed towards the most unprivileged group i.e. those who are still outside the mainstream of formal education. Some of these can be defined as follows:-

- (i) Very poor urban 'slum' communities.
- (ii) Working children in the unorganized sector.
- (iii) Construction workers in urban and rural areas.
- (iv) Landless agricultural labour.
- (v) Itinerant for seasonal labour, who have a mobile transient life style, like road-workers.
- (vi) Family labour and household chores in rural areas and artisan household.
- (vii) Forest dwellers and tribals in remote areas.
- (viii) Ecologically deprived areas where children are required to fetch fuel, fodder, water and do other household chores, most of the day time.

(B) Elementary Education: The new thrust in elementary education will emphasize two aspects – (i) Universal enrolment and universal retention of children upto 14 years. (ii) a substantial improvement in the quality of education.

Child Centred Approach: A child centred and activity based process of learning should be adopted at the primary stage. As child grows, the component of cognitive learning will be increased and skills organized through practice.

School facilities: Operation blackboard will be undertaken with immediate effect to improve primary schools all over the country.

OB (operation blackboard): It envisages at least two reasonably large rooms that are usable in all weather, and the necessary toys, blackboards, maps, charts and other learning material. At least two teachers, one of whom a woman, should work in every school, the number increasing as early as possible to one teacher per class etc.

(C) Non-formal education: It include – launching systematic programme of NFE, utilizing modern techniques and aids (AV aids, radio cassette players etc.), curriculum related to the need of the learners and involving voluntary agencies to promote NFE.

(D) Secondary education: Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Access to secondary education will be widened to cover areas unserved by it at present.

Pace setting schools: it is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them. Pace setting schools intended to serve this purpose will be established in various parts of the country on a given pattern.

Navodaya Vidyalayas: Under the scheme of Navodaya Vidyalayas for catering to the category of high achievers, one such vidyalaya would be set up in each district during the 7th five year plan period.

(E) Vocatioalization of education: The new policy observes that the introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganization.

A distinct stream: Vocational education will be a distinct stream intended to prepare students for identified occupations spanning several areas of activity.

Coverage: It was proposed that vocational courses would cover **10% of higher secondary students by 1990 and 25% by 1995**. Steps would be taken to see that a substantial majority of the products of vocational courses are employed or become self-employed.

Dual Responsibility: The establishment of vocational courses or institutions will be the responsibility of the government as well as employers in the public and private sectors.

VI. Technical and Management Education

Some polytechnics in the rural areas have started training weaker groups in the those areas for productive occupations through a system of community polytechnics. The community polytechnic system will be appropriately strengthened to increase its quality and coverage.

The All India Council of Technical Education, which has been given statutory status, will be responsible for planning formulation and the

maintenance of norms and standards, accreditation, funding of priority areas, monitoring parity of certification and awards and ensuring the co-ordinated and integrated development of technical and management education. Mandatory periodic evaluation will be carried out by duly constituted Accreditation Board.

VII. Making the System Work

Efforts should be made for making the system work.

VIII. Reorienting the Content and Process of Education

Population Education: Population Education must be viewed as an important part of the nation's strategy to contain the growth of population. Starting at the primary and secondary levels with inculcation of consciousness about the looming crisis due to expansion of population, educational programmes should actively motivate and inform youth and adults about family planning and responsible parent hood.

Mathematics Teaching: Mathematics should be visualized as the vehicle to train a child to think, reason, analyse and to articulate logically. Apart from being a specific subject, it should be treated as a concomitant to any subject involving analysis and reasoning. With the recent introduction of computers in schools, educational computing and the emergence of learning through the understanding of cause effect relationships and the inter play of variables in the teaching of mathematics will be suitably redesigned to bring it line with modern technological devices.

Sports and physical education: Sports and physical education are an integral part of the learning process, and will be included in the evaluation of performance. A nation-wide infrastructure for physical education, sports and

games will be built into the educational edifice. Available open spaces in urban areas will be reserved for playgrounds, if necessary by legislation.

IX. The Teacher and Teacher Education

The Teacher: Pay and Allowance: The movement shall be providing pay and allowances to teachers at all level which are in keeping with their education qualifications, professional and responsibilities and the expected status in society.

Housing: Special measures will be taken to provide housing facilities for teachers in urban as well as rural areas.

Study Leave: All teachers will be entitled on fully pay, one long-term study leave.

Special provisions for women teachers: All women teacher desirous of being posted as such provided that the latter are working in desert, hilly, tribal or remote rural areas.

Teacher Education: Professional growth: It is intended to link career advancement with professional growth.

X. The Management of Education: For the proper management of education, co-operation of various bodies should be there. So that the aim of education should be realized.

National Level: There must be co-operation among various agencies from local bodies to national level so that the management of education should be done in a perfect way. National Level Bodies like – NCERT, UGC etc. make effort for the proper management of education.

State Level: State Level agencies like PSEB, SCERT also make efforts for the proper management of education.

District Level and Local Level: Various bodies of district and local level like DIET, DOE, Jila Parishad, Gram Panchayat should also contribute in the task of managing the education in a effective manner.

Voluntary Agencies: Voluntary agencies should also play their valuable role for upgradation and management of education so that the aim of NPE should be realized.

XI. Resource & Review

NPE has laid down that the investment on education be gradually increased to reach a level of 6 percent of the national income as early as possible. While the actual requirement will be computed from time to time on the basis of monitoring and review.

XII. The Future: Provisions included in NPE should be based on future needs.

Check your Progress-2

Write short notes on –

- (a) Teacher and teacher education
- (b) Resource and review
- (c) Reorganization of education at different stages (Part Vth)

REVIEW OF NPE-1986 (Programme of Action (1992))

Introduction

Following the nation wide debate on National Policy on education, 1986, the Govt. of India announced on the 7th May 1990, the appointment of a committee to review the National Policy.

Many eye-brows were raised, demanding compulsions which required a review of the policy even before the expiry of the stipulated period of five years. The Review Committee was appointed under the Chairmanship of Shri Ramamurti.

The Report of Acharya Ramanurti Review Committee was tabled in both the house of the Parliament on 9th January 1991. The Central Advisory Board of Education (ABE) in its meeting held on 8-9 March, 1991 examined the procedure to be adopted for consideration of the report of NPERC and decided that a CABE Committee be constituted by the Chairman, Union Minister of HRD to consider the recommendations of the NPERC.

In pursuance of the above decision, the Chairman at the CABE appointed a committee on 31st July 1991, to review the implementation of the new National Policy on education in the light of “the report of the NPERC and other developments since the policy was formulated and to recommend modification to be made in NPE.”

Shri N. Janardhana Reddy, Chief Minister & Minister of Education, Andhra Pradesh was appointed the Chairman of the Committee which had fourteen other members.

The final draft of the committee’s report was approved on **22nd January, 1992** for submission to CABE. Thereafter the Human Resource Development Minister, Shri Arjun Singh presented the Revised National Policy on Education in the Parliament on **May 7th 1992**.

A close scrutiny of the Revised Policy Formulations (1992) would reveal that in all, only two paragraphs are added and 34 paragraphs are modified.

No change has been made in

- Part-I – Introductory
- Part-II - The Essence and Role of Education
- Part-VII - Making the System Work
- Part-IX - The Teacher
- Part-XII - The Future

Modification: A number of modifications in the original NPE (1986) were suggested by Janardhan Reddy Committee. These were in respect of

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- Part-III - National System of Education (Paras 3, 12)
- Part-IV - Education for Equality (Para 4, 5(vii), 6, 12, 13, 14)
- Part-V - Reorganization of Education at different stages (Paras 5, 7, 8, 9, 11, 12, 13, 15, 16, 17, 23, 33, 35, 36, 37, 41)
- Part-VI - Technical & Management Education (Paras 12, 19)
- Part-VIII - Reorienting the Content and Process of Education (Paras 16, 17, 20, 21, 25)
- Para-X - The Management of Education
- Part-XI - Resource & Review (Para 4)

Part-III: National System of Education

Para-3: The national system of education envisages a common educational structure. The 10+2+3 structure has been accepted in all parts of the country. Regarding the further break-up of the first 10 years, **efforts will be**

made to move towards an elementary system comprising 5 years of primary, 3 years of upper primary, followed by 2 years of high school.

Efforts will also be made to have the +2 stage accepted as a part of school education throughout the country. Now the XIth & XIIth classes which earlier were in the college would now be shifted to the schools.

Para-12: The institutions which will be strengthened to play an important role in giving shape to the National System of Education are the UGC, AICTE, ICAR etc. Integrated planning will be instituted among all these bodies so as to establish functional linkages and reinforce programmes of research and post graduate education. These together with the NCERT, NIEPA, the NCTE and the NCAE (National Council of Adult Education) will be involved in implementing the education policy.

Part-IV: Education for Equality

Para-4: The central focus in SCs' educational development is their equalization with the non-SC population at all stages and levels of education, in all areas and in all the four dimensions – rural male and rural female, urban male and urban female.

Para-5: The utilization of Jawahar Rozgar Yojna resources so as to make substantial educational facilities available to the SC's.

Para-6: According to Revised Policy, Priority will be accorded to opening primary school in tribal areas. The construction of school buildings will be undertaken in these areas on a priority basis under the normal funds for

education, as well as under the Jawahar Rojgar Yojna, Tribal Welfare Schemes etc.

Para-11: The whole nation has pledged itself, through the NLM, to the eradication of illiteracy, particularly in the 15-35 age group through various means with special emphasis on total literacy campaigns. The central and state govt. political parties and their mass organizations, the mass media and educational institutions, teachers, students, youth, voluntary agencies, social activist groups, and employers, must reinforce their commitment to mass literacy campaigns, which include literacy and functional knowledge and skills and awareness among learners about the socio-economic reality and the possibility to change it.

Para-12: Since involvement of the participants of the literacy campaigns in the development programmes is of crucial importance, the NLM will be geared to the national goals such as alleviation of poverty, national integration, environmental conservation, universalization of primary education basic health care etc.

Para-13: Comprehensive programmes of post-literacy and continuing education will be provided for neo-literates and youth who have received primary education with a view to enabling them to retain and upgrade their literacy skills, and to harness it for the improvement of their living and working conditions. These programmes would include –

- a) Establishment of continuing centres for adults.
- b) Wider promotion of books, libraries and reading rooms.
- c) Use of Radio, T.V. and films.
- d) Programmes of distance learning.

Para-14: A critical development issue today is the continuous upgradation of skills so as to produce manpower resources of the kind and the number required by the society. Special emphasis will, therefore, be laid on organization of employment / self-employment oriented and need and interest based vocational and skill training programmes.

Part-V: Reorganization of education at different stages

Elementary Education: The new thrust in elementary education will emphasize three aspects (i) universal access and enrolment (ii) universal retention of children upto 14 years of age; and (iii) substantial improvement in the equality of education to enable all children to achieve essential levels of learning.

School facilities: Provision will be made of essential facilities in primary schools. The scope of **operation black board** will be enlarged to provide three reasonably large rooms that are usable in all weather, black boards, maps, charts, toys and other lg-aids and school library. At least three teachers should work in every school, the number increasing as early as possible to one teacher per class. At least 50% of teachers recruited in future should be women. The Operation Blackboard would be extended to upper primary and construction of school buildings will be a priority charge on Jawahar Rozgar Yojna Funds.

Non-formal education

Para-8: The non-formal education programme, meant for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole-day schools, will be strengthened and enlarged.

Para-9: Modern technological aids will be used to improve the learning environment of NFE centres. Talented and dedicated young men and women

from the local community will be chosen to serve as instructors and particular attention paid to their training. All necessary measures will be taken to ensure that the quality of non-formal education is comparable with the formal education. Steps will be taken to facilitate lateral entry into the formal system of children passing out of the non-formal system.

Para-11: The Government will take overall responsibility for this vital sector. Voluntary agencies and Panchayati Raj Institutions will take much of the responsibility of running NFE programmes. The provision of funds to these agencies will be adequate and timely.

Elementary Education- A Resolve:

Para-12: The new education policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro planning and applied at the grass roots level all over the country, to ensure children's retention at school. This effort will be fully co-ordinated with the network of non-formal education.

Para-13: Secondary education to expose students to the differentiated roles of science, the Humanities and social Sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens as citizens. Access to secondary education will be widened with emphasis on enrolment of girls SCs and STs particularly in Science, Commerce and Vocational streams. Effort would be made to provide computer literacy in as many secondary level institutions as possible so that the children are equipped with necessary computer skills to be effective in the emerging technological world.

Parat-15: Pace setting residential schools, Navodaya Vidyalayas intended to serve this purpose have been established in most parts of the country on a given pattern but with full scope for innovation and experimentation.

Vocationalization

Para-16: The introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganization. These elements are meant to develop a healthy attitude amongst students towards work and life, to enhance individual employability, to reduce the miss-match between the demand and supply of skilled manpower, and to provide an alternative for those intending to pursue higher education without particular interest for purpose.

Para-17: Vocational education will also be a distinct stream, intended to prepare students for identified occupations. Spanning several areas of activity. These courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after class. Efforts will be made to provide children at the higher secondary level with generic vocational courses which cut across several occupational fields and which are not occupational specific.

Para-23: coverage- It is proposed that vocational courses cover 10% of higher secondary students by 1995 and 25% by 2000. Steps will be taken to see that a substantial majority of the products of vocational courses are employed or become self employed. Review of the courses offered would be regularly undertaken. Govt. will also review its recruitment policy to encourage diversification at the secondary level.

Para-33: Research in Indology, the humanities and social sciences will receive adequate support. **An autonomous commission** will be established to

foster and improve teaching, study and research in Sanskrit and other classical language.

Para-35: The **open learning system** has been initiated in order to augment opportunities of higher education, as an instrument of democratizing education and to make it a life long process. The flexibility and innovativeness of the open learning system are particularly suited to the diverse requirements of the citizens of our country, including those who had joined the vocational stream.

Para-36: The **IGNOU** (Indira Gandhi National Open University), established in 1985 in fulfillment of these objectives will be strengthened. It would also provide support to establishment of open universities in the states.

Para-37: The **National Open School** will be strengthened and open learning facilities extended in a phased manner at the secondary level in all parts of the country.

Para-41: Concomitant with delinking, an appropriate machinery, such as National Education Organization will be established to conduct tests on a voluntary basis to determine the suitability of candidates for specific jobs, to pave the way for the emergence of norms of comparable competencies across the nation, and to bring about an overall improvement in testing and measurement.

Part-VI: Technical and Management Education

Para-12: Some polytechnics in the rural areas have started training weaker group in those areas for productive occupations through a system of community polytechnics. The Community Polytechnics System will be appropriately strengthened to increase its quality and coverage.

Para-19: The (ATCT) All India Council for Technical Education, which has been given statutory status, will be responsible for planning, formulation and the maintenance of norms and standards, accreditation, finding of priority areas, monitoring and evaluation maintaining the certification and awards and ensuring the co-ordinated and integrated development of technical and Management education. The council would be strengthened and would function in a centralised manner with greater involvement of state governments and technical institutions of good quality.

Part-VIII: Reorienting the content and process of education

Population Education

Para-16: Population Education must be viewed as an important part of the nation's strategy to contain the growth of population. Starting at the Primary and Secondary levels with inculcation of consciousness about the looming crisis due to expansion of population, educational programmes should actively motivate and inform youth and adults about family planning and responsible parenthood.

Sports and Physical Education

Para-20: Sports and Physical Education are an integral part of the learning process, and will be included in the evaluation of programme. A nation wide infrastructure for physical education, sports and games will be built into the education edifice. Efforts will be made to establish sports institutions and hostels where specialized attention will be given to sports activities and sports related studies, along with normal education.

Yoga

Para-21: As a system which promotes an integrated development of body and mind, Yoga will receive special attention. Efforts will be made to introduce Yoga in all schools. To this end, it will be introduced in teacher-training courses.

Para-25: The above goals are relevant both for external examinations and evaluation within educational institutions. Evaluation at the institutional level will be streamlined and the predominance of external examinations reduced. A **National Examination Reform Framework** would be prepared to serve as a set of guidelines to the examining bodies which would have the freedom to innovate and adapt the framework to suit the specific situations.

Part-VII-Management of Education

Redress of Grievances: Education tribunals fashioned after Administrative Tribunals would be established at the national and state levels to redress the grievances of teachers.

Part-XI: Resource and Review

Para-4: In view of these imperatives, education will be treated as a crucial area of investment for national development and survival. The national policy on education, 1968 had laid down that the investment on education be gradually increased to reach a level of 6% of the national income as early as possible.

Since the actual level of investment has remained for short of that target, it is important that greater determination is shown now to find the funds for the programmes laid down in this policy. While the actual requirements will be computed from time to time on the basis of monitoring and review, the outlay on education will be the basis of monitoring and review, the outlay on education

will be stepped up to ensure that during the eight five year plan and onwards it will uniformly exceed 6% of the national income.

CONCLUSION

In the chapter, we learnt about NPE, various parts of NPE (1986) and review of NPE. NPE would equip the country both scientifically and economically. Provisions made in the NPE are really useful and significant that improve the education system.

By looking at the above mentioned modifications we can see that only a few changes have been made in the revised policy keeping in mind the changes in scenario, otherwise most of the features of the policy continue to be the same.

3.5 CHAPTER END EXERCISE

Explain the characteristic parts of NPE (1986).

Explain the review of NPE (1992).

c) National Curriculum Framework (NCF 2005)

The **National Curriculum Framework (NCF 2005)** is one of four National Curriculum Frameworks published in 1975, 1988, 2000 and 2005 by the National Council of Educational Research and Training NCERT in India.

The Framework provides the framework for making syllabii textbooks and teaching practices within the school education programmes in India. The NCF 2005 document draws its policy basis from earlier government reports on education as Learning Without Burden and National Policy of Education 1986-1992 and focus group discussion. After wide ranging deliberations 21 National

Focus Group Position Papers have been developed under the aegis of NCF-2005. The state of art position papers provided inputs for formulation of NCF-2005. The document and its offshoot textbooks have come under different forms of reviews in the press.

Its draft document came under the criticism from the Central Advisory Board of Education (CABE). In February 2008 the director Krishna Kumar in an interview also discussed the challenges that are faced by the document. The approach and recommendations of NCF-2005 are for the entire educational system. A number of its recommendations, for example, focus on rural schools. The syllabus and textbooks based on it are being used by all the CBSE schools, but NCF-based material is also being used in many State schools.

NCF 2005 has been translated into 22 languages and has influenced the syllabii in 17 States. The NCERT gave a grant of Rs.10 lakh to each State to promote NCF in the language of the State and to compare its current syllabus with the syllabus proposed, so that a plan for future reforms could be made. Several States have taken up this challenge. This exercise is being carried out with the involvement of State Councils for Educational Research and Training [SCERT] and District Institutes of Education and Training [DIET].

Main Features of the NCF 2005

The NCF was framed Considering the articulated ideas in the past such as

- To shift learning from rote method.
- To ensure overall development of children.
- To integrate examination into classroom learning and make it more flexible.
- to nurture identify of caring concerns within the democratic policy of India.

- nurturing an over-riding identity informed by caring concerns within the democratic polity of the country

NCF focused on

- *learning without burden*.to make learning a joyful experience and move away from textbooks to be a basis for examination and to remove stress from children.it recommended major changes in the design of syllabus
- To develop a sense of self-reliance and dignity of the individual which would for the basis of social relationship and would develop a sense of nonviolence and oneness across the society.
- To develop a child centered approach and to promote universal enrollment and retention up to the age of 14.
- To inculcate the feeling of oneness, democracy and unity in the students the curriculum is enabled to strengthen our national identity and to enable the new generation reevaluate
- JP Naik has described equality, quality and quantity as the exclusive triangle for Indian education.
- With respect to social context NCF 2005 has ensured that irrespective of caste, creed, religion and sex all are provided with a standard curriculum.

Learning and knowledge

Learning should be an enjoyable act where children should feel that they are valued and their voices are heard. The curriculum structure and school should be designed to make school a satisfactory place for students to feel secure and valued.The curriculum should focus on holistic development of the students to enhance physical and mental development in individuals ans as well as with the peer interactions.

In order to bring about the overall development of the students, adequate nutrition, physical exercise and other psycho social needs are addressed hence participation in yoga and sports is required. Learning should be made enjoyable and should relate to real life experiences learning should involve concepts and deeper understanding. Adolescence is a vulnerable age for students and the curriculum should prepare the students and provide support for social and emotional support that will inculcate positive behavior and provide skills essential to cope with situations that they encounter in their lives, peer pressure and gender stereotype.

Inclusive education to be given priority and flexibility to follow a curriculum to suit the needs of every student irrespective of students having disabilities.

Constructive learning has to be part of the curriculum. Situations and opportunities have to be created for students to provide students with challenges, encourage creativity and active participation for students. Students have to be encouraged to interact with peers, teachers and older people which would open up many more rich learning opportunities.

The foundation should be laid strong and firm. Primary, upper primary and middle school should provide the space for children to explore and develop rational thinking that they would imbibe in them and have sufficient knowledge on concepts, language, knowledge, investigation and validation procedures.

Curricular area, School stages and assessment

Language - Three language formula system to be followed. Medium of communication should be the home language. The First language to be studied must be the mother tongue or the regional language. The Second language – In Hindi speaking States, the second language will be some other modern Indian language or English, and – In non-Hindi speaking States, the second language will be Hindi or English. The Third language – In Hindi speaking States, the

third language will be English or a modern Indian language not studied as the second language, and – In non-Hindi speaking States, the third language will be English or a modern Indian language not studied as the second language.

Mathematics -The emphasis for learning mathematics is that all students can learn and need to learn mathematics. Pedagogy and learning environment have to be made favorable for students to develop interest by going far beyond basic skills and include variety of mathematics models by pedagogy which devotes a greater percentage of instructional time to problem solving and active learning

Computers - Introduction of computers in schools is to move from a predetermined set of outcomes and skill sets to one that enables students to develop 16 explanatory reasoning and other higher-order skills. • Enable students to access sources of knowledge, interpret them, and create knowledge rather than be passive users. • Promote flexible models of curriculum transaction. • Promote individual learning styles. • Encourage use of flexible curriculum content, at least in primary education, and flexible models of evaluation.

Science - Pedagogy of learning sciences should be designed to address the aims of learning science is to learn the facts and principles of science and its applications, consistent with the stage of cognitive development. To acquire skills and understand the methods and processes that lead to generation and validation of scientific knowledge. To develop a historical and developmental perspective of science and to enable her to view science as a social enterprise. To relate to the, local as well as global, and appreciate the issues at the interface of science, technology and society. To acquire the requisite theoretical knowledge and practical technological skills to enter the world of work. To nurture the natural curiosity, aesthetic sense and creativity in science and technology. To imbibe the values of honesty, integrity, cooperation, concern for

life and preservation of environment and to cultivate 'scientific temper'- objectivity, critical thinking and freedom from fear and prejudice.

Social Sciences - Social science a subject is included in schools to assist students to explore their interests and aptitudes in order to choose appropriate university courses and/or careers. To encourage them to explore higher levels of knowledge in different disciplines. To promote problem-solving abilities and creative thinking in the citizens of tomorrow, to introduce students to different ways of collecting and processing data and information in specific disciplines, and help them arrive at conclusions, and to generate new insights and knowledge in the process.

Art education - The objectives of including art education in schools is to bring about the complete development of the students personality and mental health, to appreciate cultural heritage and develop respect for each other's work and connect to environment.

Health and Physical education - To provide theoretical and practical inputs to provide an integrated and holistic understanding of health, disease, accidents and physical fitness among children. To provide skills for dealing with psycho-social issues in the school, home and the community. To help children grow as responsible citizens by inculcating in them certain social and moral values through games, sports, N.C.C., Red Cross, Scouts & Guides, etc

Study of Peace - Skills that are developed as part of curriculum activity such as to listening with patience and endurance, purity of mind to develop concentration, aptitude for cooperation and teamwork, to reach out to get answers (curiosity and rational inquiry), acceptance of discipline, and a positive attitude to study/work are the trademarks of a good student which in turn are also the skills of a peace-oriented person. Thus the curriculum also inculcates peace and democracy into students.

Work and Education - Work related education is made as an integral component of the school curriculum, in the form of – work experience, work education, SUPW, craft education, life oriented education, pre vocational education and generic education. Work based education aims at involving children in a variety of production or service oriented activities, to develop skills, positive attitudes and values through work and also to develop work related competencies.

School and Classroom Environment

Physical environment has to be maintained favorable to students in terms of infrastructure, adequate light and ventilation, student teacher ratio, hygiene and safe environment. Schools should also treat students with equality, justice respect, dignity and right of the students. Give equal opportunities for all students to participate in all activities without any bias. Policy of inclusion has to be part of the school where differently abled and children from marginalized section get equal opportunities. The schools should also be well equipped with libraries, laboratories and educational technology laboratories

systemic Reforms

The NCF has aimed at bringing about reforms in the education system to bring about a curriculum that is learner centric, has a flexible process, provide learner autonomy, teacher plays a role of a facilitator, supports and encourages learning, involves active participation of learners, develops multidisciplinary curriculum, focuses on education, brings about multiple and divergent exposure, multifarious, continuous appraisal in educational system

UNIT-III

MAJOR INITIATIVES IN INDIAN EDUCATION

LEARNING WITHOUT BURDEN REPORT OF THE NATIONAL ADVISORY COMMITTEE (YASHPAL COMMITTEE)

Yash Pal Committee

A National Advisory Committee was set up by the Government in March 1992 under the chairmanship of Prof. Yash Pal, former Chairman of the UGC to suggest ways and means to reduce academic burden on school students. The Committee popularly known as Yash Pal Committee, submitted its report in July 1993 (Annexe - I). On receipt of the Committee's report, a Group was set up on 25.8.1993 under the chairmanship of Shri Y.N. Chaturvedi, Additional Secretary, Department of Education to examine the feasibility of implementing the recommendations made in the report of Yash Pal Committee. The Group submitted its report on 5.10.1993 (Annexe - II).

After studying the problem of curriculum load in detail, Yash Pal Committee identified the following as manifestation of the existence of the problem:

1. Starting Early

It has been observed during the last few years that admission age to nursery classes has been progressively lowered down to the age of 2 1/2 years at some places. It appears that the perception has taken a deep root that if a child has to succeed in life, he or she must start education early in life.

2. Size of school bag

So far as physical load of the school bag is concerned, the situation has become worse over the past few years. However, the weight of the school bag represents one dimension of the problem, another dimension can be seen in the child's daily routine which includes completion of homework and attendance at tuitions and coaching classes of different kinds.

3. Examination system

The major, well understood defect of the examination system is that it focuses on children's ability to reproduce information to the exclusion of the ability to apply concepts and information on unfamiliar, new problems or simply to think. Both the teachers and the parents constantly reinforce the fear of examination and the need

to prepare for it by memorising a whole lot of information from the textbook and guide books. This sort of perception about the examination makes things difficult for children.

4. Joyless learning

Majority of our school going children view learning at school as a boring, even unpleasant and bitter experience. The limited purpose of preparing for examination is indeed a very important factor for the unpleasantness of learning. The child centred education and activity based teaching learning method are talked about but are seldom practised in our school.

5. Syllabi and textbook

The syllabi and textbooks if not prepared properly lead to the problem of curriculum load. It has been observed that most of the textbooks have high density of concepts and the style of writing is very terse. The language used in the books in some cases is beyond the comprehension of many students.

The Committee concluded that the problem of curriculum load was not an urban phenomenon. In rural areas, where the students have not to carry heavy bags, the problem of non-comprehension makes things extremely difficult for majority of children. The feeling of academic burden arising out of non-comprehension of subject matter included in the syllabus is indeed a serious problem as it is a major hurdle in the achievement of the target of universalisation of elementary education.

After discussing the indicators or manifestations of the problem of curriculum load, the committee identified the following as the roots of the problem:

1. Knowledge vs. information

The committee has questioned the assumption underlying most curriculum renewal exercises that some sort of knowledge explosion has taken place, therefore, there is a valid reason to add more and more to the existing syllabi. By equating information with knowledge, more things are added to the syllabus making it heavier for children.

2. Experts commissioned to write textbooks for school students are isolated from classroom realities

Since they are not familiar with learning process of children, the textbooks prepared by them prove too difficult for majority of children.

3. Centralised character of curriculum

Curriculum development centrally is not relevant to the local needs of different parts of the country. There is need for increasing participation of teachers in the process of curriculum development.

4. Convention of teaching the 'text'

Majority of teachers perceive the content of the textbook as a rigid boundary or a definer of their work in the classroom. Boredom is the inevitable outcome when tersely written textbook is taught in a rigid and mechanical manner.

5. Competition based social ethos

Our social ethos, particularly in urban areas is now fully entrenched in the competitive spirit which is fast becoming our way of life. Rising aspiration of people in all sections of the society and the growing realisation that education is an important instrument to fulfil their aspirations have resulted in a craze for admission to English medium schools which start imparting formal education too early in the child's life

6. Absence of academic ethos

Adequate time, staff, accommodation and its maintenance, funds, pedagogical equipment, playgrounds are essential pre-requisites for effective curriculum transaction but unfortunately, an overwhelming majority of schools do not have even the minimum essential facilities. The method of teaching used in majority of teachers are devoid of any type of challenge for the students. Children are hardly provided an opportunity to observe and explore natural phenomenon. The concept of library as a readily available source for learning simply does not exist in most schools. Similarly, science laboratories are not equally equipped and are not used for experimentation and discovery.

b) Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

Overview

This scheme was launched in March, 2009 with the objective to enhance access to secondary education and to improve its quality. The implementation of the scheme started from 2009-10. It is envisaged to achieve an enrolment rate of 75% from 52.26% in 2005-06 at secondary stage within 5 years of implementation of the scheme by providing a secondary school within a

reasonable distance of any habitation. The other objectives include improving quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, providing universal access to secondary level education by 2017, i.e., by the end of 12th Five Year Plan and achieving universal retention by 2020.

Important physical facilities provided under the scheme are:

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

Important quality interventions provided under the scheme are:

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

Important equity interventions provided in the scheme are:

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

Implementation mechanism of the Scheme

The scheme is being implemented by the State government societies established for implementation of the scheme. The central share is released to the implementing agency directly. The applicable State share is also released to the implementing agency by the respective State Governments.

FINANCIAL AND PHYSICAL PROGRESS UNDER THE SCHEME

During the 11th Five Year Plan, the Central Government bore 75% of the project expenditure during the 11th Plan, with the remaining 25% being borne by State Governments. However, funding pattern was 90:10 for North Eastern States.

Approval of New Norms by CCEA:

The Cabinet Committee on Economic Affairs has approved the proposal of the Ministry of Human Resource Development for the Rashtriya Madhyamik Shiksha Abhiyan (RMSA). This will facilitate the States / UTs to execute the civil works for construction of new schools as well as expanding capacity in existing schools.

The details are as follows:

- (i) State/UT governments will be permitted to use State Schedule of Rates (SSoR) or Central Public Works Department (CPWD) Rate, (whichever is lower) for construction,
- (ii) enhancing the funds of Management, Monitoring Evaluation and Research (MMER) from 2.2 percent to 4 percent of the total outlay,
- (iii) subsuming other centrally sponsored schemes of secondary education- Information and Communication Technology (ICT) at school, girls hostel, Inclusive Education for Disabled at Secondary Stage (IEDSS) and Vocational Education (VE) in their existing form under the umbrella of RMSA. The pattern of assistance as well as coverage of schools as per their existing norms of all subsumed schemes will continue for the 12th Five Year Plan,
- (iv) extending all the benefits of RMSA to aided secondary schools excluding infrastructure support / core areas,

(v) continuation of existing fund sharing pattern of 75:25 for the last four years of the 12th Plan to non – North Eastern Region (NER) states and 90:10 for NER States (including Sikkim), and

(vi) authorizing the RMSA Project Approval Board (PAD) of Ministry of Human Resource Development to consider for approval of the integrated plan of the umbrella scheme of RMSA, including the subsumed four centrally sponsored schemes of secondary education and release of funds to the RMSA state implementation society directly.

Out of enhanced MMER of 4 percent, fund up to 3.5 percent of the annual budget allocated for RMSA will be earmarked to the states/UTs for activities undertaken under MMER. In those states and UTs where the proposed percentages of MMER do not meet the requirement, MMER can be enhanced upto 5 percent of the budget allocation of the concerned states/UTs.

Since inception of the scheme, the RMSA has been able to enhance access to secondary schools by sanctioning setting up of 9,636 new secondary schools, and strengthening of 34,300 existing government secondary schools.

c) Rashtriya Uchchar Shiksha Abhiyan (RUSA)

Overview

Rashtriya Uchchar Shiksha Abhiyan (RUSA) is a Centrally Sponsored Scheme (CSS), launched in 2013 aims at providing strategic funding to eligible state higher educational institutions. The central funding (in the ratio of 60:40 for general category States, 90:10 for special category states and 100% for union territories) would be norm based and outcome dependent. The funding would flow from the central ministry through the state governments/union territories to the State Higher Education Councils before reaching the identified institutions. The funding to states would be made on the basis of critical

appraisal of State Higher Education Plans, which would describe each state's strategy to address issues of equity, access and excellence in higher education.

Objectives

The salient objectives of RUSA are to;

- Improve the overall quality of state institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
- Ensure reforms in the affiliation, academic and examination systems.
- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
- Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
- Correct regional imbalances in access to higher education by setting up institutions in unserved & underserved areas.
- Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

Components

RUSA would create new universities through upgradation of existing autonomous colleges and conversion of colleges in a cluster. It would create new model degree colleges, new professional colleges and provide infrastructural support to universities and colleges. Faculty recruitment support,

faculty improvements programmes and leadership development of educational administrators are also an important part of the scheme. In order to enhance skill development the existing central scheme of Polytechnics has been subsumed within RUSA. A separate component to synergise vocational education with higher education has also been included in RUSA. Besides these, RUSA also supports reforming, restructuring and building capacity of institutions in participating state.

The following are the primary components of RUSA that capture the key action and funding areas that must be pursued for the fulfilment of the targets:

- Up gradation of existing autonomous colleges to Universities
- Conversion of colleges to Cluster Universities
- Infrastructure grants to Universities
- New Model Colleges (General)
- Upgradation of existing degree colleges to model colleges
- New Colleges (Professional)
- Infrastructure grants to colleges
- Research, innovation and quality improvement
- Equity initiatives
- Faculty Recruitment Support
- Faculty improvements
- Vocationalisation of Higher Education
- Leadership Development of Educational Administrators
- Institutional restructuring & reforms
- Capacity building & preparation, data collection & planning

UNIT – IV

EMERGING ISSUES IN INDIAN EDUCATION

- a) Contemporary Indian schools: types, functioning and problems.

The Indian education system has made significant progress in recent years to ensure that educational opportunities are available to all segments of society. According to the 2009 Right to Education Act, schooling is free and compulsory for all children from the ages of 6 to 14. However, improvements are slow being implemented and disadvantaged groups may still not have adequate access to education. A high value is placed on education, as it ensures a stable future. All parents want their children to attend the best private English schools, but places are limited. The admission process is therefore highly competitive. Most Indian schools have a strong focus on academic subjects, with little scope for creativity and few or no extra-curricular activities. Traditional schooling methods tend to emphasise rote learning and memorisation, rather than encouraging independent or creative thinking. There is a strong focus on examinations from an early age. This makes the atmosphere at Indian schools competitive. Many expats prefer to send their children to international schools. Others choose a more progressive Indian school that is less traditional in its teaching style.

The Education System

The Indian education system is structured as follows:

- **Pre-school:** Education at this level is not compulsory. The Montessori system is especially popular at the pre-school level
- **Private playschools:** Catering for children between the ages of 18 months and three
- **Kindergarten:** This is divided into lower kindergarten (for three- to four-year-olds) and upper kindergarten (for four- to five-year-olds)
- **Primary school:** First to fifth standard/class/grade (for six- to ten-year-olds)
- **Middle school:** Fifth to eighth standard/class/grade (for 11- to 14-year-olds)
- **Secondary school:** Ninth and tenth standard/class/grade (for 14- to 16-year-olds)
- **Higher secondary or pre-university:** 11th and 12th standard/class/grade (for 16- to 17-year-olds). This is when students choose an academic area on which to focus
- **Undergraduate:** A BA is a three-year degree. Specialised courses such as medicine and engineering can be longer
- **Postgraduate:** A one-year course

Types of Schools

- **Public/government schools:** Most schools in India are funded and run by the government. However, the public education system faces serious challenges including a lack of adequate infrastructure, insufficient funding, a shortage of staff and scarce facilities
- **Private schools:** Since many government schools do not provide adequate education, Indian parents aspire to send their children to a private school. Some expats choose to send their children to private Indian schools

- **International schools:** There are international schools in all major cities. They are attended by expat and Indian children
- **National open schools:** Provide education up to the higher secondary level for children whose schooling has been interrupted and have been unable to complete formal education
- **Special-needs schools:** Provide non-formal education and vocational training to children with disabilities

Function of school

School education must focus on the following aspects, which contribute immensely to the development of the young minds as they step into adulthood.

Mental aspect

School is the foremost fountain of knowledge children are exposed to. It gives a chance for them to acquire knowledge on various fields of education such as people, literature, history, mathematics, politics, and other numerous subjects. This contributes to cultivation in the thought process. When one is exposed to the influences coming from various cultural sources, his/her on world and existence becomes vast.

Social aspect

School is the first avenue of socialising for a child. Up till then, parents and immediate family members are the only people the child has human interactions with. And familiarity is a breeding ground of stagnancy. With schools, children are exposed not only to new ideas but also to same aged compatriots. This

instils sociable practices such as empathy, friendship, participation, assistance which turn out to be important in their adulthood.

Physical aspect

A child, after conception, goes through various physical development. While home provides a restricted outlet, in school, a child can channelise his energy into more sociable avenues. Studies have pointed out that while in familiar environment, the child is equipped to deal with sudden bursts of energy, the learns to be at his/her best behaviour only when exposed to same-aged individuals. Plus, familiarity leads to taking advantage of situations, while in school, the playing field is levelled. Also, the presence of activities such as sports, craft help children direct their boundless energy into something productive.

Overall aspect

Earlier, schools were considered as places to learn events in history chapter, solve tough mathematical problems or recite poems and sonnets. In current educational scenario, a child learns to go beyond the traditional way of rote learning. They are taught to develop a mind of their own and through the flexible curriculum, curiosity is promoted. The child is freed of the shackles of mental blocks and lets his/her imagination run its course. Importance of imagination is stressed upon extensively. Play enactions and an encompassing curriculum leads to a well-developed cognitive system.

Conclusion

Life is also about learning, apart from living. While we can learn to a certain extent from our parents, they tend to be unilateral. At school, children are exposed to various sources from whom they can imbibe immense knowledge, instrumental for their development. Hence school is necessary for children to inculcate “the workings of life”

Fundamental Problems of school in India

1. Lack of infrastructure

Approximately 95.2 per cent of schools are not yet compliant with the complete set of RTE infrastructure indicators according to survey conducted in 2010. They lack drinking water facilities, a functional common toilet, and do not have separate toilets for girls.

3. Poor global ranking of institutes

Only 4 universities are featured in first 400. This is largely because of high faculty-student ratio and lack of research capacity

4. System of education

Education is information based rather than knowledge based. The whole focus is on cramming information rather than understanding it and analyzing it.

5. Gap between education provided and industry required education

Industry faces a problem to find suitable employee as education provided is not suitable for directly working in industry so before that a company is required to spend large amount on providing training for employee.

6. Gender issues

Traditional Indian society suffers from many kind of discrimination so there are many hurdles in education of unprivileged sections of society like women, SC, ST and minority

7. Costly higher education

Very minimal amount of subsidy is provided for higher education so if student seeks to get chances of higher education still he misses out because of lack of economical resources

8. Inadequate government Funding

The demand for financial resources far exceeds the supply. Very small amount is available for innovative programs and ideas.

What are the problems faced by first generation schools

1. Family background and support

Family background is quite different for such children. They might not get same support as other students have and that will have huge psychological impact .Sometimes their family can not fulfill their resources need

2. Different socio-economic opportunities

First generation school-goers might come from poor or lower middle class so less socio-economic opportunities are there for them as compared to other students.

3. Too much pressure on them

First generation school-goers undergo a lot of pressure as their family has a lot

of expectations from them.

4. Lack of guidance at home

Nobody is able to solve the problems in their studies at home as other members of family are illiterate. In that case they have to rely largely on guidance at school.

5. Feeling of insecurity

Approach toward them might be different that will cause insecure feeling among them.

Sarva Shiksha Abhiyan

Sarva Shiksha Abhiyan (SSA) is a programme for Universal Elementary Education. This 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. It is a response to the demand for quality basic education all over the country.

Main feature of SSA:

1. Programme with a clear time frame for universal elementary education.
2. A response to the demand for quality basic education all over the country.
3. An opportunity for promoting social justice through basic.
4. A expression of political will for universal elementary education across the country.
5. A partnership between the central, state and the local government.

6. An opportunity for states to develop their own vision of elementary education.

7. An effort at effectively involving the Panchayati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.

Aims of SSA:

1. To provide useful and elementary education for all children in the 6-14 age group by 2010.
2. To bridge social, regional and gender gaps with the active participation of community in the management of schools.
3. To allow children to learn about and master their natural environment in order to develop their potential both spiritually and materially.
4. To inculcate value-based learning this allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.
5. To realize the importance of Early Childhood Care and education and looks at the 0-14 age as a continuum.

Objectives of SSA:

1. All children in school. Education Guarantee Centre, Alternate School, 'Back-to-School' camp by 2003.
2. All children complete five years of primary schooling by 2007.
3. All children complete of elementary schooling by 2010.

4. Focus on elementary education of satisfactory quality with emphasis on education for life.
5. Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.
6. Universal retention by 2010.

Sarva Shiksha Abhiyan (SSA) has two aspects:

1. It provides a wide convergent frame work for implementation of Elementary Education schemes.
2. It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education.

c) Right to Education Act-2009

Definitions:

In this Act, unless the context otherwise requires,--

- (a) "appropriate Government" means-- (i) in relation to a school established, owned or controlled by the Central Government, or the administrator of the Union territory, having no legislature, the Central Government; (ii) in relation to a school, other than the school referred to in sub-clause (i), established within the territory of-- (A) a State, the State Government; (B) a Union territory having legislature, the Government of that Union territory;

(b) "capitation fee" means any kind of donation or contribution or payment other than the fee notified by the school;

(c) "child" means a male or female child of the age of six to fourteen years;

(d) "child belonging to disadvantaged group" means 3[a child with disability or] a child belonging to the Scheduled Caste, the Scheduled Tribe, the socially and educationally backward class or such other group having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor, as may be specified by the appropriate Government, by notification;

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. **Article 21-A** and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the

Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

The RTE Act provides for the:

1. Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
2. It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
3. It makes provisions for a non-admitted child to be admitted to an age appropriate class.
4. It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
5. It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
6. It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

7. It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
8. It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
9. It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

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