

**Course Code: BD1CE**

## **CONTEMPORARY INDIA AND EDUCATION**

### **UNIT- I: E**

#### **EDUCATION IN CONTEMPORARY INDIA, CONSTITUTIONAL CONTEXT**

Education – meaning, definitions, nature, functions and aims; nature of education as a discipline - types of education; formal, informal and non-formal; levels of education - Pre-primary, primary, secondary, senior secondary, higher, professional, distance and optional education; Aims and purposes of education drawn from constitutional provision; Education as a means of social justice in the Indian Constitution; Constitutional values and education (Preamble, Fundamental rights and duties); the Right to Free and Compulsory Education 2010 (RTE) and inclusion; Education in the concurrent list and its implications.

#### **MEANING OF EDUCATION**

The word "Education" originates from the Latin word "Educatum," which refers to the learning process or the act of instructing or instructing others. Education is derived from the Latin word "Educare," which means "to bring up" or "to raise." This is where the word education gets its etymological origin. The word "Education" is said to have originated from another Latin term called "Educere," which means "to lead forth" or "to come out," and "Educo," according to a few other people. Both the letter 'E' and the word 'duco' mean "out of" and "to lead." The meanings of this phrase are "to lead forth" and "to extract out." All of these meanings suggest that the purpose of education is to cultivate the admirable qualities that are present in man and to

bring out the best in each and every person. The purpose of education is to cultivate the innate interior capabilities of man.

The process of development from birth to death, also known as "from womb to tomb," is what education refers to in its more traditional sense. Education, in this sense, is a process that continues throughout one's entire life and encompasses all of one's knowledge, experience, skills, and perceptions. Education is a process that continues in all personal and social situations, and as a result, every experience that one has in life becomes educational in nature. In this context, education would unquestionably encompass all of the endeavours that are made to instil in children the values, attitudes, and abilities that the society hopes to instil in them.

#### **Definition of Education:**

1. **According to Socrates** "Education means the bring out of the ideas of universal validity which are latent in the mind of every man."
2. **According to Plato** "Education is the capacity to feel pleasure and pain at the right moment it develops in the body and in the soul of the student all the beauty and all the perfection which he capable of."
3. **According to Aristotle** "Education is the creation of a sound mind in a sound body it develop men faculty especially his mind so that he may be able to enjoy the implementation of supreme court goodness and beauty of which perfect happiness essentially consist."
4. **According to John Dewey** "Education is the development of all those capacities in the individual which will enable him to control his environment and fulfil his responsibilities."

5. **According to Heinrich Pestalozzi** "Education is natural harmonious and progressive development of man's innate powers."
6. **According to Rousseau** "Education of man comments at his birth before he can speak, before he can understand he is already instructed. Experience is the forerunner of precept."
7. **According to Martin Luther King junior** "The function of education is to teach one to think intensively and to think critically. Intelligence Plus character that is the goal of true education."
8. **According to H B Adams** "Education make" people easy to lead, but difficult to drive, easy to govern but impossible to enslave.
9. **According to Friedrich William Froebel** "Education is enfolded of what is already in faltered in the germ. It is the process through which the child makes the internal-external."
10. **Herbert Spencer** "Education is complete living."

## **NATURE OF EDUCATION**

As is the meaning of education, so is its nature. It is very complex. Let us now discuss the nature of education:

- Education is a process that continues throughout one's entire life. To begin, it begins in the womb of the mother and continues until the moment of death. It refers to the progression of individual development from childhood to adulthood. It takes into account the outcomes of everything that has an impact on the personality of a person.

- A systematic approach is taken in the field of education, which means that its operations are carried out in accordance with a predetermined framework and a collection of regulations.
- Education has been referred to as a "force for social development" due to the fact that it encourages the development of both the individual and the society. Overall, education is responsible for the improvement of every aspect of society.
- One definition of education is "the modification of behaviour," and the educational process is responsible for the modification and enhancement of human behaviour.
- The pursuit of education serves a purpose; every individual has a unique goal that they wish to accomplish during their lifetime. Education is a tool that can assist in the accomplishment of the goal. The foundation of any educational endeavour is a goal that is both distinct and well-defined.
- The human senses, intellect, behaviour, and actions, as well as skills, are all transformed through the process of education in a way that is constructive and beneficial to society.
- Education is a form of guidance and instruction; it is the process of guiding and instructing a person in order to fulfil his or her wants and needs in a manner that elevates the entirety of the individual's personality.
- Without education, a person's existence is meaningless and comparable to that of a beast. Education is considered to be life. In

order to ensure that every aspect and occurrence is properly developed, education is absolutely necessary.

- According to John Dewey's definition, education is the ongoing process of reconstructing and remodelling our experiences in a manner that is deemed to be socially desirable.
- The individual is a social being, and education is beneficial to the individual's adjustment. In the event that he is unable to adapt to the various facets of life, his personality will not be able to maintain its delicate equilibrium. The medium of education teaches him how to adjust himself with the people around him, including his friends, classmates, parents, relatives, neighbours, and teachers, among other people.
- Education is a holistic form of development, with the primary goal of education being the development of every capability that a child possesses. The individual is able to transcend his animal tendencies and transform into a more civilised being as a result of this, which serves the purpose of facilitating the individual's physical, mental, artistic, moral, economic, and spiritual growth.
- Education is not a static endeavour; rather, it is a dynamic process that nurtures the child in response to shifting circumstances and eras during the course of their development. It is a consistent source of motivation for the individual to progress. Through this process, society is reconstructed in accordance with the ever-changing demands of the time period and the location.
- Adams contends that education is a bipolar process, in which the development of one person is influenced by the actions of another

personality. He says this takes place in the context of education. Both conscious and intentional action is taken during the procedure.

- John Dewey made a profound observation when he said, "Every education proceeds through the individual's engagement with the collective social consciousness of the race." Education is a multifaceted endeavour. As a result, the objectives, subject matter, and instructional approaches will ultimately be determined by society. At this point, the educational process can be broken down into three distinct components: the teacher, the student, and society.
- A comparison can be made between education and growth in the sense that further education is what brings about growth. According to a quote attributed to John Dewey, "A person is a developing and evolving personality." When it comes to education, the primary goal is to provide support for the development of the individual.
- Through the pursuit of a perfect society and population, education serves an incalculable purpose that cannot be overstated. In every society and nation, it is of the utmost importance to make certain that the members of that society are completely healthy and prosperous.

## **AIMS OF EDUCATION**

Aims provide activities with a sense of direction. When developing educational goals, it is important to take into account the requirements of the current situation. An individual's nature is multifaceted, and they have a variety of needs that are connected to their life. There is a connection between the goals of education and the ideals of life.

In order for students to realise their full potential on this planet, the purpose of education should be to offer assistance. The fundamental goal of education, as stated by a study conducted by the United Nations Educational, Scientific, and Cultural Organization (UNESCO), is "the physical, intellectual, emotional, and ethical integration of the individual into a complete man or woman."

By forming children into human beings who are dedicated to working toward the establishment of human communities that are characterised by love, fellowship, freedom, justice, and harmony, education serves another purpose. For the purpose of shaping students, it is necessary to provide them with the opportunity to experience the significance of these values within the school setting. The only way for teachers to accomplish this is by demonstrating their lives through the hundreds of small and large transactions they have with their students, both verbally and physically.

### **Individual and Social Aims:**

The primary goals of education are to help students achieve their personal goals as well as their social goals. In order to foster the development of one's individuality, it is essential to have personal goals. Instead of focusing solely on the desires of a single individual, social aim is concerned with the development of society as a whole. However, we will see that the only thing that makes sense for an individual to grow is when they are in a social setting.

**Individual Aims** – Sir Percy Nunn said, "Nothing good comes into the world except through the free activities of individual men and women." He also said that education should be shaped by the individual. Through as much freedom as possible, education should help people develop their natural talents.

### **Social Aim:**

It is the belief of those who advocate for this objective that the state or society is the most significant thing or that it is real. The person is nothing more than a tool. It is the purpose of education to assist individuals in becoming healthier. Education is something that people receive for the benefit of society as a whole. The purpose of education is to contribute to the overall health of the state. The body of the individual will be moulded in any manner that the government desires. As a result, individuals are better prepared to take on a variety of roles within society. The absence of society renders personality meaningless, and distinguishing oneself from others is of no value. The growth of individuals will occur on their own if the growth of society occurs. On this front, society has a significant role to play.

## **FUNCTIONS OF EDUCATION**

The following are the important function of education

### **1. Individual Functions of Education**

- Development of innate power
- Spiritual and morality development
- Guidance and counselling function



- Fulfilment of need
- Re- organization and re-construction of experiences
- Development of civic knowledge and skills in individuals

## 2. Social Functions of Education

- Socialization
- Development of personality
- Social control
- Social integration
- Provide route for social mobility
- Social development

## 3. National Functions of Education

- Ensuring national development
- Promoting national integrity
- Continuous supply of skilled human resources
- Developing leaders of the nation
- Protection of civilization and culture
- Development of civic knowledge

## 4. International function of education

- Development of international relation

- Maintaining the non-interference and peaceful co-existence
- Development of international understating

## Types of Education

Beyond the confines of the classroom, education encompasses a much broader scope of practise. A child receives his education not only from the experiences that he has outside of school but also from those that he has within the school itself, when these factors are taken into consideration. Formal, informal, and non-formal education are the three primary categories of education that are prevalent today. You will find a discussion of each of these types below.

## Formal Education

Individuals typically acquire fundamental, academic, or vocational competencies through the process of formal education or learning, which typically takes place within the confines of an educational institution environment. Official education typically begins in elementary school and continues until high school, despite the fact that it is frequently the case for young children to attend nursery or kindergarten. A college or university is the typical setting for higher education, also known as postsecondary education. It is at these institutions that one can earn a degree in their chosen field of study. Additionally, it is governed by a specific set of restrictions and is stipulated at a particular phase.

## Characteristics of Formal Education

- The formal education system is organised in a hierarchical structure.
- It is deliberate and purposeful in nature.

- It is conducted in a regular basis, fees that are scheduled are paid.
- A chronological grading system is utilised in this system.
- It follows a curriculum and is focused on the subject matter.
- It is required that the course outline be completed within a predetermined amount of time.
- Lessons are imparted to the child by the instructors.

### Advantages of Formal Education:

- Formal education is characterised by a well-organized educational model and the most recent content of the courses.
- Teachers who are both trained and professionals are the ones who impart knowledge to students.
- An organised and methodical approach to the learning process.
- To ensure that students are able to progress to the subsequent learning phase, intermediate and final assessments are utilised.
- In addition to being physically organised, institutions are also strategically organised.
- This will result in a certificate that is officially recognised.
- Job opportunities are readily available.

### **Disadvantages of Formal education:**

- Occasionally, brilliant students experience boredom as a result of the lengthy wait for the end of the academic session in order to advance to the subsequent stage.
- As a result of the presence of both good and bad students in the classroom, there is a possibility that the adoption of bad habits could be concerning.
- There is a waste of time because there are students who are not motivated to learn properly, despite the fact that the professional trainers are trying to motivate them.
- Some education systems that are not professional and do not adhere to standards may result in the students wasting their time and money, which in turn leads to their dissatisfaction with formal education and encourages them to pursue non-formal education.
- When compared to other type of education, education that is not only expensive but also rigid

### **Informal Education**

A child may receive informal education from a parent when the parent teaches the child how to ride a bicycle or how to prepare a meal. In addition, individuals can acquire an informal education by reading a large number of books from a library or by visiting educational websites.

The term "informal education" refers to the form of education that occurs when one does not attend school and does not employ any specific method of learning. It is not necessary to make any conscious efforts in

order to undergo this kind of education. The action is neither pre-planned nor deliberate in nature. At a local market, in a hotel, or even at home, it is possible to acquire this knowledge. In contrast to formal education, informal education is not provided by a formal educational establishment such as a school or college of higher learning. A predetermined schedule is not followed when it comes to the delivery of informal education. One is not required to follow a predetermined curriculum. The term "informal education" refers to experiential learning that takes place through actual living in the family or community.

### Examples of Informal Education

- Teaching the child some basics such as numeric characters.
- Someone learning his/her mother tongue
- A spontaneous type of learning, "if a person standing in a bank learns about opening and maintaining the account at the bank from someone."

### Characteristics of Informal Education

- The informal education system is not constrained by any wall or boundary.
- The course outline/syllabus is not set in stone.
- The event is not pre-planned, and there is no schedule for it.
- Because we acquire informal education through our day-to-day experiences and by acquiring new knowledge, there is no need to pay any fees.
- In a natural way, it is a process that continues throughout one's entire life.
- One does not have to worry about acquiring new knowledge because there is no requirement for obtaining certificates or degrees.

- Any source, including the media, life experiences, friends, family, and so on, can provide you with information.

### Advantages of Informal Education

- The process of learning that is known as informal education is one that can be acquired at any time and from any location through one's everyday experiences.
- Participating in activities such as conducting individual and personal research on a subject that is of interest to them by making use of resources such as books, libraries, social media, the internet, or by seeking assistance from informal trainers is included.
- Applies a wide range of different strategies.
- There is no particular time period.
- Learning process that is both less expensive and more time-efficient.
- There is no need to hire specialists because the majority of professionals might be willing to share their valuable knowledge with students and the general public through the use of social media and the internet.
- It is possible for students to acquire the necessary knowledge by reading, listening to the radio or television, or having conversations with their friends or family members.

### Disadvantages of Informal Education

- The information that is obtained through informal education may lead to the dissemination of false information. This information may come from

the internet, social media, television, radio, or conversations with friends and family members.

- It's possible that the employing of techniques is not appropriate.
- There is no appropriate time span or schedule.
- Results that are difficult to predict, which are nothing more than a waste of time.
- A lack of confidence in the individual being taught.
- Discipline, attitude, and good habits are all lacking in this individual.

### **Non-formal Education**

Adult basic education, adult literacy education, and school equivalency preparation falls under the category of non-formal education. Individuals who are not currently enrolled in formal education have the opportunity to acquire literacy, other fundamental skills, or job skills through non-formal education.

Home education, individualized instruction (such as programmed learning), distance learning and computer-assisted instruction are other possibilities.

Non-formal education is imparted in a manner that is both consciously and deliberately implemented in a systematic manner. For a group that is similar to itself, it ought to be organised. It is important that non-formal education be designed to meet the requirements of the group that has been identified. Both the curriculum and the evaluation system will need to be designed with some degree of flexibility in order to accommodate this.

## Examples of Non-formal Education

- Boy Scouts and Girls Guides develop some sports program such as swimming comes under non- formal education.
- Fitness programs.
- Community-based adult education courses.
- Free courses for adult education developed by some organization.

## Characteristics of Non-formal Education

- Non-formal education is organised and carried out in a manner that is distinct from the conventional educational system.
- Adjustments can be made to both the schedule and the curriculum.
- Unlike formal education that is theoretical in nature, this type of education is more practical and vocational in nature.
- There are no age restrictions for non-formal education.
- Whether or not fees or certificates are required is a matter of opinion.
- Learning can be done either full-time or part-time, and it is possible to earn money while also gaining knowledge.
- Involvement in the acquisition of professional skills is required.

## Advantages of Non-formal Education

- Instruction in both practical and vocational skills.
- Mindsets that develop on their own instead of waiting for the system to make changes.



- Literacy that includes the development of skills and encourages self-learning is recognised and valued.
- Adaptability with regard to age, coursework, and schedule.
- It is a system of education that is open-ended and involves participation from both the public sector and the private sector.
- Exams do not need to be administered on a regular basis.
- There is no requirement for a diploma, certificate, or award to be presented on the occasion.

### Disadvantages of Non-formal Education

- It is difficult to predict how many participants will show up.
- When there is no requirement to administer the examination on a consistent basis and no degree or diploma is presented at the conclusion of the training session, it is sometimes a complete waste of time.
- Learning the fundamentals of reading and writing is an essential skill to acquire.
- There are no teachers who are trained and professionals.
- There is a possibility that students do not have the same level of satisfaction as regular students.
- A number of educational establishments offer phoney certifications through online courses solely for the purpose of generating revenue.

### Levels of education

#### Pre Primary Education

Generally speaking, the beginning of pre-primary education in India occurs at the age of three and continues until the age of six. This type of education is comprised of kindergartens or playschools. Pre-Nursery, Nursery, Kindergarten, Lower Kindergarten, and Upper Kindergarten are the designations that are used to refer to the various levels of education that are offered at these schools (Upper Kindergarten). The majority of people in today's society begin their educational pursuits at the earliest possible age, and the majority of towns and cities offer a wide variety of private school options.

- **Primary Education**

Parents have the option of enrolling their children in either a public or private school, depending on the requirements of their children and the financial constraints they face. Students between the ages of 5 and 12 are typically the ones who receive it. The length of time spent studying during this phase is between four and five years. Subjects such as English, Hindi, or a regional language (depending on the board), mathematics, environmental science, and general knowledge are examples of typical subjects.

Primary education is now required for all children between the ages of six and fourteen, as mandated by the government. Primary education is provided by the majority of schools in India, beginning with class 1 and continuing through class 4 or class 5. The states and union territories of Andhra Pradesh, Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu and Kashmir, Madhya Pradesh, Manipur, Orissa, Punjab, Chandigarh, Delhi, Karaikal, and Yanam regions of Pondicherry, among others, are among those that follow the primary education system that extends from the first to the fifth class. Assam, Goa, Gujarat, Karnataka,

Kerala, Maharashtra, Meghalaya, Mizoram, Nagaland, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep, and the Mahe region of Pondicherry are some of the states and union territories that follow the format of primary education from the first to the fourth grade.

- **The Middle School**

Students who are between the ages of 12 and 14 years old make up the fifth through eighth grade, which is comprised of students who have completed three to four years of academic study. Various names, such as High School and Senior School, are frequently used to refer to educational institutions that provide instruction up to the eighth grade. Assam, Goa, Gujarat, Karnataka, Kerala, Dadra and Nagar Haveli, Daman and Diu, Lakshadweep, and other states and union territories are among those that observe the fifth and seventh classes of the middle stage. Arunachal Pradesh, Haryana, Madhya Pradesh, Punjab, Andaman and Nicobar Islands, Chandigarh, Delhi, and other states and union territories are among those that follow the sixth and eighth schools of the middle stage.

- **The Secondary School**

Classes 8th-10th, which are comprised of students between the ages of 14 and 16, mark the beginning of the secondary stage of education, which encompasses several years of academic study. The educational institutions that provide instruction up to the tenth grade are referred to as Secondary Schools, High Schools, Senior Schools, and different names. Goa, Gujarat, Karnataka, Kerala, Dadra and Nagar Haveli, Daman and Diu, Lakshadweep, and other states and union territories are among those following the eighth and tenth class of the secondary stage. Punjab, Rajasthan, Sikkim, Tamil Nadu, Andaman and Nicobar Islands,

Chandigarh, Delhi, Karaikal region of Pondicherry, and other states and union territories are among those that follow the ninth and tenth class within the secondary stage.

- **Senior Secondary School/Higher Secondary School**

This is only a two-year period. All of the states and union territories adhere to the 10 + 2 pattern, which means that there is uniformity at this level of education in terms of the duration and classes. Students typically ranged in age from 16 to 18 years old when they attended senior secondary schools in India. These schools offer classes 11th to 12th. Students are able to select the subjects and streams that they are most interested in studying at this level of education. The arts, commerce, and science are all options for them (medical & nonmedical). The term "Senior Secondary Schools" or "Higher Secondary Schools" may be used to refer to educational institutions that offer instruction up to the twelfth grade. A great number of schools are connected to secondary schools, and certain states have junior colleges that are dedicated to junior college students. In addition, there are students who opt to complete a diploma programme after their tenth grade rather than taking the examination for their twelfth grade.

The term "higher education" refers to tertiary education that culminates in the awarding of an academic degree. After completing secondary education, students have the opportunity to continue their formal education by enrolling in higher education, which is also referred to as post-secondary education, third-level education, or tertiary education at times.

## **CONSTITUTIONAL PROVISIONS FOR EDUCATION**

India got independence from the British on 15 th August 1947. The constitution of the country , prepared by a council consisting of eminent persons drawn from different walks of life and headed by Law Minister Dr. Ambedkar, after detailed discussion and debate, was adopted on November 26, 1949 and came into force on January 26, 1950. The Constitution mirrors the hopes and aspirations of the people of India.

### **Education in the Indian Constitution**

Indian Constitution contains a preamble, 22, Schedules, 12 Appendices and 306 Articles .The Fourth Schedule in the Constitution deals with the "Directive Principles" which gives the directive guidelines for the Government to frame its policies. The Seventh schedule of the constitution lists educational responsibilities of Governments. the Central and state List I, called the 'Union List' narrates the responsibilities of the Central Government. List II pertains to the responsibilities of the State List III called the "Concurrent list" deals with those items that come under the joint responsibilities the Central and state Government.

## **CONSTITUTIONAL PROVISIONS OF EDUCATION IN INDIA**

### **Article 28:**

According to our Constitution article 28 provides freedom as to attendance at religious instruction or religious worship in educational institutions.

### **Article 29:**

This article provides equality of opportunity in educational institutions.

**Article 30:**

It accepts the right of the minorities to establish and administrate educational institutions.

**Article 45:**

According to this article "The state shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years." We notice that the responsibility for universal elementary education lies with the Central Government, the State Governments, the Local Bodies and voluntary organizations.

**Article 46:**

It provides for special care to the promotion of education and economic interests of the scheduled caste, scheduled tribes and the weaker sections of society.

**Article 337:**

This provides for special provision with respect to educational grants for the benefit of Anglo-Indian community.

**Article 350A:**

This article relates to facilities for instruction in mother tongue at primary stage.

**Article 350B:**

It provides for a special offer for linguistic minorities.

### **Article 351:**

This article relates to the development and promotion of the Hindi language.

### **Aims and Purpose of Education drawn from Constitutional Provisions**

The Indian constitution has formulated several provisions for improving the educational development of Indian citizens. The aims and purpose of the Indian Constitution drawn from constitutional provisions are as follows:

#### **Free and Compulsory Education**

Under Article 45 of the Directive Principles of State Policy, the Constitution states,

“The state shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.”

#### **Education of Minorities**

Under Article 30 of the Indian Constitution, there are certain cultural and educational rights related to the administration and establishment of educational institutions. It states:

- a. “All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.”
- b. “The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is

under the management of a minority, whether based on religion or language.”

### **Language Safeguards**

As per Article 29(1) of the Indian Constitution,

“Any section of the citizen, residing in the territory of India or any part thereof having a distinct language, script or culture of its own, shall have the right to conserve the same.”

### **Education for Weaker Sections**

Article 15 states,

“Nothing in this article or in clause (2) of Article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and the scheduled tribes.”

“The educational interests of the weaker Indian Community’s weaker sections who are educationally backward classes, scheduled castes, and scheduled tribes” are safeguarded under Articles 15, 17, and 46.

### **Secular Education**

India is a secular country. Article 25 (1) of the Constitution gives the right to freedom of conscience for all citizens and grants the right to practice, propagate, and profess any religion. Article 28 (1) states,

“No religious instruction shall be provided in any educational institution if wholly maintained out of state funds.”

As per Article 30,



**“The state shall not, in granting aid to educational institutions maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them.”**

### **Equality of Opportunity in Educational Institutions**

According to Article 29(1),

**“No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them.”**

### **Instruction in Mother -Tongue**

According to Article 26 (1),

**“Any section of the citizens, residing in the territory of India or any part thereof, having a distinct language, script or culture of its own, shall have the right to converse the same.”**

Article 350 A ,

**“It shall be the endeavour of every state and every local authority to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups.”**

### **Promotion of Hindi**

As per the Constitution,

**“It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression of all the elements of the composite culture of India.”**

## **Higher Education and Research**

As per the entries in 63, 64, 65, and 66 of the List, the Parliament contains exclusive rights for the enactment of legislation related to institutions and Union Agencies.

## **Women's Education**

Modern Indian Education facilitates the development and growth of Women's Education. Education of the girls is regarded with more importance than that of the boys. Article 15 (3) reads:

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

According to this Provision,

"Education will be used as an agent of basic change in the status of women. To neutralize the accumulated distortions of the past, there will be a well-conceived edge in favour of women."

## **Education in the Union Territories**

As per Article 239 of the Constitution,

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

## **Educational and cultural relations with foreign countries**

According to Union List's Entry 13,

“Participation in international conferences, associations and other bodies and implementing decisions made thereat.”

Under the Indian Constitution, many educational obligations have been entrusted to the Central Government of India. Education is one such national aspiration that can pave the way for India towards national integration and prosperity. Through education, the cultivation of Indian democracy's ethos and values can be fostered among the citizens.

## **CONSTITUTIONAL VALUES AND EDUCATION**

### **THE PREAMBLE OF CONSTITUTION**

The preamble has a great bearing on educational policies and programmes. It reads

—**We, the people of India**, having solemnly resolved to constitute

India into a sovereign, socialist, secular, democratic republic and to secure to all its citizens:

**Justice:** social, economic and political;

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

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

**Fraternity:** assuring the dignity of the individual and unity of nation;

### **FUNDAMENTAL RIGHTS AND DUTIES**

Fundamental rights are the basic human rights enshrined in the Constitution of India which are guaranteed to all citizens. They are applied without discrimination on the basis of race, religion, gender, etc.

**Significantly, fundamental rights are enforceable by the courts, subject to certain conditions.**

Fundamental right that to property was removed from the list of fundamental rights by 44th amendment. Right to property now The Indian constitution originally provided 7 categories of fundamental rights.

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

In this category there are five rights

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

### **2) Right to Freedom (Articles 19 – 22)**

Freedom is one of the most important ideals cherished by any democratic society. The Indian Constitution guarantees freedom to citizens. The freedom right includes many rights such as:

- Freedom of speech
- Freedom of expression
- Freedom of assembly without arms
- Freedom of association
- Freedom to practise any profession

- Freedom to reside in any part of the country

Some of these rights are subject to certain conditions of state security, public morality and decency and friendly relations with foreign countries. This means that the State has the right to impose reasonable restrictions on them.

### **3. Right against Exploitation (Articles 23 – 24)**

This right implies the prohibition of traffic in human beings, *begar*, and other forms of forced labour. It also implies the prohibition of children in factories, etc. The Constitution prohibits the employment of children under 14 years in hazardous conditions.

### **4. Right to Freedom of Religion (Articles 25 – 28)**

This indicates the secular nature of Indian polity. There is equal respect given to all religions. There is freedom of conscience, profession, practice and propagation of religion. The State has no official religion. Every person has the right to freely practice his or her faith, establish and maintain religious and charitable institutions.

### **5. Right to Cultural and Educational rights (Arts. 29-30)**

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

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

Provides for enforcement of fundamental rights through the judicial process. Thus the constitution contains an elaborate scheme of fundamental rights. But the, fundamental rights in India are not

absolute. They are hedged by many limitations. Indeed, fundamental rights cannot be absolute anywhere in the world. Countries differ only in their degree of limitations on fundamental rights.

## **7) Right to Education (Arts. 21-A)**

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

### **Importance of fundamental rights:**

In this context, "rights" refers to the freedoms that are necessary for both the individual's well-being and the well-being of the community. Part III of the Indian Constitution is responsible for ensuring that fundamental rights are protected. This is due to the fact that these fundamental rights are essential for the growth and development of every constituent. In order for all Indians to be able to live their lives in peace and harmony as citizens of India, fundamental rights ensure that civil liberties are recognised and protected. The fundamental rights are defined as the fundamental human freedoms that every citizen of India has the right to enjoy in order to ensure that their personality develops in a manner that is both appropriate and harmonious. All citizens are entitled to these

rights, regardless of their race, place of birth, religion, caste, creed, colour, or gender. These rights are universally applicable.

## **FUNDAMENTAL RIGHTS AND EDUCATION**

In order for a democracy to function properly, it is necessary to guarantee that individuals are granted specific rights and that governments will always acknowledge these rights. The leaders of the freedom movement had come to the realisation that rights were extremely important during the course of our struggle for freedom. They demanded that the British rulers respect the rights of the people. Regarding the incorporation of rights and the safeguarding of those rights in the Constitution, there was not a single disagreement. "Fundamental rights" were the names given to the rights that were enumerated in the Constitution as being entitled to special recognition and protection.

A spirit of equality has been established, and the preservation of individual liberty has been aided by the Constitution's provision of fundamental rights to citizens. While there are some exceptions to this rule, these rights serve to restrict the powers that are granted to the legislative and executive branches of government. Education in India is particularly affected by the following articles, which fall under the category of fundamental rights.

Two of the most fundamental rights that are necessary for a democracy are the right to freedom, equality, and liberty. It is impossible to think of one without going through the process of thinking about the other.

**ARTICLE 14** Strives for ensuring 'Equality before Law'. It states "*The State shall not deny to any person equality before law or equal protection of the laws, within the territory of India*". Modern States exercise powers over the individual.

The Right to Equality is intended to ensure that the powers of the State are not used in any discriminatory way. In relation to education it is invoked to regulate rules of admission and thus it acts for ensuring reach of education to all.

**ARTICLE 15:** This Article guarantees prohibition of discrimination on grounds of religion, race, caste, sex or place of birth by the State. It also ensures *equality in educational opportunities in India*.

**ARTICLE 15(4)** enabled the government to make special provisions for the advancement of backward classes including the Scheduled Castes (SCs) and

Scheduled Tribes (STs).

**ARTICLE 16(1)** guarantees equality of opportunity for all citizens in

Matters relating to employment or appointment to any office under State

**ARTICLE 16(4):** the government can make reservations in favour of any backward class of the citizens.

**ARTICLE 21A:** It grants Right to Free and Compulsory Education to all the

Children of the age six to fourteen years in a manner as the State may, by law, determine. Inserted by the 86th Amendment in December, 2002,



this Article has accorded education the status of right for ensuring quality in educational expansion at elementary level.

At the commencement of the Constitution, education was included as a Directive Principles of the State Policy in Article 45 under Part IV of the Constitution.

**ARTICLE 24** - states that no child below the age of fourteen years shall be employed in work in any factory or mine or engaged in any hazardous employment.

**ARTICLE 28** – The institutions run by the State will not preach any religion or give religious education nor will they favour persons of any religion. This has been done to sustain and nurture the principle of secularism. Under provisions of this Article, neither the State nor any other agency can impart religious instruction in any school wholly managed by State funds. However, there is an exemption for the institutions established under any trust or endowment which requires that no person, attending State recognized and aided school, can be compelled to take part in any religious instruction without parental consent. This implies that while institutions established by minority communities are eligible for grant in aid from the State, they cannot compel students to follow the religious instruction imparted in the institution. They are allowed to maintain their religious character without imposing their religious ideology on any unwilling student.

**ARTICLE 46** of the Constitution clearly states that the State shall promote with special case the educational and economic interests of the weaker sections of the people, and, in particular, of the SCs and the STs and shall protect them from social injustice and all forms of

## Fundamental Duties

Fundamental Duties are the moral responsibilities of the citizens of India to help promote a patriotic spirit and to uphold the unity of our country.

- The fundamental duties were incorporated under Part IV-A of the Constitution by The Constitution (42nd Amendment) Act, 1976.
- Article 51(A) of the constitution describes 11 fundamental duties.
- It states that it shall be the duty of every Indian citizen:
  - (a) to abide by the Constitution and to respect its ideals and institutions, the National Anthem and the National Flag;
  - (b) to cherish the noble ideals which inspired our national freedom struggle and follow them;
  - (c) to uphold and to protect the unity, sovereignty, and integrity of the Indian nation;
  - (d) to defend the country and render national service whenever called upon to do so;
  - (e) to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
  - (f) to value and preserve the rich heritage of our composite culture;
  - (g) to protect and improve the natural environment including forests, lakes, rivers and wildlife, and to have compassion for living creatures;

(h) to develop the scientific temper, humanism and the spirit of inquiry and reform;

(i) to safeguard public property and to abjure violence;

(j) to strive towards excellence in all spheres of individual as well as collective activity so that the nation constantly rises to higher levels of endeavour and achievement;

(k) who is a parent or guardian to provide opportunities for education to his child or,

as the case may be, ward between

### **Right to Education Act (RTE, 2010)**

The Right to Education Act 2009, also known as the RTE Act 2009, was enacted by the Parliament of India on 4 August 2009. It describes modalities of the importance of free and compulsory education for children aged between 6-14 years in India under Article 21 (A) of the Constitution of India. This act came into effect on 1 April 2010 and made India one of the 135 countries to have made education a fundamental right for every child. It prescribes minimum norms for elementary schools, prohibits unrecognized schools from practice and advocates against donation fees and interviews of children at the time of admission. The Right to Education Act keeps a check on all neighbourhoods through regular surveys and identifies children who are eligible for receiving education but do not have the means to Right to Education Act (RTE) provided free and compulsory education to children in 2009 and enforced it as a fundamental right under **Article 21-A**.

The Right to Education serves as a building block to ensure that every child has his or her right to get a quality elementary education.

### **Constitutional Background**

- Originally Part IV of Indian Constitution, **Article 45** and **Article 39 (f) of DPSP**, had a provision for state funded as well as equitable and accessible education.
- The first official document on the Right to Education was **Ramamurti Committee Report in 1990**.
- In 1993, the Supreme Court's landmark judgment in the **Unnikrishnan JP vs State of Andhra Pradesh & Others** held that **Education is a Fundamental right** flowing from **Article 21**.
- **Tapas Majumdar Committee (1999)** was set up, which encompassed insertion of **Article 21A**.
- The **86<sup>th</sup>** amendment to the constitution of India in **2002**, provided **Right to Education** as a fundamental right in part-III of the Constitution.
- The same amendment inserted **Article 21A** which made **Right to Education** a fundamental right for children between **6-14 years**.
- The **86th** amendment provided for a **follow-up legislation** for **Right to Education Bill 2008** and finally **Right to Education Act 2009**.

### **Feature of Right to Education (RTE) Act, 2009**

- The RTE Act aims to provide **primary education** to all children aged **6 to 14 years**.

- It enforces Education as a **Fundamental Right (Article 21)**.
- The act mandates **25% reservation for disadvantaged sections** of the society where disadvantaged groups include:
  - ✓ SCs and STs
  - ✓ Socially Backward Class
  - ✓ Differently abled
- It also makes provisions for a non-admitted child to be admitted to an **age appropriate class**.
- It also states that sharing of financial and other responsibilities between the Central and State Governments.
- It lays down the norms and standards related to:
  - ❖ Pupil Teacher Ratios (PTRs)
  - ❖ Buildings and infrastructure
  - ❖ School-working days
  - ❖ Teacher-working hours.
- It had a clause for **“No Detention Policy”** which has been **removed under The Right of Children to Free and Compulsory Education (Amendment) Act, 2019**.
- It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

- It provides for the appointment of teachers with the requisite entry and academic qualifications.
- It prohibits
  - Physical punishment and mental harassment
  - Screening procedures for admission of children
  - Capitation fee
  - Private tuition by teachers
  - Running of schools without recognition
- It focuses on making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

### **Achievements of Right to Education Act, 2009**

- The RTE Act has successfully managed to increase enrolment in the upper primary level (Class 6-8).
- Stricter infrastructure norms resulted in improved school infrastructure, especially in rural areas.
- More than 3.3 million students secured admission under 25% quota norm under RTE.
- It made education inclusive and accessible nationwide.
- Removal of “no detention policy” has brought accountability in the elementary education system.

- The Government has also launched an integrated scheme, for school education named as **Samagra Shiksha Abhiyan**, which subsumes the three schemes of school education:
  - ❖ Sarva Shiksha Abhiyan (SSA)
  - ❖ Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
  - ❖ Centrally Sponsored Scheme on Teacher Education (CSSTE).

### **Features of RTE Act**

- No screening test either for the child or the parent should be conducted.
- No certificate of birth to prove age should be demanded at the time of admission.
- No child should be held back or sent out before it completes its elementary education.
- No child should be given corporal punishment or mental agony by the school.
- No private school should be started without the approval of the Government or the authorised agency.

- Government permission and recognition should not be granted to schools which do not have the prescribed standards.
- Duties of teachers: Regularity and punctuality in coming to school completing portions of the syllabus within the allotted time assessing the learning ability of every child and providing special instruction.

**The Supreme Court of India has given the following guidelines to promote education of the people:**

(i) The state can make regulatory measures to promote efficiency of education.

(ii) Educational institutions of minority groups cannot claim immunity from general laws such as contract law, labour law and industrial law etc.

(iii) The state can take over the management of the institutions of minority groups in case of irregularity and inefficiency.

(iv) Teachers have the right to approach to the Arbitration Tribunal in case of any injustice to them by the institution.

After the constitutional provisions the government of India has initiated a good numbers of programmes, policies, commissions, committees and action plans for the development of education in India.

## **Inclusion in Education**



- Compulsory and free education for all
- The benchmark mandate
- Special provisions for special cases
- Quantity and quality of teachers
- Zero tolerance against discrimination and harassment
- Ensuring all-round development of children
- Improving learning outcomes to minimise detention
- Monitoring compliance of RTE norms
- Right to Education Act is justiciable
- Creating inclusive spaces for all

Making the right to education a fundamental right took more than 6

decades after independence. Now, the government and all stakeholders should focus on the quality of education, and gradually move towards having a single educational system and platform across the country for all sections of society in order to foster equality, inclusion, and unity.

**The seventh schedule of the Indian Constitution contains legislative powers under three lists viz.**

- the Union List,
- the State List and
- the Concurrent List

## **THE UNION LIST**

This list contains 97 subjects where the following entries are related to education:

### **Entry 13:**

To provide Educational and Cultural relations with foreign countries.

### **Entry 62:**

The institutions known at the commencement of the Constitution as National Library, the Indian Museum, the Imperial War Museum, the

Victoria Memorial, and Indian War Memorial. Any other such institutions financed by the Government of India wholly or in part and declared by the Parliament by law to be an institution of national importance.

**Entry 63:**

Institutions of national importance. The institution known at the commencement of this Constitution as the BHU, AMU and Delhi University etc. declared by Parliament by law to be an institution of national importance.

**Entry 64:**

The institution of scientific and technical education financed by the Government of India wholly or in part and declared by law to be institutions of national importance like IITs and IIMs.

**Entry 65:**

Union agencies and institutions for:

- (i) Professional, vocational or technical training, including the training of police officers.
- (ii) The promotion of special studies or research.
- (iii) Scientific or technical assistance in the investigation of detection of crime.

**Entry 66:**

Coordination and determination of standards in the institution of higher education or research and scientific and technical institutions.

## **STATE LIST**

State list consists of 66 entries, out of which the following is the entry related to education:

### **Entry 12:**

According to this entry all libraries, museums and other similar institutions controlled or financed by the state, ancient and historical monuments and records other than those declared by or under law made by the Parliament to be of the national importance.

## **CONCURRENT LIST**

Concurrent list is a list of 52 items, and it includes the power to be considered by both the Central and State governments. "If any provision of a law made by the Legislature of a State is repugnant to any provision of a law made by Parliament which Parliament is competent to enact, or to any provision of an existing law with respect to one of the matters enumerated in the Concurrent list, then the law made by Parliament, whether passed before or after the law made by the Legislature of such State, or as the case may be, the existing law shall prevail and the law made by the Legislature of the State shall, to the extent of the repugnancy, be void."

It comprises 47 entries, among them the following are related to education:

### **Entry 20:**

Economic and social planning.

### **Entry 25:**

Education, including technical education, medical education and universities subject to provision of entries 63,64,65,66 of list (Union List).

### **Entry 34:**

Newspapers, books and printing presses.

#### **(A) Education of minorities**

Article 28 of the Constitution has made certain provisions for the education of the minorities including-

(i) No religious instruction shall be provided in educational institutions wholly maintained out of state funds.

(ii) If any institution has been established under any endowment trust even if administered by state, can impart religious education.

(iii) None person attending an educational institution recognized by the state or receiving funds from state government shall be required to take part in any religious worship or instruction that may be conducted in such institutions or in any premises attached there to unless such person or if such person is a minor and his guardian has given his consent thereto.

#### **(B) Cultural and Educational Rights**

Under article 29 and 30 for the protection of educational interest of minorities viz.

(i) **Article 29 (i):** Any section of citizen residing in the territory of India on any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

(ii) **Article 30 (i):** All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice.

(iii) **Article 30 (ii):** The state shall not in granting and to educational institution discriminate against any educational institution on the ground that it is under the management of a minority whether based on religion or language.

(iv) To make any law providing for the compulsory acquisition of any property of any educational institutions established and administered by minorities, the state shall ensure that the amount fixed by or determined under such law for acquisition of such property is such as would not restrict or abrogate the right guaranteed to them.

### **(C) Admissions**

(i) **Article 29 (II)** states that no citizen of India can be denied admission into any educational institution, which is either maintained by the state or receiving aid out of state funds on ground only of religion, race, caste, language or any of them.

(ii) **Article 15 (III)** states that to make special provisions for women.

Hence, separate educational institutions for women can be established.

### **(D) Mother Tongue**

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

#### **Article 350 (A):**

It shall be endeavour of every state and local authorities with the state to provide adequate faculties for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups: the President may issue directions to any state as he considers necessary for recurring the facilities.

#### **Article 351:**

It is to promote the development of Hindi language and states that it shall be the duty of the Central Government to promote the spread of Hindi language in the entire country.

#### **(E) Right to Education**

Article 41 of the Constitution provides that "All the citizens have equal right to education ". It states. "The state shall, within the limits of its economic capacity and development, make effective provisions for the right to work, to education and to public assistance in cases of employment, old age, sickness and disablement".

#### **(F) Weaker Section**

Our Constitution has made some special provisions for the weaker sections of our society viz.

#### **Article 45:**

The state shall endeavour to provide within a period of ten years from the commencement of the Constitution for the free and compulsory education for all children until they complete the age of 14 years.

#### **Article 46:**

The state shall promote with special care the educational and economic interests of weaker sections of the people and, in particular, of the caste and scheduled tribes, and shall protect them from social injustice and all forms of exploitation.

### **EDUCATION IN THE CONCURRENT LIST AND ITS IMPLICATIONS**

Concurrent list encompasses items of concern of both the centre and the states. Both will legislate for items in the concurrent List. Education is part of the concurrent List. This means policies related to education are legislated by central and state governments in the form of a meaningful partnership.

#### **A Uniformity in Education Policy**

Education System and its pattern should be the same across all of India. This could only be possible when education is made a concurrent subject. This ensures that the structure of education does not vary from state to state.

#### **Improvement in Standards**



As a result of education is a concurrent subject, research will advance throughout the nation. Due to this research studies are going to be utilized better at both state and national level.

### **Education for Emotional Integration**

Education is the key force for the production of emotional integration between all of the country. Educational curriculum, strategies, goals, and priorities, etc. can include guidelines to both teachers and learners so that they can use them towards the purpose of emotional integration of the nation as a whole.

### **For better Discipline**

Central government has the power to overrule the decisions of state governments in case of disagreements. This power is given to the central government for maintaining better discipline when it comes to maintaining standards of education and better emotional integration throughout the country.

### **Proper and better utilization of funds**

The state receives funding from the center for education but sometimes they spend it elsewhere, as has been noted. The center must have a say in its use when the funds are distributed by the central government for the betterment of schools and the education infrastructure of states.

### **Quality Leadership from Central Government**

Sometimes central government is able to provide quality leadership in the form of direction and supervision when it comes to the matters of education.

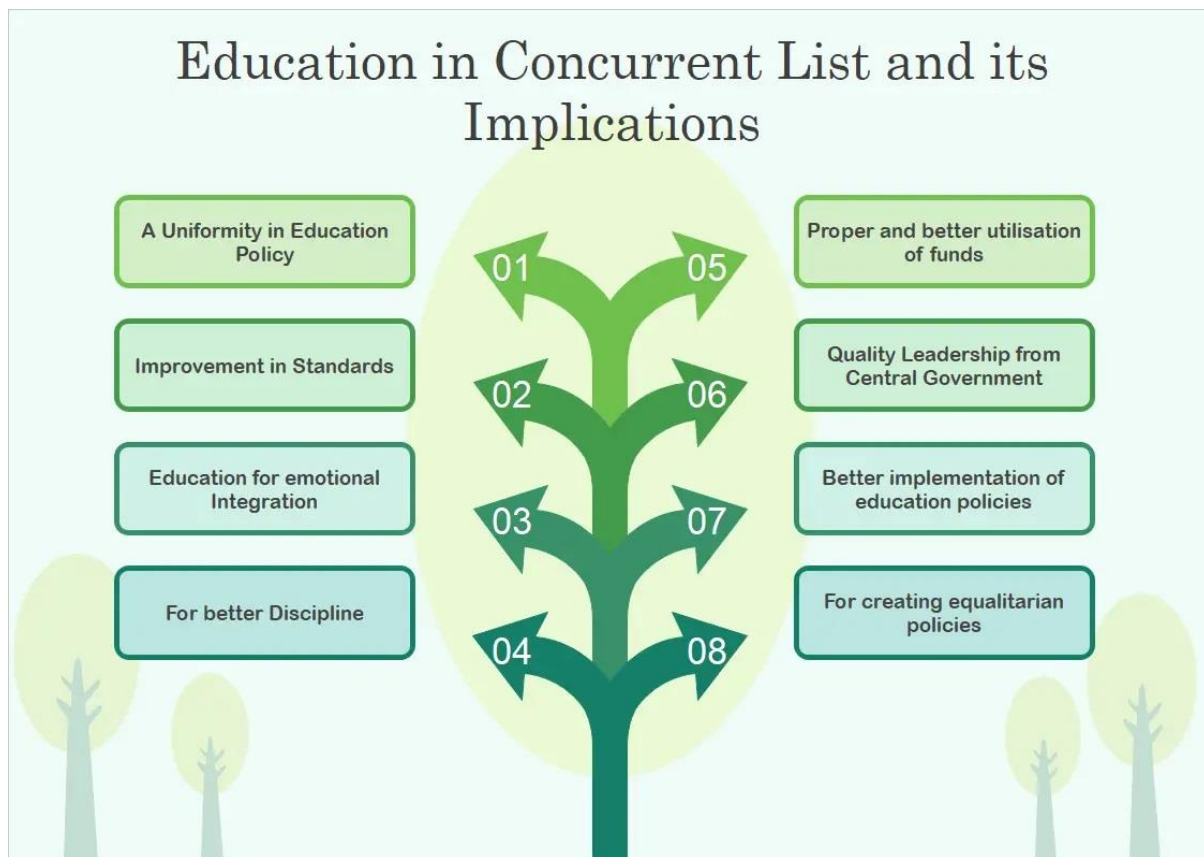
### **Better implementation of education policies**

Better implementation of policies related to education means the better implementation of education policies in a systematic way for better results. If education is on the concurrent list, the center will ensure that state governments are correctly implementing it.

### **For creating equalitarian policies**

Our constitution provides equal rights to each and every citizen in the society. For achieving equity and equality in society education must be

provided to all, as the constitution gives the right to education to all.



## Conclusion

Until 1976, education was a state subject with some provisions at the central level. The 42nd amendment, 1976, was an about major and important changes to the Indian constitution. It also affected the status of education by putting it on the concurrent list. Making education a concurrent subject ensures that both the centre and state can legislate on any aspect of education from primary to the university level.

In case of any dispute, legislation formed by the central government will have overriding authority. By having education in the concurrent list, the centre can directly implement any policy decisions in the states. So, the concurrent status of education means that there is a partnership between the State government and central government when it comes to Education policy making and implementation. This is a meaningful and yet challenging task to accomplish.

## **Unit- II:**

### **UNDERSTANDING THE SOCIAL DIVERSITY**

Social diversity: Meaning and definition - Education for understanding the social diversity in India – Levels of social diversity: Individual, regional, linguistic, religious, castes and tribes - Role of education in creating positive attitude towards diversity - inter disciplinary nature of education philosophy, psychology, sociology, anthropology, politics, history;

#### **INTRODUCTION**

A growing number of people are moving to other countries in search of employment, education, and business opportunities as a result of globalisation and the revolution in technology. Additionally, as a consequence of this, there has been an increase in social diversity. In our Indian society, there are many social differentiations based on religion, caste, language, the rich and the poor, and the divide between rural and urban areas; as a result, social diversity is the most prominent characteristic of our society. The economic development of the nation and an increase

in the standard of living of its citizens will not be possible unless these various communities succeed in maintaining harmony and goodwill among themselves. The economic development of the nation will be slowed down if there is a lack of harmony and goodwill among the various social groups. This will result in the emergence of a variety of classes and conflicts.

In addition, a nation that is rich in social diversity will have a plethora of talents and numerous abilities to choose from. Because of this, it is much simpler for that nation to become more advanced in all areas. Education has the potential to play a significant part in ensuring that social inequalities are eliminated and that social harmony is strengthened. By fostering positive attitudes and tolerance among the populace, education is an essential component. As a result of the cultivation of this understanding, the majority of democratic nations adhere to the policy of equalising opportunities for all individuals, with the goals of achieving economic progress and obtaining an education.

## **MEANING OF SOCIAL DIVERSITY**

The term "social diversity" refers to the various aspects of our society, including but not limited to racial and cultural differences, religious beliefs, age, and disabilities. The concept of diversity refers to differences in racial and ethnic backgrounds, socioeconomic status, geographic location, and academic and professional backgrounds. Discrimination can be influenced by a variety of factors, including but not limited to demographics such as race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, and religious affiliation, ideologies as well as political beliefs and other types of beliefs.

## **SOCIAL DIVERSITY: DEFINITION**

Diversification is a principle that maintains how individuals develop into quite different people so that they can peacefully occupy different positions within the environment. Diversification is a principle that maintains how we develop as individuals. A broad definition of diversity encompasses a wide range of factors, including personality and work style, as well as all of the visible dimensions of diversity, such as race, age, ethnicity, or gender; secondary influences, such as religion, socioeconomic status, and education; and work diversities, such as management and union, functional level and classification, or proximity or distance to headquarters.

## **SOCIAL DIVERSITY IN THE INDIAN SOCIETY**

The Indian society is comprised of people of multiple languages, ethnicities, and religions. India has more than three thousand different dialects and twenty-two official languages. The diversity that exists is demonstrated not only in our country but also in every other region of the world. Research that spans multiple cultures places an emphasis on diversity, and in recent years, a significant number of such studies have been conducted. As a consequence of this, the viewpoint that the acceptance of multi-culturalism is one of the characteristics of a society that is progressive has begun to gain strength.

In the state of Tamil Nadu, for instance, the government has declared a holiday for Mahavirjayanthi, despite the fact that only a small percentage of the population adheres to Jainism. This is an indication that the government acknowledges the uniqueness of the minority community. In a similar manner, the government of Tamil Nadu has begun declaring holidays for Onam, which is a significant festival experienced by the people of Kerala. Therefore, by gaining an understanding of the multicultural

composition of the Indian society, it is possible to eliminate conflicts and for all members of the society to collaborate in order to make progress toward the objective of national development.

### **THREE BASES OF SOCIAL DIVERSITY**

1. Each individual is unique
2. Individuals and their societies are inter-related and inter-dependent.
3. Society and culture are dynamic

### **FACTORS OF SOCIAL DIVERSITY**

1. Social races
2. Language
3. Life style.
4. Religion
5. Gender
6. .Age
7. Region
8. Academic and professional background

### **LEVELS OF SOCIAL DIVERSITY**

The levels of social diversity are:

- 1) Individual levels of social diversity

- 2) Regional levels of social diversity
- 3) Linguistic levels of social diversity
- 4) Religious levels of social diversity
- 5) Caste levels of social diversity.

#### 6) Tribal Levels of social diver

### **1.Individual level of diversity**

Visible identities, such as height, weight, hair, and skin colour, among other things, are the important dimensions of individual-related social diversity that can be found in a particular society. Self-concept and interpersonal connections are important.

The term "social development" refers to the process of gaining an understanding of one's social heritage and subsequently moulding one's behaviour in a deliberate manner. Individually and in relation to oneself, a child's self-concept develops concurrently with its social development. According to psychiatrists and psychologists, the opinion that other people have about us is the primary factor that influences the development of these.

When an individual engages himself in social interactions i.e. When he interacts with his family members and relatives, with his colleagues in the work place, with others while travelling by a bus a train or meeting people in places of worship or restaurants, he gets an evaluation of himself. The development of one's self-confidence, values, and attitudes can only occur through participation in social interactions. Individual behaviour is influenced by an individual's self-concept. The individual level of social



diversity can manifest in a variety of ways, including competition for higher levels of proficiency (competition in educational achievement and proficiency in skills), competition for economic status (competition in jobs and getting remuneration), competition for political power (competition to get political positions), and competition in conserving the culture. Individual behaviour is what differentiates a person from others, and it is the expression of that level of social diversity.

To summarise, the development of an individual's self-concept occurs concurrently with the individual's growth in society through the course of social interactions. His expectations and his perceptions of other people in the world are formed in accordance with his self-concept. This has a significant impact on the way he behaves in social situations. What distinguishes one person from another in a society is the individual behaviour that they exhibit during their lifetime. The individual behaviours that are a manifestation of the social diversity can take many forms, including but not limited to the following: competition for higher levels of proficiency; attainment of higher economic levels; acquisition of political power and position; attainment of spiritual accomplishments; and so on.

## **2.Regional Social Diversity**

It is common for people who live in a particular region to share similar material and non-material aspects of the culture, as well as to speak a particular language and to have a distinctive way of life. In order to foster unity and affinity among the members of a social group, language plays a significant role. It is highly likely that individuals who speak a particular language will share the same religious beliefs. Only "Linguistics States" were established in India as a result of this fact.

They believe that it is essential to safeguard the interests of their own state and that all of the resources that are available within the state should be reserved exclusively for them. This is due to the fact that the people of each state are significantly different from those of different states. Additionally, there is a larger national interest. Consequently, this results in disagreements and confusion among the states regarding a variety of issues.

Not every region within a state is equally fertile and abundant in resources, even within the same state. As a result of the constant flow of river water, certain regions of the state are rich in fertility, while others are hilly and lacking in vegetation. Richness of the region has a significant impact on the way people live their lives and the quality of life they provide for themselves. Because of this, there is a division between the people of the same state based on their regional preferences. Except for the city of Hyderabad, coastal districts, and river basins of the Krishna and Godavari rivers, other parts of the undivided state of Andhra Pradesh, particularly the regions of Rayalaseema and Telengana, were backward and lacked significant development. Consequently, the movement for a separate Telengana State gained footing. The Telengana region was subsequently split off from Andhra Pradesh and established as its own independent state as a result of this.

In a nutshell, despite the fact that people are united by language and religion, national interests are pushed to the background due to the diverse sentiments and differences that exist between regions.

### **3. Social Diversity at Linguistic Level**

Even though India still has more than three thousand languages that are spoken today, the country is home to those languages only 22 languages

are recognised as official languages by the Indian Constitution due to the 8th Schedule. The following languages are included in this list: (i) Assami, (ii) Bengali, (iii) Gujarati, (iv) Hindi, (v) Kannada, (vi) Kashmiri, (vii) Konkani, (viii) Malayalam, (ix) Manipuri, and (x) Telugu. The following languages are included in this list: (xi) Marathi, (xii) Nepali, (xiii) Oriya, (xiv) Sanskrit, (xv) Tamil, (xvi) Telugu, (xvii) Urdu, (xviii) Sindhi, (xix) Santhali, (xx) Boro, (xxi) Mythili, and (xxii) Dogri. However, Sanskrit, Kashmiri, Nepali, and Boro are not official languages in any of the states that make up the Indian Union, despite the fact that they are spoken by a sizeable segment of the population in certain regions of India. It is recognised by the Constitution of India as the Official Language of the Indian Union, which is also known as the National Language of India. Hindi is spoken by the majority of people in India. There are more than sixty million people who speak Telugu, which is the second most widely spoken language in the world. The majority of these people are residents of the states of Andhra Pradesh and Telangana. Tamil, Telugu, Malayalam, and Kannada are examples of languages that belong to the Dravidian linguistic family. On the other hand, the majority of the languages spoken in North India are members of the Indo-Aryan linguistic family.

There was always some kind of link language that united the people of India, even though it changed at different points in time. This was the case even though India had a diverse range of languages ever since ancient times. Sanskrit, which was spoken in ancient India, Arabic or Persian languages up until the ninth century A.D., Urdu, which was spoken from the ninth to the sixteenth century A.D., and English, which was spoken during the modern period of time from the seventeenth to the nineteenth century, were all examples of link languages. The languages English and Hindi have been used as link languages since the 20th century. A

significant number of Indians are fluent in both Hindi and English. They are united by link languages and live in social harmony, despite the fact that Indian citizens are divided linguistically. We come across individuals who have relocated from one state to another, educated themselves in the language of the state in which they have settled, and successfully navigated their day-to-day lives. As an illustration, Tamilians who relocate to Mumbai and make their home there are able to acquire the Marathi or Hindi language in a span of one or two years, and they are successful in their day-to-day activities. In the state that has been migrated, when people happen to come across people who speak their mother tongue in public places, it is natural for them to engage in conversation with those people using themselves. Learning more than one language improves a person's ability to function effectively in any part of the world and allows them to migrate to virtually any location.

#### **4. Social Diversity Based on Religion**

India is neither a religious state nor a theocratic state, despite the fact that nearly 80 percent of the country's population is Hindu. Among the religions that can be found in India are those that originated in India, such as Hinduism, Buddhism, Jainism, and Sikhism, as well as religions that originated in other countries, such as Christianity and Islam.

Other religions have their own areas of concentration, despite the fact that Hindus and Muslims are present in significant numbers across the entirety of India. In Punjab, for instance, the Sikhs make up a significant portion of the population, whereas Christians are primarily found in the states of the North Eastern region, Goa, and the southern states of India, such as Kerala and Tamil Nadu. Although they are found in relatively small numbers,

Buddhists have a significant presence in the states of Maharashtra, Rajasthan, and Gujarat.

Though India is a multi – religious country, Indian Constitution has proclaimed India as a 'Secular State'. The essential features of this are:

- Before the law, every single person is treated equally, regardless of their religious beliefs.
- Everyone has the freedom to perform their religious rituals and work without disrupting the social fabric, and there is no permitted religious activity that goes against the law.
- Religious minorities are granted the autonomy to establish and run their own educational institutions in order to protect their unique identities and maintain their autonomy. If those institutions are founded by members of religious minorities, the government should not refuse to provide financial assistance to them.
- There should be no religious instruction given in any of the institutions that are run with the assistance of the government. Educational institutions that are run by religious trusts are not prohibited from offering religious instruction classes, despite the fact that they are subject to the administrative control of the government.
- In a nutshell, the Indian government is indifferent to the religious beliefs of its citizens. It is emphasised that religious minorities should function in a manner that is in harmony with the social harmony, even though they are permitted to maintain their individuality.

## **5. Social Diversity at the Caste Level**

People are classified into different social strata based on their economic standing in every region of the world. Caste-based hierarchical stratification, on the other hand, is more prevalent in India than the status-based stratification that is prevalent in other countries (such as Upper class, Middle class and Lower class). Due to this particular reason, it is stated in a sarcastic manner. "India is a country that is divided into castes."

Castes, which were referred to as varnas during the Vedic period (which occurred prior to 1500 B.C.), were initially determined by occupation. However, over time, castes became assigned based on birth and eventually reached a permanent status with no room for change. More than three thousand castes exist in India at the present time. These castes are organised in a hierarchical fashion, beginning with the highest level and progressing downward through a number of vertical layers. The hierarchical classification of castes is carried out in a variety of different ways across India's various regions.

The caste system in Indian society has, without a doubt, become less rigid as a result of modern trends such as urbanisation, industrialization, and other similar developments. There is a gradual shift away from the practise of classifying individuals according to their caste as superior or inferior. The effort to improve the social status of the backward and most backward castes, as well as the Scheduled Castes and Scheduled Tribes, is being made by both the central and state governments through the provision of reservations in employment and education. Progress and upward social mobility are both outcomes that can be attributed to the government's implementation of the social justice policy. People are moving to casteless colonies (Samathuvapuram) and marrying outside of their caste, both of which are experiencing a significant increase.

## **6. Social Diversity at Tribal Level**

Tribal people in India are also called as Adivasis. Tribal groups in India follow their distinct cultural traditions, differentiate themselves from other social groups and occupy distinct regions, especially in hilly and forest areas.

Scheduled Tribes in India form the largest proportion of the total population of Lakshadweep and Mizoram, followed by Nagaland and Meghalaya. Madhya Pradesh has the largest number of Scheduled Tribes followed by Bihar. Bastar district in Madhya Pradesh consists of largest number of Scheduled tribes. There are no Scheduled Tribes in Punjab, Delhi, Chandigarh, Puducherry, Haryana and Jammu and Kashmir.

In India, there are more than 50 tribal groups.

Tribal communities preserve their individual identity, keep aloof from other communities and live in isolation. They still do not have the basic amenities like housing, roads, transport, medical facilities, electricity and educational facilities in adequate measures. Government of India is providing 1% reservation for them to come out from their isolation. Transport and Medical facilities are being improved now. Because of these measures, their standard of living is rising and they have started moving out of the different parts of India and settle and live. By including the life style of these tribal communities and their important problems in the school curriculum, national feeling and social good will may be developed among students.

## EDUCATIONS FOR UNDERSTANDING THE SOCIAL DIVERSITY OF INDIA

India is a multi cultural country having people speaking various languages and having different religious beliefs, socio-economic status and innumerable castes. It is only by finding unity in diversity and learning to live in harmony with all our country men, people's living standard and country's economic development could become possible. The lessons and cocurricular activities in the curriculum are to be so arranged to make the students understand the diverse nature of the Indian society and the need for finding unity in diversity.

Students should be familiarized with our freedom struggle, the suffering and sacrifices made by our leaders, the basic principles enshrined in our Constitution such as equality, secularism and social justice, steps taken to provide free primary education to all, measures undertaken for the protection of minorities and dalits and the steps taken to improve their living conditions by implementing priority schemes etc., by including all of them in school curriculum at appropriate places in subjects like languages, history etc.

In geography lessons, information about the various States in our country, their natural resources and industries. Life style of people and important products of each State etc. should be incorporated as contents in lessons enabling all students to know about them.

In science lessons, importance should be given for students to inculcate scientific temper and develop reasoning ability.

It should be made compulsory for all students to learn their mother tongue/ regional language, Hindi and English by implementing the three



language policy. Those who have Hindi as their mother tongue must learn one of the South Indian languages. Each student by mastering a minimum of three languages will get the opportunity to know about various regions of the country and also the social diversity of India. Students should be made to understand that the knowledge of Hindi is essential for all Indian citizens.

Students may be involved in co-curricular activities like celebrating national and State festivals, participating in handicrafts exhibitions. Students may be encouraged to join the National Cadet Corps (NCC) National Social Service (NSS) etc. and get training. Every year an educational tour to other parts of India could be arranged. Video shows and photo exhibitions may be arranged during the celebration of Independence Day. In school functions, cultural shows depicting the culture of various parts of the country could be presented.

To promote and nurture social diversity in education, government should take the following measures : (i) Following common school education system throughout the country (ii) Providing education for all children i.e. all types of children which include those from marginalized groups, linguistic and religious minorities, and differently able children with the same school environment (inclusive education) (iii) Providing equal opportunities to children to get quality education (iv) Establishing a primary school within a radius of 2 miles from the residence of each child and a high school within a radius of 5 miles. Through such measures alone social diversity could be conserved in education. Reservation of seats in schools for the poor students and those belonging to weaker sections, reservation of jobs for the weaker sections, establishing residential schools in places where there is no school nearby the homes of children and

allowing them to study in them at free cost etc. may be implemented by the government to safeguard the social diversity in education. Students should have freedom to learn many languages of their choice and select subjects and groups which they prefer to study. These steps also get included in safeguarding social diversity in education.

### **Conclusion**

In this unit, Meaning and definition of 'Social Diversity', Various dimensions of Social diversity viz. social diversity at the individual level, regional level, linguistic level, caste level, religion level and at the tribal level and the Role of Education in helping students to understand the social diversity in India and the need for finding unity in diversity.

### **INTERDISCIPLINARY NATURE OF EDUCATION WITH PHILOSOPHY, PSYCHOLOGY, SOCIOLOGY, ANTHROPOLOGY, POLITICS, AND HISTORY**

- The term discipline is originated from the Latin words *discipulus*, which means to teach or to obey. A discipline is a focused study in one academic field or profession.
- An academic discipline or field of study is a branch of knowledge that is taught and researched as part of higher education.
- Interdisciplinary refers to the combination of two or more academic disciplines into one. Today, we have so many social problems that their solution is not possible in one discipline; therefore, the interaction between different disciplines is needed to solve this problem. This interaction between two or more disciplines is called an interdisciplinary approach.

- Through an interdisciplinary approach, students can make connections between disciplines in education and see the correlations which improve overall learning.
- The students also receive a more relevant, timely, less fragmented and enriching learning experience.
- To sum up, Interdisciplinary studies involves the combination of two or more academic disciplines in to one activity. It draws knowledge from several other fields like Philosophy, Psychology, Sociology, Anthropology Politics, History etc.

### **Interdisciplinary Nature of Education with Philosophy**

Education and Philosophy the two disciplines, are very closely related and in some areas they over lap each other. According to J.S.Ross Philosophy and education are like the two sides of the same coin'.

Education can be called as the dynamic side of philosophy, because philosophy is wisdom, education transmits that wisdom from one generation to the other. Education is the application of the fundamental principles of philosophy.

Philosophy gives ideals, values and principles. Education works out those ideals, values and principles. Both, philosophy and education are based on the conceptions wisdom, ideology and critical enquiry, the difference being that philosophy is contemplative in nature while education is an active process.

Philosophy is theory and education is practical or dynamic side. The true meaning of education to make a whole individual and teaching

philosophy make the individual to think from different perspective of the education from philosophical point of view.

Philosophy try to better understand the self, future perspective, source of knowledge, questions, reasoning, morality and values in certain aspects of education.

Philosophy play important role in curriculum, subjects, methods of teaching etc, to have a comprehensive knowledge about all the things. Every philosophical thought are put into practice by education. Philosophical principles are lifeless without the help of education. Therefore, education is the practical side of the philosophy.

Philosophy has a great influence on the teacher both in the area of thinking and behaving. Really speaking, a teacher is not a teacher alone. He/she is a philosopher also. In other words, a teacher himself has a philosophy of his own and he influences children accordingly. As such, his philosophy of life should be such which develops the individuality of children to the fullest extent.

For this, the teacher should know fully well the needs of children and the demands of society and then plan his methods of teaching. He must keep in mind that his own beliefs, ideology and principles of behaviour have a powerful impact on the development of children.

Hence, he must possess a good understanding of all the philosophies of life and choose good and wholesome elements from them to form his own philosophy. Further, he must be a man imbued with high ideals and possess moral and spiritual values which go to form his character and shape his conduct.

He must also be well-conscious of national needs in all spheres and plan his teaching activities to fulfil those needs. Only such teachers imbued with high ideals, moral and spiritual values together with a sense of national responsibility for national prosperity and honour can create patriotic, dynamic, resourceful and enterprising citizens devoted to national service and international goodwill.

### **Interdisciplinary Nature of Education with Psychology**

The word Psychology is derived from the Greek words psyche and logos. Psyche means soul and logos means science. Psychology is called the 'science of mind', science of soul, science of behaviour.

Education and Psychology are interdependent. Psychology is the study of human behavior while education is the process of modifying human behavior. Both deal with human behaviour, but in different ways. Educational psychology deals with educational problems.

According to peel, Educational Psychology is the science of education'. According to Ansubel. Educational Psychology is an amalgam of all branches According to Skinner, 'Educational Psychology is that branch of psychology which deals with teaching and learning'.

### **1. Educational Psychology and curriculum**

A good curriculum is that which stimulates the constructive potentialities of the students and which prepared according to the mental

level of the students. Psychology helps in curriculum construction in the following ways:

- Prepare the curriculum according to the needs of the students and society.
- Preparing curriculum based on easy to difficult approach.
- Psychology stresses individual differences; therefore the curriculum should be flexible for all the learners in the classroom.

## **2. Psychology and the Teacher**

- Psychology enhances the vision of the teacher to understand the mental status of his students.
- Psychology helps the teacher to evaluate his students, to measure his achievements.
- Psychology brings about change in the attitude of the teacher toward his students.
- Psychology introduces new mental test through which the teacher evaluates the students.
- Psychology produces new theories of learning for better education. With the help of psychology, the teacher learns to modify the behaviour of the students.

## **3. Education Psychology and Guidance and counselling**

Many students have problems related to education, society and their own emotions. Psychology provides guidance in such conditions.

Psychology emphasises that every school should have a guidance counsellor:

- To evaluate problematic child and rectify his problem.
- To prepare reports on the mental state of such students.
- To provide help to the teacher to understand their behaviour.

#### **4. Education Psychology and Evaluation**

Educational Psychology has introduced different types of tests and examinations and derived scientific measurement for intelligence, personality etc. Psychology has introduced new methods of Evaluation in education. Such as:

- Evaluation of child IQ
- Personality test
- The Stanford Binet scale of intelligence test.
- Evaluate the factors causing. Slow learning in the classroom situation.

#### **5. Educational Psychology and social Adjustment**

Educational Psychology has shown factors affecting social adjustment and endorsed principles which help a man in the process of adjustment with society.

#### **Interdisciplinary Nature of Education with Sociology**

Emile Durkheim was the first person who indicated the need for a sociological approach to education. He emphasized that education is not a static phenomenon, but a dynamic and ever changing process.

Educational sociology is a branch of discipline of sociology which studies the problems of relationship between society and education. It evolved as a discipline designed to prepare educators for their future tasks. It uses the results of sociological researches in planning educational activities and in developing effective methods of realizing these plans. The main aim of educational sociology was to study social interaction.

Franch Brown considered that "All education proceeds by the participation of the individual in the social consciousness of the race".

He defined educational sociology as that discipline which applied the general principles and findings of sociology to the process of education.

Educational sociology threw light on the importance of the interactions of different elements of the society with an individual. It emphasized the progress of the society through the medium of education.

**Following are scope of sociology of education.**

- It deals with analysis of educational situations in various geographical and ethnological contexts. (Eg) Educational situations in rural, urban and tribal areas, in different parts of the country, with the background of different races, cultures etc.
- It helps us to understand the effectiveness of different educational methods in teaching students with different kinds of intelligences.
- It provides an understanding of the problems such as racism, communalism, gender discrimination etc.



- It suggests ways to develop national integration, international understanding, the spirit of scientific temper, globalization among the students.
- It promotes research studies related to planning, organization and application of various theories in education.

All these are the concerns of education and sociology as inseparable discipline focusing on the problems of the society.

### **Interdisciplinary Nature of Education with Anthropology**

The term 'Anthropology' was first used in 1501 by German Philosopher Margaret Hundt. Anthropology means a study of all aspects of human kind at all levels of developments in any and every part of the world, both past and the present.

Anthropology is an interdisciplinary, holistic field. This holistic approach integrates the analyses of biological, environmental, Psychological, economic historical, social and cultural conditions of humanity.

Anthropology is the study of what make us human. Anthropologists also compare humans with other animals to see what we have in common with them and what makes us unique.

**Following are Anthropology's four branches:**

i) **Archaeology:** Archaeology examines peoples and cultures of the past.

ii) **Biological anthropology:** Biological anthropology specializes in evolution, genetics and health.

iii) **Cultural anthropology:** Cultural anthropology studies human societies and elements of cultural life.

iv) **Linguistic anthropology:** Linguistic anthropology is a concentration of cultural anthropology that focuses on language in society.

Educational anthropologists try to focus on education and multiculturalism, educational pluralism, culturally relevant pedagogy and native methods of learning and socializing.

Educational anthropologists are also interested in the education of marginal and peripheral communities within large nation states. It is more of an applied field the focus of educational anthropology is on improving teaching learning process in a culturally plural context.

The use of an anthropological approach to language teaching enables students to gain communicative as well as linguistic competence and provides interesting and relevant content with which to practice linguistic structures. The teaching of culture can be integrated with all aspects of language teaching.

The findings of anthropologists have helped us understand human beings and human progress in a detached, holistic manner.

This would go a long way in furthering the aims of education as they relate to development of universal brotherhood, a world that not just knows and respects cultural differences but a world that celebrates differences.

## **Interdisciplinary Nature of Education with Politics**

The term political science is intimately related to the word politics, which itself is derived from the Greek word, 'polis', that means a city - state. Politics is an ongoing process which aims at achieving the wellbeing of individuals in the organized society by solving their problems to the greatest extent possible. Aristotle called politics as a master science..

Politics is a social science subject that studies how politics subjects, especially states or governments, make public decisions and distribute social values by virtue of public power, with political phenomena, political relations and political processes of human society.

Political practice is the object of study to provide political knowledge. Politics is also defined as the science of studying the form of public power and its rules of operation.

Politics in other sense, as far as the narrow sense is concerned, the activities, forms and relations of the state and its development law are the research objects of political science. In a broad sense, the form and relationship of social public power on a certain economic basis and its development law are the subjects of political science.

Political science includes the study of state and the nation and neither the state nor the nation can be taught in isolation. Thus, the scope of social sciences and especially political science is very wide because it includes the knowledge of every sphere of life as may be called social, political, economic, religious, cultural, psychological, philosophical etc. Political science is, thus not a separate and independent discipline.

Political science is interdisciplinary in that it draws from multiple disciplines in order to study the thing (politics) that it is interested in. In the context of interdisciplinarity, integration is a process by which ideas, data and information, methods, tools, concepts, and theories from two or more disciplines are synthesized, connected or blended.

### **Interdisciplinary Nature of Education with History**

History is a popular discipline among many middle and high school students. Many students are drawn to it because, in one sense, it's a story. It involve love, hate, war, greed, compassion, revenge, justice, sacrifice, redemption and countless other human themes.

History is to root of all present day human institutions. History evolves from the events of society and it often considered as the mother of all social science. Whatever is the present for today is history for tomorrow.

The discipline of history is gradually coming out of its shell and cooperating with other disciplines. The interdisciplinary approach in history refers to the use of methods and techniques of two or more other disciplines in historical research.

A historian's perspective is a very broad perspective. A historian cannot limit the scope of history. This is a holistic approach and establishes the relationship between history and other disciplines of social science and it is also related to the natural sciences.

The interdisciplinary approach to history mainly passed through three stages regarding its adoption of disciplinary themes:

- At the beginning stage, it primarily confined to the social sciences. Historians adopted themes, concepts and techniques from sociology, economics, political science and anthropology for new ideas and analysis.
- In the second stage, historians began to use the techniques and methods of statistics mathematics to a lesser degree. Quantitative analysis of data, diagrams, statistical charts were found its way to historical writing.
- In its later stage, historians have turned to humanistic disciplines such as language studies, poetics, literary criticism, and philosophy. Now new theories and concepts like structuralism, new historicism, epistemology, ontology and other philosophical theories found its place in historical study.

The academic disciplines of today and the modern concept of disciplinarity are largely the product of developments in the late nineteenth and twentieth centuries. This period saw the formation of new categories of knowledge. Social sciences, including anthropology, economic and political science emerged. The sub- disciplines of sociology, psychology and history soon followed. These disciplines arose to address new social conditions and applied a scientific and distinctively empirical approach to studying the problems of a rapidly industrializing and urbanizing society.

## **UNIT: III**

### **Unit- III: EDUCATIONAL DEMANDS OF INDIVIDUALS AND DIVERSE COMMUNITIES**

Universalization of primary education – programmes to achieve universalization of education: SSA, RMSA, RUSA, integrated education and Inclusive education; Challenges in achieving universalization of education; Education for collective living and peaceful living; Four pillars of education as viewed by Delor's Commission Report

## **EDUCATIONAL DEMANDS OF INDIVIDUALS AND DIVERSE COMMUNITIES**

### **Introduction**

As Indian society consists of diverse communities, the educational needs of individuals as well as that of different social groups differ. It is the duty of the government in democratic countries to provide basic education for all children. The poor, oppressed and marginalized people find it impossible to send their children to school as they struggle to get even a square meal a day. Children who drop out from school without completing their primary education are considerable in number. Furthermore children with disabilities are unable to go to common school and learn. It is the duty of the Government to fulfill the basic educational needs of such people. The central and state govt. keeping in mind the diverse educational needs of various social groups in the society, are implementing various schemes with keen interest. Notable among them are sarva siksha Abiyan(S.S.A), Rashtriya Madhyamic Siksha Abiyan (R.M.S.A), Rashtriya Uchchar Siksha Abiyan (R.U.S.A), Integrated Education and Inclusive Education. The main features of each one of these schemes viz. objectives, method of functioning and the financial resources are to be discussed in this unit. The challenges in providing basic education for all, education for collective and peaceful living (i.e) the four

fundamental aims of education, known as the four pillars of Education) are also to be taken up for discussing in this unit.

## **Universalisation of Primary Education**

### **Meaning of "Universal primary Education"**

Article 45 of the Indian constitution states, 'It is the endeavor of the state to provide free and compulsory education to all children from age 6 to 14 and this should be realised within 10 years from the commencement of the constitution.'

This constitutional directive of providing universal primary education implies the following;

- 1) Primary education of 8 years should be made free to all children
- 2) All 5 year old children should be compulsory enrolled in class 1 of primary schools.
- 3) Primary education should be made compulsory; all children of age 6 to 14 should go to school.
- 4) Children admitted in class 1 should be retained in schools till they complete class VIII .

## **PROGRAMMES TO ACHIEVE UNIVERSALIZATION**

### **A) SARVA SIKSHA ABHIYAN (SSA)**

The English equivalence of S.S.A is "The Education for All Movement", which sometimes referred to as 'each one teach one'. It is a flagship programme of India, launched during the ninth Five year Plan (1997-2002), FOR ACHEVING Universalisation of Elementary



Education (UEE) in bound manner, as mandated by the 86th amendment to the constitution of India, making free and compulsory education to children of age 6 to 14 a fundamental right.

This scheme is executed by the Government of India with the full cooperation of the state Governments in 11 lakh villages for the benefit of 20.5 crore children in the country. In Tamilnadu this scheme is executed under the head and direct supervision of an I.A.S. Officer.

### **Aims of SSA**

- To actively achieve goal universalisation of elementary education of satisfactory quality by 2010
- To bridge social, regional and gender gaps with the active participation of the community in the management of schools.

### **Objectives of SSA**

- Admitting all children in school, education Guarantee center or Alternate School by 2003.
- Ensuring that all children complete five years of schooling by 2007.
- Ensuring that all children 8 years of schooling by 2010.
- Focusing on providing elementary education of satisfactory quality with emphasis on education for life.
- Bridging gaps between gender and among the social categories at primary education stage by 2007 and at elementary education level by 2010.
- Practicing universal retention by 2010.

## **Operational Strategy of SSA**

- Opening new schools in those habitations which do not have schools facilities.
- Providing 'School Improvement Grants' to strengthen the existing school infrastructure through provision of additional classrooms, toilets and drinking water facilities
- Providing additional teachers to existing schools with inadequate strength of teachers.
- Enhancing the capacity of the primary school teachers through extensive in - service programmes; providing liberal grants for developing teaching - learning material.
- Strengthening of academic support structure at cluster, block and district level.
- Ensuring to provide quality elementary education including life - skills.
- Providing special focus on girls 'education and children with special needs.
- Providing basic computer literacy to students.

## **Funding for SSA Project**

❖ The assistance under the programme of Sarva Siksha Abhiyan is on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X plan, and 50:50 sharing thereafter between the central Government and state governments.

- ❖ The State Governments will have to maintain their level of investment in elementary education as in 1999-2000. The contribution as State share for SSA will be over and above this investment.
- ❖ The Government of India would release funds directly to the State Implementation Society. The further installments would be released to the Society only after the State Government has transferred its matching share to the society and expenditure of at least 50% of the funds (Centre and States) transferred has been incurred.
- ❖ Existing schemes of elementary education of the Department (except Mahila Samakhyas, National Bal Bhavan and NCTE) will converge into SSA after the IX Plan. The national Programme for Nutritional Support to Primary Education (Mid-Day Meal) would remain a distinct intervention.
- ❖ District Education Plans would inter-alia, clearly show the funds/resources available for various components under schemes like PMGY, JGSY, PMRY, Sunishchit Rozgar Yojana, Area fund of MPs/ MLAs, State Plan, foreign funding (if any) and resources generated in the NGO sector.
- ❖ All funds to be used for upgradation, maintenance, repair of schools and Teaching Learning equipment and local management to be transferred to Village Education Committees/ School management Committees/ gram panchayat/ or any other Village/ School level arrangement for decentralization adopted by that particular State/ UT. The village/ School based body may make a resolution regarding the best way of procurement.
- ❖ Other incentive schemes like distribution of scholarships and uniform will continue to be funded under the State plan. They will not be funded under the SSA programme.

## **(B) Rashtriya Madhyamik Shiksha Abhiyan (RMSA)**

The Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a flagship scheme of Government of India, launched in 2009 to enhance access to secondary education and improve its quality. The Ministry for Human Resource Development (MHRD) has brought out a “Framework of Implementation of Rashtriya Madhyamik Shiksha Abhiyaan”.

The framework provides detailed road map for the implementation of access and equity related components of Universalisation of Secondary Education (USE) and also deliberates upon quality components providing norms largely for infrastructure requirements.

It is a shared scheme of the Centre and State Governments to achieve Universalization of Secondary Education (USE). Free and Compulsory Elementary Education has become a Constitutional Right of Children in India. It is absolutely essential to push this vision forward to move towards Universalization of Secondary Education, which has already been achieved in a large number of developed and several developing countries.

The vision of RMSA is to make secondary education of good quality accessible and affordable to all school age children in the age group of 14-18 years. This vision statement points out towards three “As”, i.e. Availability, Accessibility and Affordability of Secondary Education. RMSA get support from a wide range of stakeholders including multilateral organisations, NGOs, advisors and consultants, research agencies and institutions. The scheme involves multidimensional research, technical

consulting, implementation, and funding support. A society was set up in Tamil Nadu for operating the RMSA programme. The society primarily focuses on upgradation of middle schools to high schools to provide universal access and quality secondary education by providing infrastructure facilities, appointment of teachers. Apart from this, two other major programmes namely, providing of model schools and girls hostels in educationally backward blocks is also being operated by this society. **Objectives of RMSA**

- ❖ To provide quality secondary education to all the youth in the age group 14 to 18.
- ❖ To make secondary education easily accessible.
- ❖ To make Secondary education economical.
- ❖ There should be a secondary school within a radius of 5 kilometres and a higher secondary school within 7 to 10 kilometres of every habitation.
- ❖ 100% Enrolment of this age group (14 to 18) should be achieved before 2017.
- ❖ By the year 2020, all those who joined secondary schools should complete the course. There should be no dropouts.
- ❖ More opportunities for the undermentioned sections of society to join and complete the secondary education course
- ❖ Economically weaker sections
- ❖ Girls
- ❖ Handicapped Children living in rural areas.

- ❖ Marginalized sections of the society- Scheduled Castes, Scheduled tribes, other backward classes and educationally backward minority communities.
- RMSA covers Stds VI to XII.

## **Goals and Objectives of RMSA**

Secondary Education should have a new design to provide quality education to all youths in the age group 14 to 18. For this purpose, several guidelines are suggested.

- Easy access to secondary education to all eligible persons.
- Equality and social justice.
- Making secondary education to suit the changing times and to be in tune with the developmental needs and over all structure of education.
- Encouraging Common School System to achievement the goals of equity. (Same schools for all children -rich or poor).
- To assure that all the youth, particularly the underprivileged and people living below poverty line, get secondary education.

## **FUNCTIONS OF RMSA**

- All secondary schools should have the prescribed school places with adequate infrastructure, material resources, and other facilities. In the case of government schools, municipal schools and aided schools, the additional expenditure should be borne by the government. Suitable controlling mechanism should be devised to ensure that private (unaided) schools also have all the prescribed facilities
- . • Establishing residential schools in tribal areas.

- School management should provide efficient transport system for the benefit of staff and students.
- No child should be deprived of secondary education because of gender, socio-economic factors, physical handicap or other such reasons.
- The above-mentioned objectives will indicate the progress towards a common school system.

### **(C) Rashtriya Uchchatar Siksha Abhiyan**

RUSA For universalization of secondary education, Sarva Shiksha abhiyan was launched in 1997, and is being implemented with full vigour in all primary schools throughout India. 24 For the next stage (i.e.) Secondary School Stage the aim was to make it available to all children who complete the primary stage. To achieve this laudable aim, a new scheme called RMSA ( Rashtiya madhayamik Siksha Abhiyan 2009) was launched and carried out. As a natural development, higher education also calls for attention. A new plan called RUSA ( Rastriya Uchchatar Siksha Abhiyan 2013) was planned by the ministry of Human resources and development and is being implemented. Under this plan, a new central organization will be created to suggest introduction of reforms in higher education, help in planning, supervising developmental schemes of all State administered universities. RUSA will provide help towards greater autonomy for state universities and also introduce examination reforms.

### **Salient functions of RUSA**

- ❖ Upgrading selected universities to achieve international standard
- ❖ Permitting the opening of new universities

- ❖ Linking colleges in the neighbourhood of a university as its cluster colleges.
- ❖ Creating state councils of Higher education
- ❖ Funneling central aid to universities and colleges through these state councils and not through U G C.
- ❖ 90% of the new expenditure will be borne by the central government and only 10 % by state governments.
- ❖ Even private (unaided) colleges and universities can get funds, subject to certain conditions. Ministry of Human resource development expects that in the next seven years, the number of those who get higher education in our country will increase substantially and the Gross Enrolment rate (GER) will increase through the implementation of RUSA from 18% to 25.2% by the end of 12th plan and to 32% by the end of 13th plan. For the schemes in higher education including the present higher education institutions, the total expenditure is estimated to be Rs.99,000 crores.

## **CHALLENGES IN ACHIEVING (RUSA)**

**(a) Gender disparity:** The National Sample Survey Organisation's most recent estimate show a Gross enrolment Ratio of 15.8 percent for women against 22.8 percent for men. Except for education and medicine, enrolment of boys is higher than girls in all other faculties.

### **(b) Inadequate infrastructure**

With rapid expansion, most of the institutions are not coping up with the required infrastructure. This deficiency has ultimately resulted in paper



degree education with very low level of employability of graduates which are being produced.

**(c) Low industrial training:**

There is a need to support necessary infrastructure within institutions as well as to promote institution industry interface by involving industry in curriculum development, developing database of available facilities across institutions.

**(D) INTEGRATED EDUCATION**

**Meaning of Integrated Education**

Educating children with special needs as well as those with different kinds of disabilities, in the mainstream settings of the common schools, along with normal children is known as integrated education.

**Integrated Education for Disabled Children (IEDC)**

The Government of India has brought about a scheme known as Integrated Education for Disabled Children (IEDC). The overall aim of the programme is to enable such people to face life courageously and develop a level of self-confidence thus bringing them into mainstream of the society. IEDC is a centrally sponsored scheme which aims to provide Educational Opportunities to the "not so able" children. It has been regarded as one of the major initiatives from the Government of India to promote "integrated education". This programme was initiated in 1974 by the Ministry of Welfare, Central Government. Under this program children were to be provided with financial support for books, stationery, school uniforms, and transportation, special Equipments and aids.

The State Governments were provided with 50 percent of the financial assistance to implement this programme in regular schools. But due to certain limitations and short comings like non-availability of trained and experienced teachers, lack of awareness of the problems of disabled children the integrated education programme could not be successful.

### **Implementing integrated education**

Children with less amount of disability could be educated in the common school classes along with normal children by providing some specialized educational help and services. Depending upon the extent of disability, exceptional children can attend classes with normal children either on a part time or full-time basis. The following two strategies could be employed to educate exceptional children in ordinary schools with normal children.

#### **Strategy 1**

Making exceptional children to learn in the regular classroom along with normal children, following the normal curriculum, on a full-time basis by providing the required special help like making available audio aids for the hearing impaired, books in Braille for the visually impaired children etc.

#### **Strategy 2**

Children with moderate level of disability can be made to attend classes with normal children for half a day and in the other half a day learn in the special education room with the help of a special education teacher. These children could also be made to participate in all co-curricular activities along with normal children.

The special education room situated in the common school campus will have all the materials and equipment's as well as the facilities required for providing special education, apart from the services of fully trained and experienced special education teacher.

Thus, integrated education is the educational programme in which exceptional children attend classes with normal children either on a part time or full-time basis. It is the placement of the disabled children in ordinary schools with some specialized educational help and services.

### **Salient features of integrated education**

- ❖ It does not create a feeling of differentiation among disabled children.
- ❖ It provides peer group help in learning from normal children.
- ❖ It helps to remove inferiority complex among disabled children.
- ❖ It provides disabled children an opportunity to enjoy school life with normal children.
- ❖ It ensures social integration.
- ❖ Disabled children get motivated in learning as they could get help from normal children.
- ❖ It inculcates love and respect for the disabled children among normal children.

## **INCLUSIVE EDUCATION**

### **Meaning of inclusive education**

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age appropriate, regular classes and are supported to learn, participate and contribute in all aspects of the life of the school; i.e. inclusive education is about how we develop and design our schools, classrooms, programmes and activities so that all types of students learn and participate together.

Under inclusive education, students with special needs spend most or all of their time with non-disabled students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Stated briefly, in inclusive education disabled children are treated with normal children; it includes all the students who are away from education for one reason or other like physically or mentally challenged economically or socially deprived or belonging to any caste, creed and gender.

### **Definition of inclusive Education**

According to UNESCO, Inclusive is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education.

It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that is the responsibility of the regular system to educate all children”.

### **Education for All and Inclusive education**

“Education for All” to mean as normal children with average intelligence and made efforts till 1990 to achieve the goal of 100% literacy by admitting those students in the age group of 6 to 14 in the public schools. However even that goal too could not be achieved fully even today.

UNESCO sponsored Conference organized by World Education Forum’ in Dakar Senegal in 2000 recommended that Education for All must take into account the needs of the poor and the most disadvantaged, including street children and working children, children of remote rural dwellers and nomads, children from linguistic, ethnic and cultural minorities, children affected by conflict and war, HIV/ AIDS, and children with disabilities including mental retardation.

**In inclusive education the word Inclusive is understood in the following ways.**

- ❖ Care and concern for disabled students.
- ❖ Inclusion means accommodating all categories of students in general school and not sending them to different schools based on their disability.
- ❖ Showing concern for all categories of students who are marginalized or deprived of education.
- ❖ Establishing public schools to provide education for all categories of students.
- ❖ Stated in brief, Inclusive Education’ is much broader than Education for all and based on democratic principles.

**Comparison Between inclusive education and integrated education**

## **CHALLENGES IN ACHIEVING UNIVERSAL PRIMARY EDUCATION (or) UNIVERSALISATION OF PRIMARY EDUCATION FOR THE REASONS FOR NOT BEING ABLE TO DETERMINE THE TARGET**

### **1. Economic Factors**

Due to utter poverty particularly in the rural areas, young children are forced to take up petty jobs as domestic servants or menials to augment their family income. When Rajasthan government directed for the strict implementation of its legislation by imprisoning those parents who fail to send to schools their children of school-going age (viz. 6 to 14 years), many parents preferred to go to jail rather than sending their children to schools. The main reason for this sad phenomenon is the acute poverty cornering many a rural family. Ultimately the state government had to withdraw the penal provisions of the legislation.

### **2) Ignorance of parents**

Uneducated parents do not realise the importance of education and hence they do not care to send their children to school. Parent's ignorance is reported as the main obstacle in getting children admitted in primary schools.

### **3) Communal and Ethnic Barriers**

Some of the tribal people and ethnic groups like 'Narikoravas' do not show any interest in getting their children educated. Religious minorities particularly the Muslims, backward class and most back class tribal and denotified communities do not evince much interest in education. Children

of these communities do not join the schools; instead prefer either to take up jobs or either into the family business occupation.

#### **4) Obstacles Due to Social and Religious Practices**

Some sections of Hindu society do not allow the girls to attend schools once they attain puberty. Muslim does not care to send girls to schools.

#### **5) Geographical Locale as a Barrier**

The localities where pupils reside also prove to be a barrier to get access to primary education. Children hailing from hilly areas, drought prone regions and remote rural villages do not attend the schools as most often no school is available in those areas. When pupils are forced to travel a long distance to attend a school, they get discouraged.

#### **6) Educational Reasons**

'Wastage' and 'stagnation' are the twin problems plaguing primary 15 education. Further, school education appears to be uninteresting and divorced from practical life; pupils do not get attracted towards schools.

#### **7) Paucity of Funds**

Most of the state Governments in India suffer from paucity of funds to allocate for opening new schools in good number in rural areas and provide the necessary infrastructure to make them functional it is really sad to note that the governments, both at the state and central do not provide more than 3% of their budget allocation to expand and enrich primary schools.

#### **8) Administrative Lapses**

Pupils stop their education due to dis functional schools which do not provide for proper education. Private schools thrive mainly because of bad administration and management of government schools.

### **9) Individual Released Problems**

Mentally challenged pupils, pupils with emotional disturbances and severe behavioural problems could not get along in normal schools and hence have to stop their education.

### **10) Population Explosion**

This is the root cause of all other problems. According to the 1971 census, there are about 11.7 crore children in the age group 6 to 14 years and this figure is expected to rise to 26 crores by 2006. In such a situation, the present teacher -strength of 25.3 lakhs is to be raised to 50 lakhs is to be raised to 5 lakhs for which a huge financial recourse is required. As the governments struggle to meet such a mammoth financial burden, expansion of primary education commensurate to the population explosion seems to be beyond our reach. 16 If we analyses the above mentioned reasons, it will be clear that it is not practically possible to achieve the goal of providing universal primary education through formal system of education alone. Hence non-formal system of education should be given due importance and implemented throughout the country.

## **EFFORTS TAKEN TO PROVIDE UNIVERSAL PRIMARY EDUCATION**

### **1) Expansion in primary Education**

In 1947, at the time of independence, there were only 173 thousand primary schools in India. But it has increased to about 500 thousand schools in 1990-91. Similarly there has also been a significant increase in



the number of middle schools. In Tamil Nadu, schools are opened in small hamlets with a population of 300 people.

## **2) Enrolment of pupils**

Number of pupil's enrolled in primary schools has multiplied in manifold as compared to that at the time of Independence.

## **3) Useful curriculum and Interesting Methods of Teaching**

Today emphasis has been given in the curriculum to include all those meaningful experiences of children which are related to their immediate needs and living conditions. For examples, present day school curriculum provides importance for environmental education, population education, vocational education, value education etc. and tries to impart education through the mother tongue. Teaching methods are also made interesting. For example in Tamilnadu Primary Schools, 'Activity Based Learning Method' is employed in teaching.

## **4) Special Focus on Education of the children from the weaker section of the society**

Article 46 of the Indian constitution stresses that appropriate efforts should be taken for the educational progress and economic development of the Scheduled castes and Scheduled Tribes. As per this constitutional directive, children belonging to the weaker section of the society are provided with liberal grant of scholarship, financial assistance, free text books and dress materials for school uniform, free stay and boarding in hostels etc. In order to motivate them to get educated and advance economically.

## **5) Students Welfare Scheme**

Free nutritious noon -meal scheme, free transport, free text books stationeries and Uniforms and free medical facilities are provided to the students.

**6) Priority to Girls Education** Campaigns are being conducted emphasizing girl's education

#### **. 7) Higher Financial Allocation**

Governments both at the centre and state make significant financial allocations in their annual budgets and of these about 48.5% is spent on primary education. In addition to this private agencies too spend huge amounts on education.

#### **Education for collective living and peaceful living**

Living in peace is about living harmoniously with yourself, others, and all sentient beings around you. Living in peace is both an outward and an inward process. Outwardly, it's a way of life in which we respect and love each other in spite of our cultural, religious, and political differences. Peace Education helps to nurture the values of non- violence, love, trust worthiness, impartiality, we feeling, respect and devoutness towards humankind and all living organisms on our planet. It is a performance which leads towards peaceful socialization. Students of today are the leaders of tomorrow, over the years education has played a very important part in shaping up our society. Education is one of the most important aspect of a student's life. It makes them aware of the rights and wrongs of the society.

Peace education goes beyond the concept of making a living. It teaches the students how to maintain harmony and peace in the world and

have critical and logical thinking. The main concept of peace education is to make people aware of the importance of peacemaking and to develop a positive environment.

Peace education activities promote the knowledge, skills and attitudes that will help people either to prevent the occurrence of conflict, resolve conflicts peacefully, or create social conditions conducive to peace. Core values of nonviolence and social justice are central to peace education.

Peace education is necessary in order to resolve global issues, to preserve the environment, to safeguard human rights, and to ensure peace within and between countries. Peace education can also assist in the development of social harmony, equity, and social justice as alternatives to tensions and wars.

**The primary stage of education** is the ideal time for laying the foundation of peace oriented personality. These years comprise the formative period in the lives of the students. At this stage, students are comparatively less burdened. The number of students who could be exposed to education for peace is at the maximum during this phase. Thereafter, students begin to drop out. Therefore, this is the stage at which focused attention should be paid to laying the foundation for a culture of peace through education. As the saying goes, “it is easier to build a child than it is to repair an adult”. Therefore, peace education is important for each and every individual at different stage. The approach to peace education at early childhood, Elementary stage, secondary stage, Higher education stage and adult stage varies in different aspects.

## **Peace education approach to early childhood**

Starting peace-building education in early childhood is of paramount importance. In yearly years a child's brain architecture is developing most rapidly, habits are formed, differences are recognized and emotional ties are build through social relationships and day-today in homes and neighbourhoods. Parental practice and the environment that are most proximal to children are key determinants of their physical, social and emotional development. Proximal contexts, such as the home, family, early learning programmes and community protection programmes, play a key role in the children's ability to manage conflicts, reduce violence and shape key characteristics of the Children's moral behaviour therefore, the family members should create conclusive environment to enhance the above said behaviour among the children at early childhood stage.

## **Peace education approach to elementary**

As children grow older and reach the Elementary school stage. They begin to grasp abstract thoughts. In a limited way they develop the capacity to think rationally and relationally about the various happenings in their surroundings. A crucial issue for children at this stage is that of relating to other children and their environment. Since, the school brings together children from environment backgrounds, streets need to be equipped with cognitive competence to 24 understand the values underlying hygiene both of the self and of the surroundings, re

## **Peace education approach to secondary stage**

In the secondary and senior secondary stage students gradually become aware of their identity. They are on the threshold of becoming

independent persons, though still deficient in maturity. The resulting confusion leads to conflict with peers, parents, and teachers. During this phase, their skills for rational thinking, communication, and self discipline are tested. They need training to resolve, through dialogue and negotiation, the conflicts they are sure to encounter in day-to-day interactions. They also need to develop awareness about inter – relationship and interdependence in the global and ecological contest, so that they can form a wider perspective on justice, peace, and non-violence. It is important to enable them to be not only the recipients of peace but the active makers of peace, who can think for others and help them.

### **Peace education approach to Higher Education Stage**

Educators at all levels generally agree that students should be taught about peace. This is especially true in the current situation in the world. Higher education is perceived as extremely important, and the students in the higher education should be inculcated the knowledge, attitude and competencies in the area of peace keeping. These students are going to become a national builders and role models of the society. Therefore the students in the higher education should come out with all good entities of human beings. Further, the role of the teachers in the higher education is of paramount importance. The higher education teachers to be a role model for their students. The teachers need to be aware of the effect of their behavior on students. In this stage, the international understanding, universal brotherhood, human rights awareness, crisis and conflict management skills could be taught along with their other syllabus. The special elective subjects and major branch of studies in peace education courses would be more benefit to the students at higher education level.

### **Peace Education Approach to Adult Education stage**

As society continue to learn and develop their competencies in relation to the new realities and challenges ahead. This is where adult education plays a key role in meeting such demands in their more interconnected globalised world. Investment in adult education plays a critical role in supporting a society's capacity for adaptability and change, and helps create a competitive workforce which is essential in competing in the global economy and international challenges. Today we are living in the ever changing technology era with lot of human conflicts. The potential and capacity of adult education to enable people to realize their full human potential by drawing link between their individual experiences and relating it to wider structural factors around them. Further, developing self-confidence, social awareness, cultural understanding, communal harmony and prosperity among adult education curriculum would help to inculcate peace in the minds of the adults.

#### **Four Pillars of Education as Viewed by Delor's commission Report**

Delor Commission Report (1996) states that "education is at the heart of both personal and community development; its mission is to enable each of us, without exception, to develop all our talents to the full and to realize our creative potential, including, responsibility for our own lives and achievement of personal aims, beside developing the capacity for collective and peaceful living". Four pillars of Education as recommended by the Delor's commission are:

1. Learning to 'Know'
2. Learning to '
3. Learning to 'Live Together'

#### 4. Learning to 'Be'

##### **Concept of learning to know**

learning to know refers to learning how to learn. It denotes one's concentration, memory skills and ability to think.

Every individual has hidden talents such as Memory, reasoning, imagination, physical ability, Aesthetic sense and Aptitude to communicate. From infancy, young people must learn how to concentrate on objects and other people. This Process of improving concentration skills can take different forms and aided by many different learning opportunities that arise in the course of people's lives (games, work experience programme, travel, practical science activities etc.).

The development of memory skills is an excellent tool for countering the overpowering stream of instant information put out by media. It would be dangerous to conclude that there is no point in people improving their memory skills because of the vast amount of information Storage and distribution capacity available. Some selectivity is undoubtedly required when choosing facts to be learned by heart. There are numerous examples of human memory's ability to outperform computers when it comes to establishing connections between memorized facts that have very little to do with each other. Hence it is necessary to develop among students the skill of learning with association and memorizing them. It is wrong to discontinue the traditional memorization 32 exercise in school. Adopting learning with understanding and associating what are learnt the skill of retaining information in mind could be improved.

Thinking is something children learn first from their parents and then from their teachers. The teacher should help students to learn to

encompass both practical problem -solving problems and abstract thought. The teacher should use both inductive reasoning and deductive reasoning in his class teaching

Stated briefly, through various subject matter, library work, play activities and co- curricular activities and by giving importance to inductive and deductive reasoning, scientific method of solving problems and laboratory work, self learning ability could be developed among students.

Summing up, learning to know denotes the ability to get the knowledge and information needed to work in a globalized, information society and knowledge economy, and develop the cognitive skills required for learning 'how to learn 'and to independently acquire knowledge. As a result of such learning 'how to learn' and to independently acquire knowledge. As a result of such learning, the person is transformed as more enlightened, more empowered and more enriched.

### **Learning to do**

Learning to do' refers to putting the knowledge learned into practice. Competency is necessary to use the acquired knowledge in proper ways. One's competency is assessed by looking at a mix of various skills and talents, social behaviour self initiative, willingness, to work hard etc. These are often referred to as inter-personal skills. Besides subject knowledge, other qualities like 33 communication, team building, problem solving, taking decision through discussions, establishing rapport with others (these are called social skills or soft skills ) are essential today to serve in the service sector.

❖ Social behaviour ❖ Personal initiative ❖ Willingness to take risks ❖  
Communication skills ❖ Problem-solving skill ❖ Skill of adaptability ❖



Social responsibility ❖ Leadership skills ❖ Establishing rapport with others or interested to move with others amicably ❖ Life skills ❖ Skills and attitude required to function as a group

Stated briefly, the second important function of education is to develop in students, the ability to use the knowledge acquired properly, to function as a group, the ability to take decision after deep deliberation and steadfast in implementing the decisions taken, leadership qualities and problem solving skills.

### **Learning to live Together**

Learning to live together' in peace and harmony is a dynamic and harmony is a dynamic and holistic process of learning and internalizing social values and practicing them throughout life. That is, the basic need for living in harmony with others is learning and practicing in life the social skills and values like i) having respect and concern for other ii) realising the need and importance <sup>34</sup> for unity and friendship among people who differ in several ways based on race, caste, religion, language, sex, culture etc., iii) getting along with others smoothly etc.,

- 1) In the early childhood, focusing on students discovering the diversities among people around them;
- 2) ) From later childhood onwards (i.e. from 10 to 12 years of age) making students to involve themselves enthusiastically throughout in their life, in common community programmes.

Stated briefly, one can live independently, in amity and peace with others, only by acquiring social concern and social skills, besides developing the ability to search for knowledge through self learning and

use the knowledge thus gained in innovative ways. It is not enough to have mere bookish knowledge or proficiency in skills. Education should prepare the students to lead a useful and purposeful life in the society. Democracy in a way of life. If one practices it from his student days he will, in his later life become a useful citizen of the society. For this, the values that are to be learned by the students are: 1) Nonviolence 2) cooperation 4) selfless attitude 4) respecting others and treating them with respect 5) accepting human diversity and focusing on common elements 6) understanding the necessity for interdependence among people.

### **Learning to be**

This refers to the all-round development of the whole person. Unlike soap cakes all pupils do not have the same nature and characteristics. Various inherent potentials are there in each individual. The main aim of education is to nurture those potentials and make every individual a unique personality. Education should help each individual to develop the body, mind and spirit. Students from their early childhood should receive education that equips them to develop their own independent, critical way of thinking and judgment so that they can make up their minds on the best courses of action in the different circumstances in their lives and to be healthy with a strong physique. Stated in brief, the, main aim of education is to help each student to develop his/her inherent talents and abilities, and develop

the body, mind and spirit. That id education should attempt to make each individual as a whole person exalting in different ways.

#### **Unit- IV: LANGUAGE POLICY IN EDUCATION**

Language policy during the pre-independent and post-independent India –  
Language policy as specified in Indian Constitution – Views of great thinkers on medium of Instruction: Tagore, Gandhi, Vivekananda.

##### **Language Policy in Education**

Language is means of communication. Language can be understood better in terms of its functions and role in the society. Functions of language can be studied under two headings, micro and macro. Micro functions of language work at individual level and the macro covers the whole society. Language is the most important link between an individual and the society.

Currently approximately 6000 languages are being spoken all over the world, out of which many are on the verge of extinction. Every language works under certain policy. So it cannot be said, that society or community does not have a language policy. Some kind of language policy is always working in every society. Language policy has active role in domains like home, religion, workplace, supra-national groupings.

### **Language spoken in India**

The first language education policy of India was made for the promotion of English language ie, on February 2nd 1835. Thomas Babington Macaulay's minute on Indian language policy was introduced. It says "we must at present do our best to form a class who may be interpreters between us and the millions whom we govern we need a class of persons, left them Indian in blood and colour, but English in tastes, in opinions, in morals and in intellect".

The minutes implies that English was introduced in the Indian educational system for the purpose of getting servants with English language knowledge. During the freedom struggle period Gandhi opposed and wanted to throw out English from Indian nation, but he failed in his attempt.

## LANGUAGE POLICY DURING PRE- INDEPENDENT PERIODS IN INDIA

India is linguistic, cultural, ethnic religious diversity is very strong and widespread. Heterogeneity and multilingualism is not a recent product. It goes back to the time when Aryans came to India with Sanskrit and thereafter many came, invaded and settled in India with their languages. Since the time India is managing its diversity and multilingualism very beautifully and ardently. At that time also multilingualism in India never created problem in the smooth functioning of the government. Even at the time of British rule, the British promoted the Indian vernaculars as well English too. It is not that the making of a language policy in India was thought after independence but it was there much before that. Even at the time of Mughal empires this policy existed.

The British government was not very keen on promoting English Language as it was seen as the tool of governance in their hand. On March 7, 1835 Governor General Bentinck issued an order in favour of Macaulay and agreed to spend funds for the purpose of education to be employed for English education alone, but with that guaranteed not to abolish any college or school of native learning. Orientalists wanted to promote the indigenous languages and were against English education. The conflict between the anglicist and orientalist led to the polarization of language policy. The Indian language policy took a u-turn when the Indian national congress started supporting and promoting Hindi language written in Devangiri.

Then in 1947 India got its independence and thus formulated the constitution. That was a great turning point in the history of this country. A language was needed to convey the ideas to its people. But India being

a vast polity with lots of diversities led a big question in front of the leaders of the country. The leaders wanted an India where the Government passing a law in language should be understood to all, anyone can easily communicate to others via a common language. For effective administration, a language commission was appointed to meet the need of having a language policy. The commission was formed to have a thorough study of the language policies of the multilingual countries across the world.

### **Vedic Education:**

Medium of instruction was Sanskrit. Educational institutions were managed and organized by Brahmans and all the books written in Sanskrit, therefore the medium of instruction was Sanskrit.

### **Buddhist Education**

The medium of instruction at primary level was Pali and Prakrit because Shramans (students) could be able to acquire knowledge easily and quickly. Literature in local language developed rapidly due to teaching in languages spoken by common men. But at higher level Sanskrit was the medium of instruction in Buddhist educational institutions.

### **Islamic education:**

During Muslim period, Arabic and Persian languages were the medium of instruction, Hindu Children also used to attend Maktabas to learn Persian language. After the growth of Urdu, education began to be imparted through this language.

### **Macaulay's minute:**

Criticising the native literature and languages Lord Macaulay advocated English to be made the medium of instruction in India. He said that English would bring renaissance in India just as Greek or Latin did in English or just as the languages of Western Europe did in Russia. Macaulay advanced the following facts for providing English to be the most useful language for Indians.

- It stands pre-eminent even among languages of the west.
- It is the language of the rulers.
- Indians themselves are in favour of studying English more than any Indian languages.

#### **Woods Despatch:**

The Despatch recommended that along with English, Indian language should also be accepted as the medium of instruction, regarding medium of instruction the despatch reads as follows. "In any general system of education, English language should be taught where there is a demand for it, but such instruction should always be combined with careful attention to the study of the vernacular language of the district. In a way it may be said that Despatch considered English language and Indian languages together as the medium of instruction for diffusion of western knowledge and culture.

#### **Hunter commission (1882)**

As regards to medium of instruction the commission said that English should be medium of instruction at the stage of higher education.

#### **Wardha Scheme of Education:**

Mother tongue as the medium of instruction. The fundamental basis of education is a proper knowledge of the mother tongue. Language is the vehicle of thought. Man can give expression to his ideas with the aid of language. Useless one enquires the ability to speak, read and write correctly, he cannot give lucidity to his ideas. The moral and cultural development of man becomes possible when he becomes familiar with the traditional ideas, sentiments and ideals and his community through his own mother tongue, Education can be popularised through the mother tongue alone, that is why, and the basic education lays emphasis on imparting education through the medium of mother tongue.

## **LANGUAGE POLICY DURING POST INDEPENDENT PERIODS IN EDUCATION**

For the writers of the Constitution respect for diversity meant ensuring that people have the freedom of speak their language and that no one language should become compulsory for all to follow.

### **Medium of Instruction**

India being a multi-lingual society, a uniform medium of instruction was not found practically viable. The importance of mother tongue for maximising reach of education was recognised. 'Article 354', in the Constitution of India, in this context, recommends that, "It shall be the endeavour of 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 provisions of such facilities".



The language policy which emerged as a political consensus in the formative years of Independence is an illustration of democratic processes in the Indian context. The three-language formula emerged as a policy or a strategy after a quarter of a century of debate and deliberations from political and academic perspectives by educational advisory bodies and politicians representing national and regional interests.

### Three Language Formula

A comprehensive view of the study of languages at school was undertaken and concrete recommendations were made by the Education Commission (1964-66). The Commission, having taken account of the diversity of the Indian context, recommended a modified or graduated three-language formula:

- the mother tongue or the regional language;
- the official language of the Union or the associate official language of the Union so long as it exists; and
- a modern Indian or Foreign language not covered under (1) and (2) and other than that used as the medium of instruction

The Commission's observation on the status and role of English is of importance from the point of view of language planning and the way the language was also perceived by policy planners.

The NPE (1986) noted that the regional languages are already in use at the primary and secondary stages. At the secondary stage, the State Governments should adopt and vigorously implement the three-language

formula which includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi speaking States, and of Hindi along with the regional language and English in the non-Hindi speaking States.

National Education Policy (2020) has also advocated use of mother tongue/local language/regional language as medium of instruction at school level.

#### **i) Tarachand Committee (1948)**

The question on the medium of instruction at the secondary level of schooling came up soon after Indian independence. The government of India appointed the Tara chand committee in 1948 to review the secondary education in India as it was considered the stepping stone towards higher education.

The important recommendations related to language teaching given by the Tara Chand committed were:

- a) The federal language should be started at the end of the junior basic stage and be made compulsory till pre-secondary stage.
- b) English may be made an optional subject at the senior basic level and should be made compulsory at the pre-secondary and secondary levels considering that medium of instruction in universities was English.
- c) The federal language should become compulsory at the secondary level when English ceases to be the medium of instruction in the universities.

#### **Central Advisory Board of Education (CABE) 1956**

The Central Advisory Board on Education (CABE), the oldest statutory body on education in India, initiated the discussion on languages in school education in the 1940s and this continued to be a major concern in their discussions until 1960.

The board (CABE) designed a three-language formula (TLF) and recommended the introduction of this formula for school children.

CABE identified five major issues which required attention:

1. The number of languages to be taught at various levels of school education;
2. Introduction of second and third languages;
3. Place and role of English;
4. Place and role of Hindi; and
5. Teaching of Sanskrit and minor language(s) in school.

The three language formula was suggested as follows:

- a) The regional language and mother tongue (if the mother tongue is not the regional language)
- b) Hindi in non Hindi states and any other Indian language in non Hindi states.
- c) English or any other modern European language

**University Education commission (1948-49)**

## **Medium of Instruction**

- i. Hindi was likely to be the language of the union of federal language and so it was suggested that steps be taken for its enrichment and development at the earliest.
- ii. Hindi should be enriched not only by the inclusion of new words but also with the words prevalent in other Indian languages.
- iii. For the medium of instruction for higher education English be replaced as easily as practicable by an Indian language.
- iv. Pupils at the higher secondary and university stages be made conversant with three languages. The regional language, the federal language and English.
- v. English should be studied in high schools and in the universities in order that we may keep in touch with living stream of over growing knowledge.

## **SECONDARY EDUCATION COMMISSION (OR) MUDALIAR COMMISSION (1952-53)**

### **REPORT**

The secondary education commission was by the government of India with Dr. Lakshmana Swami Mudaliyar as chairman to examine the prevailing system of secondary education and suggest measures for its reorganisation and improvement

The mother tongue and regional language should be generally be the medium of instruction through secondary school stage subject to the provision that for linguistic minorities special facilities should be made

available on the lines suggested by the Central Advisory Board of Education(CABE).

### **Language and medium of instruction**

- i. The mother tongue or the regional language should be made the medium of instruction throughout the secondary school stage.
- ii. During the middle school stage, every child, should be taught at least two languages. English and Hindi should be introduced at the end of the Junior basic stage, subject to the principle that no two languages should be introduced in the same year.
- iii. The commission has suggested that at the secondary stage a student should learn atleast 3 languages, the national languages, the mother tongue or the regional language and a foreign language.

### **KOTHARI COMMISSION REPORT (1964 - 1966) OR INDIAN EDUCATION COMMISSION REPORT (1964 - 1966) IEC**

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.

## **RECOMMENDATIONS OF THE KOTHARI EDUCATION COMMISSION**

### **Educational Structure**

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

1. One to three years of pre-school education.
2. 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.
3. A lower secondary stage of 3 or 2 years of general education or 1 to 3 years of vocational education.
4. 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,
5. 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.

### **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.

### **Language Policy**

- **At Lower Primary Stage**

- 1) At Lower Primary Stage only one language should be studied compulsorily. i.e. mother tongue or the regional language.
- 2) Some children belong to linguistic minority may also opt for instruction in regional language because of its greater advantage but they cannot be forced on them, and they have the right under the constitution to have facilities provided for their primary education through the mother tongue.

- **Higher Primary**

Stage Higher Primary Stage only two language should be studied on a compulsory basis.

1) Mother tongue or regional language

2) Official or associated language of union (English or Hindi)

- **Secondary Classes**

Secondary Classes will have to study three languages (3 language formula) on the compulsory basis.

**For Hindi area Hindi Area**

1) Hindi (Mother tongue)

2) English

3) Modern Indian language

**For Non-Hindi Area**

1) Mother tongue

2) English

3) Hindi

- Senior secondary classes will have to opt for only one language and for degree courses no compulsion on study of any language

Three language formula was proposed by union ministry of education of government of India in constitution with the states, this formula was proposed due to the non-acceptance of Hindi by some southern states of



India, Before Kothari commission the proposal was to promote Hindi as the national language and chosen for formal education purpose as it was spoken by majority of the people, but some of the states were in oppose of that and so this three language formula was proposed in commission report . That is why Hindi wasn't promoted as a national language rather it became a language as a subject and due to westernization nowadays universally speaking language becomes English which is also promoted in our school education system as well.

## **NATIONAL POLICY OF EDUCATION 1968**

The National Policy of Education 1968 is based on the recommendations of the Commission of 1964-66. The Commission recommended that the Government of India should issue a statement on the National Policy on Education which should provide guidance to the state Governments and the local authorities in preparing and implementing educational plans.

In its policy declaration the Government of India stated that the Government is convinced that a radical reconstruction of education on the broad lines recommended by the education commission is essential for economic and cultural development of the country for national integration and for realizing the ideal of a socialistic pattern of society.

The National Policy of Education, 1968 was formed on the basis of the recommendations of the Kothari Education Commission 1964-66.

### **1. Free and Compulsory Education**

- Strenuous efforts should be made for the early fulfilment of the Directive Principle under Article 45 of the constitution seeking to

provide free and compulsory education for all children up to the age of 14.

- Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in school successfully completes the prescribed course.

## **2. Development of Languages**

### **Regional Languages**

The energetic development of Indian languages and literature is a sine qua non for educational and cultural development. Unless this is done, the creative energies of the people will not be released, standards of education will not improve, knowledge will not spread to the people, and the gulf between the intelligentsia and the masses will remain static if not widen further. The use of regional languages should not be only at the primary and secondary stages, but urgent steps should be taken to adopt them as media of education at the university stage.

### **Three-Language Formula**

At the secondary stage, the state Governments should adopt and vigorously implement, the three-language formula which includes the study of a modern Indian language, preferably one of the southern languages, along with regional languages, Hindi and English.

### **Hindi**

Every effort should be made to promote the development of Hindi as the link language. Due care should be taken to ensure that it will serve

as provided for in the Article 351 of the constitution, as a medium of expression for all the elements of the composite culture of India.

### **Sanskrit**

Considering the special importance of Sanskrit to the growth and development of the Indian languages and its unique contribution to the cultural unity of the country, facilities for its teaching at the school and university stages should be offered on a more liberal scale.

### **International Languages**

Special emphasis needs to be laid on the study of English and other international languages.

## **NATIONAL POLICY ON EDUCATION – 1986**

In the 21<sup>st</sup> century India has to encounter different types of challenges which may require new strategies for their reduction demanding new knowledge and competencies. To equip people for this, our education system should be radically revamped. Presenting a status paper “Challenge of Education: A policy perspective” in the parliament, our former Prime Minister Mr. Rajiv Gandhi declared” to equip our country both scientifically and economically to meet the challenges of the 21<sup>st</sup> century, a new policy on education is in the country right now. There was a country wide debate on the educational reforms contained in that document. Finally, new policy on Education was approved by the parliament in May 1986.

New National Policy on Education was formulated and got approved by the parliament in May 1986. The main features of national policy on education of 1986 are given below.

## Goals of Education

- i. To strengthen the principles of equity, freedom and self-dependence
- ii. To promote national unity and spirit of excellence
- iii. To develop a broad national outlook among the youngsters.

## National System of Education

The concept of National system of education does not mean adopting a rigid and inflexible pattern of education for all, throughout the country on the contrary it simply means the following.

- i. Up to a certain level, all students irrespective of caste, creed, location or sex should be provided with education of comparable quality
- ii. Adopting a common structure of education viz. 10+2+3 pattern throughout the country. The first 10 years are split in to 5+3+2 years of primary, upper primary and secondary education respectively.
- iii. Developing a national curricular frame work.
- iv. Fixing 'Minimum Level of Learning competencies' for each stage of education. Minimum level of learning was laid down for each stage of education. To make the organization of education more effective, emphasis was placed on fixing the minimum level of learning (MLL) for all levels of education

- v. Work experience is included in the curriculum at all levels of education
- vi. Science education should be taught to all till secondary education as a compulsory subject.

## **Reorganisation of Education at all Levels**

### **Primary Education**

- Ensuring all children less than 14 years of age are enrolled and retained in schools.
- Enhancing the quality of teaching in primary schools, importance is to be given for learning capabilities of pupils by employing pupil centered methods in classroom instruction
- The basic infra- structural needs of primary schools like proper buildings, tables, chairs, benches and blackboards as well as instructional facilities like equipments, teaching aids, playgrounds and adequate number of qualified teachers are to be made available. For this, the programme of 'Operation Black- Board's to be immediately implemented.
- Examinations are to be made objective and efforts should be made to eliminate 'stagnation' at any class at the elementary level.

### **Secondary Education**

- Secondary education should be vocationalised
- Though universalisation of education is our goal, the spirit of excellence in education could not be sacrificed. For nurturing the

talented students in rural areas, pace-setting schools called 'Navodaya Schools' are to be established.

### **Higher Education**

- Based on the feedback regarding the performance of the colleges affiliated to universities they would be helped to become autonomous colleges, in large numbers.
- Similarly, autonomy will be encouraged for departments in the universities
- Linguistic competence will be encouraged special care will be given for students to have combination of preferred subjects.
- State level planning and coordination of higher education will be attempted through councils of higher education
- Open universities will be encouraged and there by liberalizing opportunities for higher education
- 'Delinking of Degrees from jobs'in selected Ares
- Establishing an appropriate national testing service

### **New Schemes Launched under NPE**

1. SSA
2. Operation black board
3. National Testing Service
4. Navodaya Schools

## **Operation Black Board**

- Provision of at least two reasonably large rooms that are useable in all weathers, with a deep veranda along with separate toilet facilities for boys and girls.
- Provision of at least two teachers as far as possible one of them a woman, in every primary school.
- Provision of essential teaching and learning materials.

## **SarvaShikshaAbhiyan (SSA)**

SarvaShikshaAbhiyan (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.

## **National Testing Service**

National Testing service to conduct tests on a voluntary basis to determine suitability. This became essential in view of the proposal of delinking of degrees from jobs and manpower planning. It is likely to be helpful in determining suitability of candidates for specified jobs and to pave the way for the emergence of norms of comparable competence across the nation.

## **Navodaya Schools**

As per NPE 1986, Navodaya schools were established, one at each district, to nurture the talented students of rural areas irrespective to their capacity to pay for education. These schools are to serve as the 'pace-

setting' schools or 'Model schools' to user. In excellence in education. So, for 137 Navodaya schools have been set up, in which 1,80,000 meritorious rural students are receiving quality education.

## **NATIONAL POLICY ON EDUCATION (2020)**

National Education Policy (2020) has also advocated use of mother tongue/local language/regional language as medium of instruction at school level.

**In point no. 4.13 of NEP-2020, it is mentioned that**

The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and of course the student themselves, so long as at least two of the three languages are native to India. (NEP, p. 14)

## ***CONSTITUTIONAL PROVISIONS FOR EDUCATION***

India got independence from the British on 15 th August 1947. The constitution of the country , prepared by a council consisting of eminent persons drawn from different walks of life and headed by Law Minister Dr.Ambedkar, after detailed discussion and debate, was adopted on November 26, 1949 and came into force on January 26, 1950. The Constitution mirrors the hopes and aspirations of the people of India.

### ***Education in the Indian Constitution***



Indian Constitution contains a preamble, 22, Schedules, 12 Appendices and 306 Articles .The Fourth Schedule in the Constitution deals with the "Directive Principles" which gives the directive guidelines for the Government to frame its policies. The Seventh schedule of the constitution lists educational responsibilities of Governments. The Central and state List I, called the 'Union List' narrates the responsibilities of the Central Government. List II pertains to the responsibilities of the State List III called the "Concurrent list" deals with those items that come under the joint responsibilities the Central and state Government.

**The seventh schedule of the Indian Constitution contains legislative powers under three lists viz.**

- the Union List,
- the State List and
- the Concurrent List

## **CONCURRENT LIST**

**(i) Article 29 (II)** states that no citizen of India can be denied

admission into any educational institution, which is either maintained by the state or receiving aid out of state funds on ground only of religion, race, caste, language or any of them.

**(ii)Article 15 (III)** states that to make special provisions for women.

Hence, separate educational institutions for women can be established.

## **Mother Tongue**

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

### ***CONSTITUTIONAL PROVISIONS OF EDUCATION IN INDIA***

#### **Article 28:**

According to our Constitution article 28 provides freedom as to attendance at religious instruction or religious worship in educational institutions.

#### **Article 29:**

This article provides equality of opportunity in educational institutions.

#### **Article 30:**

It accepts the right of the minorities to establish and administrate educational institutions.

#### **Article 46:**

It provides for special care to the promotion of education and economic interests of the scheduled caste, scheduled tribes and the weaker sections of society.

#### **Article 45:**

The state shall endeavour to provide within a period of ten years from the commencement of the Constitution for the free and compulsory education for all children until they complete the age of 14 years.

#### **Article 46:**

The state shall promote with special care the educational and economic interests of weaker sections of the people and, in particular, of the caste and scheduled tribes, and shall protect them from social injustice and all forms of exploitation.

#### **Article 343- Official language of the Indian Union**

Clause (1) : The official language of the union shall be Hindi in Devanagiri script. The form of numerals to be used for the official purpose of the union shall be the international form of Indian numerals.

#### **Article 344 – Commission and committee of parliament of official language**

Clause (1) : The president shall, at the expiration of five years from the commencement of this constitution and thereafter at the expiration of ten years from such commencement, by order constitute a commission which shall consist of a chairman and such other members representing the different languages specified in the Eighth schedule as the president may appoint, and the order shall define the procedure to be followed by the commission.

Clause (2) : It shall be the duty of the commission to make recommendations to the president as to :

- a) The progressive use of the Hindi language for the official purposes of the union.
- b) Restrictions on the use of the English language for all or any of the official purposes of the union.
- c) The language to be used for all.
- d) The form of numerals to be used for any one or more specified purposes of the union.
- e) Any other matter referred to the commission by the president as regards the official language of the union and the language for communication between the union and a state between one state and the union.

**Article 346 – Official language for communication between one state and another or between a state and the union.**

The language for the time being authorised for use in the union for official purposes shall be the official language for communication between one state and another state and between a state and the union.

Provided that if two or more states agree that the Hindi language should be the official language for the communication between such states, that language may be used for such communication.

**CHAPTER IV – SPECIAL DIRECTIVES**

**Article 350: Language to be used in representations for redress of grievances**

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

**Article 350 (a): This article relates to facilities for instruction in mother tongue at primary stage.**

It shall be endeavour of every state and local authorities with the state to provide adequate faculties for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups: the President may issue directions to any state as he considers necessary for securing the provision of such facilities.

**Article 350 (b): It provides for a special officer for linguistic minorities**

1. There shall be a special officer for linguistic minorities to be appointed by the president.

2. It shall be the duty of the special officer to investigate all matters relating to the safeguards provided for linguistic minorities under the constitution and report to the president upon those matters at such intervals as the president may direct, and the president shall cause all such reports to be laid before each House of parliament, and sent to the governments of the states concerned.

**Article 351: Directive for development and promotion of the Hindi language.**

It is to promote the development of Hindi language and slates that it shall be the duty of the Central Government to promote the spread of Hindi language in the entire country.

## **Views of great thinkers on medium of instruction:**

The medium of instruction is the language used by the teacher to teach. Teaching the language or educational content, through the target language increases the amount of exposure the learner gets to it, and the opportunities they have to communicate in it, and therefore to develop their control of it.

### **Mahatma Gandhi**

Mohandas Karamchand Gandhi, popularly known as Mahatma Gandhi. Mahatma Gandhi was born in Porbandar, a town in Gujarat on 2 October 1869. His father's name was Karamchand Gandhi and his mother's name was Putlibai. At the age of 13, Mahatma Gandhi was married to Kasturba.

In the year 1888, Mahatma Gandhi left for London to study law. In May, 1893 he went to South Africa to work as a lawyer. In 1915, Gandhiji returned to India permanently and joined the Indian National Congress with Gopal Krishna Gokhale as his mentor. Mahatma Gandhi was the leader of India's non-violent independence movement against British rule.

Mahatma Gandhi was a renowned freedom activist and an authoritative or powerful political leader who had played an important role in India's struggle for independence against the British rule of India. He was also considered as the father of the country. He was assassinated on 30 January 1948.

Education is integrated growth. He believed that education should develop all the capacities of the child so that he becomes a complete human being. Complete human being means full development of body, mind, heart and soul of the child. Gandhiji himself explained education as “By education I mean an allround drawing out of the best in child’s and man’s body, mind and spirt”.

Gandhij's scheme of education is known as Basic education. Its curriculum is activity centred curriculum Gandhiji included mother tongue basic craft, arithmetic, sociology, general science, art, music and other like subjects.

#### **Characteristics of Basic Education:**

1. Free and compulsory education for seven years.
2. Mother tongue as the medium of instruction.
3. Education related to life activities.
4. Craft should be the basis of education.
5. Self supporting education-eating while learning.
6. Adequate freedom for the teacher and the laught.

#### **Medium of Education:**

Education must be imparted through mother tongue. People have been learned by English language. Those who advocate English language state that it is through English that an awakening has been created in the country. English literature is vast and widely used. Giving up the use of

English is a misfortune. It is not possible to translate it into other languages. Unit could be achieved only through English.

## **Vivekananda**

Swami Vivekananda was born in Calcutta on 12 January 1863. His parents were Vishwanath Dutta and Bhuvaneshwari Devi. Vivekananda was called by the name Narendranath Datta. His father was an attorney in the high court and his mother was a homemaker and had a religious temperament.

His personality and attitude were shaped by both his parents progressive, rational as well as the religious approach in life. Since his childhood, he was always interested in spirituality. He studied anything that interests him, be it philosophy, science, history, religion and literature. He also was an avid reader of all kinds of religious texts like the Bhagavad Gita, Ramayana, Mahabharatha, Upanishads and the Vedas.

Swami Vivekananda defines education as "the manifestation of perfection already reached in man" He believes in auto education or self-teaching, Swamiji has emphasised that all the knowledge whether worldly or spiritual lies embed in the human mind.

The following are the basic principles of Swami Vivekananda

- Only study of books is not education.
- Knowledge lies hidden in the mind of man. He uncover and develops it by his own efforts.
- Connection is key to all knowledge.
- Purity of thought, speech and deed is self-discipline.



- Education should develop the child physically mentally and spiritually.
- Boys and girls should receive the same education.

### **Medium of instruction:**

- a. mother language
- b. Regional language
- c. There should be common language which is necessary to keep country united.
- d. Sanskrit it is the source of all Indian languages and a repository of all inherited language,

Like Gandhi and Tagore, Vivekananda also emphasised education through the mother tongue. Besides mother tongue, there should be a common language which is necessary to keep the country united. Vivekananda appreciated the greatness of Sanskrit that is the source of all Indian languages and a repository of all inherited knowledge, with the absence of this knowledge, it will be impossible to understand Indian culture. It is like a store house of ancient heritage, to develop our society it is necessary that men and women should know this language, besides the knowledge of the mother tongue.

### **Aims of Education according to Vivekananda**

Vivekananda considers that following are chief aim of education.

- Education for physical development
- Education for intellectual development

- Education for religious development
- Education for character formation, morality and spirituality
- Education for brotherhood
- Education for vocational efficiency Education for self-confidence and self-reliance

### **Rabindranath Tagore:**

Rabindranath Tagore was born on 7th May 1861 to Debendranath Tagore and Sarada Devi in the Jorasanko mansion in Calcutta. He was the youngest son among thirteen children. Tagore was largely home schooled and was trained by his siblings in the field of gymnastics, art, anatomy literature, history and mathematics among various other subjects.

Aspiring to become a lawyer, Tagore joined a school in London in 1878. However, he returned to Bengal in 1880 without graduating because he was interested in exploring the works of Shakespeare and others. He then began his career as a poet and writer. At the same time he was well versed in western culture, especially in western poetry and science.

In 1909, Rabindranath Tagore began writing Gitanjali. When Tagore returned to London in 1912, he translated some poems and songs from Gitanjali into English. In 1913, Tagore's Gitanjali was awarded the Nobel Prize for Literature.

The Jana Gana Mana song written by him is the national anthem of India. Rabindranath Tagore, who spent most of his life writing poetry and composing plays, died of natural causes on August 7, 1941 due to ill health.

Tagore's educational philosophy has been drawn from his philosophy of life. Tagore believed that during education, a child should enjoy freedom. He should be free from all compulsions and restrictions. According to him there are three sources of knowledge. They are nature, life and the teacher. Education should promote peace, love, kindness and ideal.

### **Basic Principles:**

1. The medium of instruction should be mother tongue.
2. During education, a child should enjoy full freedom.
3. Foreign Education cannot be the basis of national education.
4. National Education should be closely connected with national life.
5. Children should not be found to receive knowledge through books.

### **Medium of Instruction:**

Mother tongue as the medium of instruction, Language is the true vehicle of self-expression. Man can freely express his thought in his other tongue Tagore has emphasized mother tongue as the medium of instruction for the child's education.

## **Unit-V: IMPLICATIONS OF EQUALITY OF EDUCATIONAL OPPORTUNITIES**

Equality of Educational Opportunity; equality in constitutional provisions; Inequality in schooling, Causes for inequality, discrimination, and marginalization in education – Types of inequity: caste, gender, class,

regions – Elimination of social inequalities through education – education for marginalized groups: Dalits, tribals and women.

## **IMPLICATIONS OF EQUALITY OF EDUCATIONAL OPPORTUNITIES**

### **Introduction:**

Education is the most important level for the social, economic and political transformation. Education strengthens democracy by importing to citizens the tools needed to fully participate in the governance process, But there are many inequality in our society such as money, property, education, health, power etc.

### **EQUALITY**

All are equal before law. According to Article 14 of the Indian Constitution, there should not be any discrimination on the basis of religion, caste, gender or language. However, still there are gender discrimination in India. In spite of infanticide being prevented to a great extent and enacting several laws to curb atrocities against women, molestation of women and honour killing (due to matrimonial relationship with those in low castes) continues unabated. The discrimination between men and women in employment, salary, promotion etc. still continues. The conservatives and religious leaders hamper the efforts of the government to bring in changes in a big way in the places of worship and social traditions such as marriage and divorce. Untouchability is not eradicated from the society in spite of enacting several laws against untouchability. Untouchability is emerging in several forms.

### **MEANING OF EQUALITY IN EDUCATION**

The National Policy on Education (1986) has defined Equality in Education or Equity in Education as making available to all students quality education from primary school to higher education without discrimination of caste, religion, language, region or gender. This implies that all children should get similar educational opportunities and educational environment facilitating everyone to get education according to his, her abilities and aptitudes and develop their inherent potential fully.

### **Equality in constitution provisions**

What are constitutional provisions?

A constitutional provision is a **specifically designated rule/law within a nation or state's constitution**. Provisions cannot be changed through court or common law, regardless of the circumstances that may arise is said to be constitutional provisions.

The list of provisions in the Indian Constitution to bring about equality in all walks of life is the following:

- (i) Equality before law.
- (ii) Prohibition of discrimination on ground of religion, race, caste, sex or place of birth.
- (iii) Equality of opportunity in matters of public employment.
- (iv) Abolition untouchability.
- (v) Abolition of titles.
- (vi) Protection of certain rights regarding freedom of speech.
- (vii) Protection of life and personal liberty.
- (viii) Right to education.
- (ix) Prohibition of trafficking in humans and forced labour.

The fundamental rights are guaranteed to protect the basic human rights of all citizens of India and are put into effect by the courts, subject to some limitations. One of such fundamental rights is the Right to Equality. Right to Equality refers to the equality in the eyes of law, discarding any unfairness on grounds of caste, race, religion, place of birth sex. It also includes equality of prospects in matters of employment, abolition of untouchability and abolition of titles. **Articles 14, 15, 16, 17 and 18 of the Constitution of India highlight the Right to Equality** in detail. This fundamental right is the major foundation of all other rights and privileges granted to Indian citizens. It is one of the chief guarantees of the Constitution of India. Thus, it is imperative that every citizen of India has easy access to the courts to exercise his/her Right to Equality.

**Various articles under the Right to Equality** are explained as follows:

### **Equality Before Law**

Equality before law is well defined under the **Article 14** of the Constitution which ensures that every citizen shall be likewise protected by the laws of the country. It means that the State will not distinguish any of the Indian citizens on the basis of their gender, caste, creed, religion or even the place of birth. The state cannot refuse equality before the law and equal defense of the law to any person within the territory of India. In other words, this means that no person or groups of people can demand for any special privileges. This right not only applies to the citizens of India but also to all the people within the territory of India.

### **Social Equality and Equal Access to Public Areas**

The right of Social Equality and Equal Access to Public Areas is clearly mentioned under the **Article 15** of the Constitution of India stating that

no person shall be shown favoritism on the basis of colour, caste, creed language, etc. Every person shall have equal admittance to public places like public wells, bathing ghats, museums, temples etc. However, the State has the right to make any special arrangement for women and children or for the development of any socially or educationally backward class or scheduled castes or scheduled tribes. This article applies only to citizens of India.

### **Equality in Matters of Public Employment**

**Article 16** of the Constitution of India clearly mentions that the State shall treat everyone equally in the matters of employment. No citizen shall be discriminated on the basis of race, caste, religion, creed, descent or place of birth in respect of any employment or office under the State. Every citizen of India can apply for government jobs. However, there are some exceptions to this right. The Parliament may pass a law mentioning that specific jobs can only be filled by candidates who are residing in a particular area. This requirement is mainly for those posts that necessitate the knowledge of the locality and language of the area.

Apart from this, the State may also set aside some posts for members of backward classes, scheduled castes or scheduled tribes which are not properly represented in the services under the State to uplift the weaker sections of the society. Also, a law may be passed which may entail that the holder of an office of any religious institution shall also be a person professing that specific religion. Though, this right shall not be granted to the overseas citizens of India as directed by the Citizenship (Amendment) Bill, 2003.

### **Abolition of Untouchability**

**Article 17** of the Constitution of India abolishes the practice of untouchability in India. Practice of untouchability is declared as a crime and anyone doing so is punishable by law. The Untouchability Offences Act of 1955 (and now Protection of Civil Rights Act in 1976) states punishments for not allowing a person to enter a place of worship or from taking water from a well or tank.

### **Abolition of Titles**

**Article 18** of the Constitution of India prohibits the State from granting any titles. Citizens of India are not allowed to accept titles from a foreign State. Titles like RaiBahadurs and Khan Bahadurs given by the British government have also been abolished. Nevertheless, academic and military distinctions can be conferred upon the citizens of India. The awards of 'Bharat Ratna' and 'Padma Vibhushan' cannot be used by the beneficiary as a title and is not prohibited by the Constitution of India. From 15 December 1995, the Supreme Court has sustained the validity of such awards.

### **Social inequality**

Patterns of unequal access to social resources are commonly called social inequality (via, social resources include money, property, education, health and so on..) social inequality is not the outcome of innate or 'natural' difference between people, but is produced by the society in which they live. Sociologists use the term 'social stratification is a system by which a society divides people and ranks them in categories. Stratification is the trait of every society in every part of the world. The disadvantage of social stratification system is the conflict between different strata of the hierarchy.



Under the caste system, status is hereditary. Impact of stratification due to caste includes low self esteem, Loss of human resources, division in society and so on. Impact of stratification based on class are poor health, illiteracy, divides the society into have & have nots, and so on.

Based on gender, stratification cause many defects such as stereotyped roles, secondary status to women, limits national and social progress, sex ratio is skewed, problems of the third gender and crimes against women.

## **CAUSES FOR INEQUALITY IN EDUCATION**

Inequalities in educational opportunities arise due to the following factors.

1. Huge disparities in the socio-economic status of people: The disparities in the socio-economic status of parents, get reflected in the educational opportunities available to their children. If parents are affluent, their children, though not intelligent, get quality education by paying hefty fees. Children of poor families, particularly rural children depend upon government schools which are mostly ill equipped.

2. Regional Imbalances: Great disparities could be found among the standards of education available in different states of our country. For example Bihar, Orissa, Uttar Pradesh and Madhya Pradesh lag behind in education whereas Kerala, Tamilnadu, Andhra Pradesh and Maharashtra have registered tremendous progress in education. Even across the different districts within the same State, educational opportunities vary considerably. For example, in state capitals we have wide educational opportunities which people living in remote villages could not even dream of.

3. Inequality in the Quality of Education Available: Differences in standards of schools and colleges create an extremely intractable form of educational inequality. Standard of education available in well equipped urban schools significantly differs from that provided by rural schools (most of them are government schools) which lack the requisite infrastructure and instructional facilities.

4. Disparities in the education of boys and girls: In our country, parents show more interest towards the education of boys rather than girls. As a result of it, the number of male students is higher than the girls at all stages and in all sectors of education. The additional learning opportunities available for men are not there for women students.

5. Gross Inequalities in Home Condition of Pupils: Home environment varies between urban homes and rural homes. In homes situated in urban areas and children of educated parents have better educational facilities and parental guidance. On the other hand, in rural areas, home environment is not congenial for children's learning. For example, the tribal children do not even have electricity in their homes to facilitate their learning; neither they get any guidance to clear their doubts.

6. Huge Disparities among the Social Classes: There are considerable differences among the children of traditionally educated communities and those from the socially backward and marginalized sections, tribal communities and weaker sections of society, in the matter of educational development. Muslim people evince keen interest to train their children in trade and business at a young age, instead of providing formal education to them.

**7. Inequality in management of educational institutions:** In India, all educational institutions are not under the same management.

For example, most of the educational institutions are under the management of State or Central Governments; there are also a large number of educational institutions under the management of private individuals or trusts. The nature and standard of education provided in these institutions are not the same. Generally, the standard of education in Christian missionary schools and Residential Public Schools, is of high quality. Stated in brief, though we say the educational opportunities should be equal for all, in practice, the education children get today is unequal, according to educationists.

**Causes for Discrimination:**

In the view of caste, government and aided institutions gives educational opportunities to backward classes. But private educational institution gives more importance to money and more priority to intelligence students.

Based on economy, the middle class people prefer aided schools. poor people government schools.

**Based on gender**

Wastage and stagnation take place

Vocational education favours only boys.

Many parents are not allowing to go to their girl child to distant schools.

Sometimes curriculum is not based on the needs of the girl child.

**Marginalized society:**

Marginalized society are generally used to analyse socio-economic, political and cultural spheres, where disadvantage people struggle to gain access to resources and full participation in social life. In other words, marginalized people might be socially, economically, politically and legally ignored, excluded or neglected and therefore vulnerable.

## **Types of inequity**

### **Caste system**

Social inequalities caused by the caste system are

- Untouchability.
- Discrimination
- Division of labour.
- Slavery
- Equality Before Law.
- Equality in Matters of Public Employment.
- Abolition of Untouchability.

### **Gender**

Gender inequality in India refers to the health, education, economic and political inequalities between men and women in India. Various international gender inequality indices rank India differently on each of these factors, as well as on a composite basis, and these indices are controversial.

Gender inequalities, and their social causes, impact India's sex ratio, women's health over their lifetimes, their educational attainment, and even the economic conditions too. It also prevents the institution of equal rape laws for men. Gender inequality in India is a multifaceted issue that primarily concerns women, but some argue that various gender equality indices place men at a disadvantage, or that it affects each gender equally. However, when India's population is examined as a whole, women are at a disadvantage in several important ways. Although the constitution of India grants men and women equal rights, gender disparities remain.

Research shows gender discrimination mostly in favour of men in many realms including the workplace. Discrimination affects many aspects in the lives of women from career development and progress to mental health disorders. While Indian laws on rape, dowry and adultery have women's safety at heart, these highly discriminatory practices are still taking place at an alarming rate, affecting the lives of many today.

## **class**

Social class can be defined as a large category of similarly ranked people located in a hierarchy and distinguished from other large categories in the hierarchy by such traits as occupation, education, income, and wealth.

In modern Western societies, inequalities are often broadly classified into three major divisions of social class: upper class, middle class, and lower class. Each of these classes can be further subdivided into smaller classes (e.g. "upper middle"). Members of different classes have varied access to financial resources, which affects their placement in the social stratification system.

Class, race, and gender are forms of stratification that bring inequality and determines the difference in allocation of societal rewards. Occupation is the primary determinant of a person class since it affects their lifestyle, opportunities, culture, and kind of people one associates with. Class based families include the lower class who are the poor in the society. They have limited opportunities. Working class are those people in blue-collar jobs and usually, affects the economic level of a nation. The upper middle class are professionals who are strong because of economic resources and supportive institutions. Additionally, the upper class usually are the wealthy families who have economic power due to accumulative wealth from families but not and not hard-earned income.

Social stratification is the hierarchical arrangement of society about social class, wealth, political influence. A society can be politically stratified based on authority and power, economically stratified based on income level and wealth, occupational stratification about one's occupation. Some roles for examples doctors, engineers, lawyers are highly ranked, and thus they give orders while the rest receive the orders. There are three systems of social stratification which are the caste system, estates system, and class system. Castes system usually ascribed to children during birth whereby one receives the same stratification as of that of their parents. The caste system has been linked to religion and thus permanent. The stratification may be superior or inferior and thus influences the occupation and the social roles assigned to a person.

### **Region;**

The following points highlight the nine main causes of regional imbalances in India. Some of the causes are:

1. Historical Factor 2. Geographical Factors 3. Locational Advantages 4. Inadequacy of Economic Overheads 5. Failure of Planning Mechanism 6. Marginalisation of the Impact of Green Revolution to Certain Regions 7. Lack of Growth of Ancillary Industries in Backward States and Others.

## **WAYS AND MEANS TO PROVIDE EQUAL OPPORTUNITIES IN EDUCATION**

To equalize educational opportunities to all in India, some drastic measures are important. They are:

1. Uniform Pattern of Education; A Scheme of uniform pattern of education should be implemented across the country in all schools. As a first step towards nationalising all educational institutions in the country, government should grant liberal grant to all school and enforce uniform pattern of curriculum and ensure almost comparable standards in all schools.

2. Common School System for Public Education; The major weakness of the present educational system is, instead of providing good education to all children, or at least to all the able children from every stratum of society, it is available to a small minority which is usually selected not on the basis of talent, but on the basis of the capacity to pay fees. The children of the masses are compelled to receive substandard education. If this evil is to be eliminated, we must move towards the goal of a common system of public education - Which will be open to all children irrespective of caste, creed, community, religion, economic conditions and social status; - Where access to good education will depend, not on wealth or class but on talent; which would maintain adequate standards in all schools and provide atleast a reasonable proportion of quality institutions; - In

which no tuition fee will be charged; and - Which would meet the needs of the average parent so that he would not ordinarily feel the need to send his children to expensive schools out-side the system. Such an educational system has for instance been built up in Russia and is one of the major factors which has contributed to its progress.

3. Removal of Regional Imbalances; Imbalances in the educational progress among the States are to be eliminated, For example, Kerala has a higher proportion of budgetary allocation for education compared to that in States like Orissa and Bihar. The Union Government at the Centre should make available special financial package for educationally backward states.

4. Removal of the Urban-rural; Differences in Education Schools in large number are to be opened in rural areas and good standard should be maintained in these schools, comparable to that in urban schools.

5. Importance for Girls Education; Educational and employment facilities for girls should be expanded so that they could compete with men in all walks of life, on equal terms.

6. Schools for the Handicapped; Special schools for the education of the handicapped should be opened at least one in every taluk.

7. Education of the weaker sections in society; Scheduled Castes and Tribes are educationally backward and suffer from bad socio-economic conditions of life. More number of schools are to be opened in hill areas as well as urban slums, facilitating the education of the weaker sections of the society.



8. Abolition of Tuition Fees; In a phased manner, education at all stages should be made free. To start with, primary education should be made completely free; then this scheme of free education could be extended to secondary and higher education levels. Our country should not lose, not even one student who is unable to pay the school fees and continue his education.

8. Liberal Scheme of Scholarships; A liberal scheme should be formulated to grant scholarships and financial assistance for meritorious poor students. Children below the poverty line should be provided with free text books and stationeries, free uniforms and midday meal. All school children should be provided free transport. Students at higher secondary classes should be given free cycles and lap-top computer. At higher education stage, educational loans at nominal interest should be made available for the needy students through banks.

9. Compulsory Education up to the Secondary Stage; We should quickly move to the stage of making education free and compulsory till the secondary level throughout the country.

### **Elimination of social inequalities through education**

State obligations for ensuring equality of opportunity in education fulfilling international legal obligations is a determinant factor in achieving the right to education. Education laws must be further modernized in order to overcome the growing disparities in Universal access to education without discrimination or Exclusion. The EFA (Education for All) goals clearly correspond to various provisions for the right to education. Similarly, the commitments by Governments to education related Millennium

Development Goals (MDGS) must be seen in relation to international obligations for the right to education as a fundamental human right.

### **Marginalized society:**

Marginalized societies are generally used to analyse socio-economic, political and cultural spheres, where disadvantaged people struggle to gain access to resources and full participation in social life. In other words, marginalized people might be socially, economically, politically and legally ignored, excluded or neglected and therefore vulnerable.

### **Reasons responsible for Marginalized groups:**

Some important factors that are responsible for marginalization, exclusion, globalisation, displacement and disaster both natural and manmade.

#### **❖ Exclusion:**

Marginalized communities' discrimination and social exclusion. It offends human dignity and it denies human rights. Class and class prejudice in many societies across the globe, exclude many groups and communities and hinder their active participation in economic and social development.

#### **❖ Globalization:**

Globalization has increased openness which has promoted development at the cost of equity. It is viewed that globalization has enhanced the gap between haves and have-nots and thus boosted marginalization.

#### **❖ Displacement**

The development programmes implemented by the government and increasing construction of development projects consistently displace a massive number of tribal, poor and weaker sections. This is a marginalization of already marginalized people.

#### ❖ Disasters:

Disasters are a global phenomenon and a serious challenge to development.

#### **Education for marginalised groups:**

Marginalised groups are often left behind by national educational policies, denying many people their right to education. People who are marginalised are very likely to be subject to multiple layers of discrimination, there is, they belong to more than one marginalised group. India has attempted many different strategies to help increase the incentive to receive education for

#### **Dalit Children:**

Following the creation of the Caste Disabilities, Removal Act, the British government attempted to increase Dalit school attendance the sensitivity of the caste society.

Often, government try to bring in international assistance in dealing with a national crisis like severely low primary enrolment rates. Prescribed to the Indian government by the World Bank, the District primary education programme was designed to increase primary enrolment rates within India. The government is also running the following schemes for the improvement of educational and economic lot of the minorities.

Central sponsored scheme for providing quality Education in Madras (SPQEM)

Scheme for infrastructure Development private/Aided unaided minority institutes (IDMI) – such as elementary, secondary /senior secondary schools.

### **Tribals;**

The reason for poor tribal education are

- Negative Parental Attitude.
- Basic Amenities in School.
- Communication problem.
- Lack of Trained Teachers.
- Lack of Transport Facilities.
- Government Laws for Upliftment

We should try to encourage in every way their own traditional arts and culture. We should try to train and build up a team of their own people to do the work of administration and development.

### **Women education**

Investing in girls' education transforms communities, countries and the entire world. Girls who receive an education are less likely to marry young and more likely to lead healthy, productive lives. They earn higher incomes, participate in the decisions that most affect them, and build better futures for themselves and their families.