Contemporary India & Education

Dr. T. SUNDARARASAN | ASSISTANT PROFESSOR

Unit – I

Education in Contemporary India – Constitutional Context

Edit with WPS Office

Education

- Education is fundamental for achieving full human potential, developing an equitable and just society, and promoting national development.

- Providing universal access to quality education is the key to India's continued ascent, and leadership on the global stage in terms of economic growth, social justice and equality, scientific advancement, national integration, and cultural preservation.

- Universal high-quality education is the best way forward for developing and maximizing our country's rich talents and resources for the good of the individual, the society, the country, and the world.

- India will have the highest population of young people in the world over the next decade, and our ability to provide high-quality educational opportunities to them will determine the future of our country.

Edit with WPS Office

Education - Concept

- Education is the most important invention of mankind.

- It is more important than his invention of tools, machines, space craft, medicine, weapons and even language, because language too was the product of his education.

- Man without education would still be living just like an animal.

- Education of man does not begin at school, it begins at birth. It ends, not when he graduates from the university, but at his death.

- Hence education is a life-long process.

- The concept of education is dynamic.

- It has passed through many ages and stages in the process of evaluation and at every stage it has had a different meaning according to the then social conditions.

- The concept of education is still in the process of evolution and this process will never come to an end.

Education - Meaning

- Waking up to life and its mysteries, its solvable problems, and the ways to solve the problems and celebrate the mysteries of life.

- Waking up to the inter-dependencies of all things, to the threat to our global village, to the power within the human race to create alternatives, to the obstacles entrenched in economic, social, and political structures that prevent our waking up.

- Education in the broadest sense of the term is meant to aid the human being in his/her pursuit of wholeness. Wholeness implies the harmonious development of all the potentialities God has given to a human person.

- True education is the harmonious development of the physical, mental, moral (spiritual), and social faculties, the four dimensions of life, for a life of dedicated service.

- Education is a systematic process through which a child or an adult acquires knowledge, experience, skill, and sound attitude.

Edit with WPS Office

Education - Meaning

- It makes an individual civilized, refined, cultured, and educated. For a civilized and socialized society, education is the only means.

- Its goal is to make an individual perfect.

- Every society gives importance to education because it is a panacea for all evils.

- It is the key to solving the various problems of life.

Edit with WPS Office

Etymological meaning of education

- The term education has been derived from the Latin word 'Educere' which means 'to bring up'.

- Thus the aim of education is to bring up or to nurse.

- Educere means 'to lead out'.

- It means that education is to lead-out or draw out of the best in child and man.

- 'Educatum' means "the act of teaching" or "training".

- Thus education is the development of individual talent.

- It is to draw out inner knowledge, virtues and powers of the child.

Edit with WPS Office

Synonyms of education

- 'Padagogy' is used for education which means to lead the pupil.

- 'Shiksha' is used for education. The term 'Shiksha' is derived from the Sanskrit which mean to 'control' to'instruct' or 'to teach'

- 'Vidya' is derived from the word 'Vid' which means to 'know'.

Edit with WPS Office

Indian views of education

- Rig Veda - 'Education is something which makes a man self reliant and self less'

- That education is real which aims at ' Mukti'

- Kanad - 'Self cotentment'

- Sakaracharya - 'Self realization'

- Panini - Human education means the training which one gets from nature

- Koutilya - 'Education means training for the country and love for the nation'

- Tagore - 'The highest education is that which makes our lives in harmony with all existence'

- Dwitiyam Janam - 'It is a second birth'

- Upanishada - Education is that whose end product is salvation.

- Gandhi - By education I mean an all-round drawing out of the best in child and man's body, mind and spirit.

Edit with WPS Office

Western views of education

- Plato - Education develops in the body and soul of the pupil all the beauty and all the perfection he is capable of.

- Aristotle - Education is the creation of sound mind in a sound body. It develops man's faculty specially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty.

- Rousseau - Education is the child's development from within.

- Froebel - Education is enfoldment of what is already enfolded in the germ. It is the process through which the child makes the internal-external.

- Pestalozzi - Education is the harmonious and progressive development of all the innate powers and faculties of man- physical, intellectual and moral.

- J.F.Herbert - Education is the development of good moral character.

- T.P.Nunn - Education is the complete development of the individuality of the child so that he can make an original contribution to human life according to the best of his capacity.

Narrow meaning of education

- In the narrow sense education is confined to schooling and university instruction.

- Education starts when the child enter in educational institution.

- Education starts when he completes his studies or leaves the educational institution (school, college or university).

- The success of education of the individual is evaluated in terms of passing the examination.

- According to this view education is mostly limited to class room teaching of ready materials.

Edit with WPS Office

Broader meaning of education

- In the broader sense education begins at birth and continues throughout life.

- In other words it is the process of development from infancy to maturity from womb to grave.

- Education is life and life is education. Edward elaborated that point and said 'education is the transmission of life, by the living to the living.'

- If we take the broader sense, even an illiterate person receives education throughout his life.

- The sum total of all his experiences during life time is education.

Dr. T. SUNDARARASAN | ASSISTANT PROFESSOR

Nature of education

- Education is life-long process- Education is life long process because every stage of life of an individual is important from educational point.

- Education is a systematic process- It refers to transact its activities through a systematic institution and regulation.

- Education is the development of individual and the society- It is called a force for social development, which brings improvement in every aspect of the society.

- Education is modification of behavior- Human behavior is modified and improved through educational process.

- Education is a training- Human senses, mind, behavior, activities; skills are trained in a constructive and socially desirable way.

- Education is instruction and direction- It directs and instructs an individual to fulfll his desires and needs for exaltation of his whole personality.

Edit with WPS Office

Nature of education

- Education is life- Life without education is meaningless and like the life of a beast. Every aspect and incident needs education for its sound development.

- Education is a continuous reconstruction of our experiences- As per the definition of John Dewey, education reconstructs and remodels our experiences towards socially desirable way.

- Education is a power and treasure in the human being through which he is entitled as the supreme master on the earth.

Edit with WPS Office

Functions of education

- Basically; education means "what education is"?

- Function of education means:-"what education does"

- There are three main functions of education which are as follows :–

  - Preservation function of education

  - Transmission function of education

  - Enrichment function of education

Dr.T.SUNDARARASAN | ASSISTANT PROFESSOR

Preservation function of education

- The main function of education is to preserve and protect the old values, customs, beliefs, traditions, etc.

- Education shows the path of righteous living and guides us how to preserve the old education ideas and how to organise the educational system of a country in such a way that one makes progressive development in every field.

- It includes fulfilment of public and civic duties and also the preservation, protection and propagation of national cultural.

- This preservative function of education has been emphasized by many thinkers like Percy Nunn, Dr. Radha Krishnan, Pandit Nehru.

- Percy Nunn has stated special functions of education which are as under:-

  - Consolidate nation's spiritual strength

  - Maintain historic continuity of the nation

  - Secure nation's past achievements

  - Guarantee nation's future

Preservation function of education

- In the words of Pt. Nehru, "Education must help in preserving the vital elements of our heritage. The core of India's cultural heritage is love of beauty and truth, spirit of tolerance, capacity to absorb earlier cultures and work out new synthesis."

- As a matter of fact, it is the duty of education to educate people of the country to preserve the precious old.

- In a way education acts as the custodian of the culture.

- The cultural heritage is a great wealth which has been gathered with great labour over a number of centuries.

- This precious wealth has to be preserved with a greater care than we devote to material wealth.

Edit with WPS Office

Transmission function of education

- Another important function of education is to transmit the best preserved traditions of thoughts is and actions (i.e the cultural heritage) from one generation to another.

- In order to make individuals self-reliant self-confident, obedient sympathetic etc. education plays an important role.

- It transfers knowledge, ideologies, theories, principles and attributes from one generation to another and thus contribute greatly to the general progress of society.

- In the words of Ottaway, "One of the tasks of education is to handover the cultural values and the behaviour pattern of society to the young potential members."

- Education helps in creating favourable atmosphere to pass on the best experiences of the race to the next generation.

Enrichment function of education

- Education also helps in enriching the old mythologies by making use of latest technologies in the field of education which are invented for adding novelty so that the concept become more enriched for the learner.

- As D.J.Cannon say, "If each generation had to learned by its predecessors, no sort of intellectual or social development would be possible and the present state of the society would be no different from the society of the old stone age."

- Education provides opportunities to recognize and restructure human experiences and as a result of this, there is development of human civilization and culture.

- Through education cultural groups strive for the enrichment of their lives. Education develops and enriches social climate of student community.

- Students in turn penetrate into the climate of all institutions which ultimately enriches the academic and co-curricular atmosphere of the institutions.

- Thus we may say that education enriches healthy environment all round.

Edit with WPS Office

Educational aims

- Education is the oldest and biggest enterprise of man, in terms of manpower engaged or number of human beings involved in its pursuit, with and to ensure harmonious, complete and all round development.

- To think of 'whys' and 'how' of education, before we actually go in for it is a pre-requisite.

- Education without proper and well defined aims, objectives, goals and motives is quite unthinkable.

- No educator can dare talk of education without mention of its goals, aim, purpose or objectives.

- An education without the knowledge of aims, objective and goals of education is like a sailor navigating a ship without the knowledge of destination and the route.

- So, aims are a must for education and need to be laid down explicitly.

Concept of educational aims

- As we all know that education is a purposeful and ethical activity and each activity as aspect has some aim before it.

- So, there is a close relationship between an activity and its aim.

- An aim is a conscious purpose which we set before us, while launching upon any activity.

- Just like that education is also unthinkable without aims.

- If there are no aims the educational process would not take place because an aim is a pre-determined goal which inspires the activity of education.

- If the aims all clear, definite and meaningful then the activity will go on till the end goal is achieved.

Edit with WPS Office

Concept of educational aims

- John Dewey outline the following characteristics of aims :–

  - Good aims are related to real situations of life.

  - Good aims are flexible.

  - Good aims always represent a span of diverse activities.

Importance of educational aims

- According to Encyclopaedia of Modern Education, " Education is purposeful and ethical activity.

- Hence it is unthinkable without aims."

- We cannot proceed in any walk of life without aim.

- For achieving success in activity of life, clear and well defined aim is essential.

- An educator without the knowledge of aims can be compared to a sailor who does not know his destination.

- This means that a system of education which is not clear about its aims or which has undesirable ends is bound to fail.

- Aims give foresight to the educational planner.

- All our methods of teaching, our curriculum and our system of evaluation are shaped and moulded according to our aim of education.

- It is the ignorance of right aims that has vitiated our educational system, its methods and its products, and has successfully resulted in the physical, intellectual and moral weaknesses of the race.

Edit with WPS Office

Importance of educational aims

- There is a great necessity of aims in education because of the following reasons:

  - To avoid efforts

  - To avoid wastages

  - To evaluate ourselves

  - To provide efficient school administration

  - To evaluate the existing conditions

Factors determining educational aims

- Many factors have been contributing and do contribute to the determining of educational aims.

- These factors touch every phase of human life that was, that is or what will be.

- The important factors which are responsible for deciding the aims of education may be discussed as under :–

  - Philosophy of life

  - Political ideology

  - Socio-economic problem

  - Psychological factor

  - Exploration of knowledge

  - Religious factor

  - Cultural factor

Edit with WPS Office

Meaning of individual Aim

- Since the very earliest times development of individuality of human beings has been accepted as one of the chief aims of education.

- Individual aim of education was emphasized in our ancient literature and also in writings of some Greek philosophers.

- In the medieval times method of essential collective teaching was adopted and no attention was paid to development of individuality.

- But in the present age when psychology was given place in the field of education, educationists like Rousseau, Pestalozzi, Froebel, Nunn etc. again started to emphasise development of individuality as the aim of education.

- In order to understand this aim, it is essential to understand narrow and wider meaning of this aim.

Edit with WPS Office

Narrow Meaning of individual Aim

- In the narrow sense, individual aim of education is given names like Self-expression, All round Development of Child's Power and Natural Development.

- In this sense this aim of education is based on naturalistic philosophy.

- According to this, aim of education is based on naturalistic philosophy.

- According to this philosophy, the child should be given complete freedom to develop according to his instincts.

Edit with WPS Office

Wider Meaning of Individual Aim

- In the wider sense, development of individuality as an aim of education, can be described as 'Self-realization'.

- According to this meaning, while keeping in view needs, interests and abilities, the child should be given all those opportunities which may help him in total development of all his powers and in making him an excellent individual.

Edit with WPS Office

Arguments in favour of individual aim

- Support by

  - Psychologists

  - Scientists

  - Progressivists

  - Educationists

  - Democrats

Arguments against of individual aim

- Social disintegration

- Inapplicable to real life

- Encouragement to individualism

- Disregard of man's social nature

- Disregard of morals

- Hindrance in the development of reasoning power

Social aim of education

- The social aim is quite in opposition to the individual aim.

- The supporters of this aim believe that society is considered to be more important than the individual.

- They are of the view that man is a social, acquires socialization through his personality only in society.

- He lives in society, acquires socialization through his contact with his family, his relatives, his neighbours and friends.

- He learn the ways of moving in society, of talking to people, of mutual behaviour through these contacts.

- Moreover, through these contacts with others he satisfies his own physical and psychological needs.

- He cannot hope to exist outside society.

- Hence it is desirable that education must have some social aim.

Narrow Meaning of Social Aim

- In its narrow meaning, social aim of education is equated with state socialism.

- Where liberty of the individual is totally curtailed and all aspect of individual life are socialized.

- Total power is concentrated in the state. An individual cannot even dream of his individual identity.

- As such, the state frames such a scheme of education through which it is able to control the aims, curriculum and the methods of teaching.

- Individuals are subjected to rigid discipline to curb their sense of identity and individualism.

Edit with WPS Office

Wider Meaning of Social Aim

- In its wider sense, the social aim is equated with democratic socialism.

- In this sense, it does not agree with the insignificance of the individual before the state, but is made to behave in such ways that it ensures the development of society along with its own development.

- Thus, in wider meaning the social aim grants liberty to the individual to enjoy certain rights to develop his personality, but at the same time expects from the individual to serve the state to the best of his ability and capacity.

- In short, wider meaning of social aim of education finds expression in such rallying cries as 'Education for social service', and aims at the good of the community, Laying stress on teaching citizenship in school, through various subjects in the curriculum and through various social activities.

- This democratic view of social aim of education is applauded in India, Great Britain, America and other democratic powers.

Edit with WPS Office

Nature of education as a discipline

- Education is a process of acquisition of knowledge and experience as well as the development of skills habits and attitudes.

- Educator is the teacher who tries to, modify the child.

- The educand and the social force is an element of society which has the capability of causing a change or inference people.

- Academic discipline/field of study is a branch of knowledge that is taught and researched at College or University level.

- Discipline are defined and recognized by the academic journal in which research is published and by the learned society and academic departments or facilities.

- Academic discipline have several branches or sub disciplines that leads to co-evolve with the system of professions may be said to own knowledge in particular disciplinary area.

Edit with WPS Office

Why education is a discipline?

- To become a discipline acedamia a subject must be professional enough.

- A discipline has its own independent language system and its own professional techniques.

- It means that the discipline should have its own theory & practice.

- This particular language system divide the people into two.

- One is the expert and the other is lay man.

- In medicine the expert is a doctor and in education the expert is an educationalist.

- Reason for considering education as a discipline

  - It has well defined function.

  - Its scope and subject matter is well defined.

Why education is a discipline?

- Theoretical aspects include philosophical, curriculum, instructional, learning, sociology and anthropology practical aspect include policy making and edectism.

- Practitioners of education requires skills, knowledge and attitude in the discipline.

- Hence, the subject education can be considered as a pure discipline as an applied discipline.

- Education is purposive- There is a definite purpose of all educational activity.

Edit with WPS Office

Development of education as a discipline

- Education as an academic discipline was emerged in the second half of 19th century, with the inception of Teachers College, Columbia University.

- Modern, teachers colleges and the modern teachers colleges and modern departments, schools or facualities of education with in universities were emerged the curricula of these institutions lead to the improvement of schools; school systems, and the improved learning of individuals and groups.

- Education as a discipline and subject of steady made its first entry into a university in India in 1971 in University of Calcutta.

- A second land mark was in 1936 when the Bombay University.

- Instituted an M.Ed Course in 1943.

- The first PhD Degree in education was awarded by Bombay University.

Edit with WPS Office

Major focal area of education as a discipline.

- Teacher education
- Peace education
- Value education
- Sex education
- Education guidance and counseling
- Education planning and management
- Demographic education
- Comparative education
- Special education
- Distance education
- Inclusive and inter cultural education
- Curriculum development
- Educational measurement and evaluation
- Physical education
- Computer education

Edit with WPS Office

Nature of education as a discipline

- Education is a comprehensive term and it reflects one's day to day life and an essential aspects for perfect balanced personality development.

- On the other hand, the meaning of education can be understood from the narrower broader point of view.

- Education in the narrower sense means.

- Conscious and deliberate process, modifies the behavior of the learner and bring about in the educand.

- Specific knowledge and skills.

- Such an education is confined to school and university instructions whatever takes place in a school and whatever influences child behavior is considered education.

- In broader point of view education is a lifelong process.

- It starts with conception and end with death (womb to tomb process).

- It is preparation of life through life experiences.

- Here education is not limited in classroom teaching or training.

Chief characteristic of education as a discipline

- Education is purposive

- Education is deliberate

- Education is drawing out and bringing up process

- Education is knowledge as well as experience

- Education is liberal and vocational

- Education is planned

- Education is lifelong

- Education is influence exerted

- Education is balanced development

- Education is bipolar

- Education is tripolar

- Education is psychological as well as social

Dr.T.SUNDARARASAN | ASSISTANT PROFESSOR

Scope of education as a discipline

- Scope of education means the major focal areas coming under education as discipline.

- Present day education is as much more structured in comparison to yester years.

- Where there was no such concept of formal education one angle scope of education is different.

  - Levels of education

  - Aspects of education

  - Types of education

Edit with WPS Office

Types of education

- Education goes beyond what takes places within the four walls of the classroom.

- A child gets the education from his experiences outside the school as well as from those within on the basis of these factors.

- There are three main types of education namely,

  - Formal

  - Informal

  - Non-formal

- Each of these types is discussed below.

Formal education

- Formal education or formal learning usually takes place in the premises of the school, where a person may learn basic, academic, or trade skills.

- Small children often attend a nursery or kindergarten but often formal education begins in elementary school and continues with secondary school.

- Post-secondary education (or higher education) is usually at a college or university which may grant an academic degree.

- It is associated with a specific or stage and is provided under a certain set of rules and regulations.

- The formal education is given by specially qualified teachers they are supposed to be efficient in the art of instruction.

- It also observes strict discipline.

- The student and the teacher both are aware of the facts and engage themselves in the process of education.

Edit with WPS Office

Characteristic of formal education

- It is planned and deliberate.

- Scheduled fees are paid regularly.

- It has a chronological grading system.

- It has a syllabus and subject-oriented.

- The syllabus has to be covered within a specific time period.

- The child is taught by the teachers

Advantages of formal education

- An organised educational model and up to date course contents.

- Students acquire knowledge from trained and professional teachers.

- Structured and systematic learning process.

- Intermediate and final assessments are ensured to advance students to the next learning phase.

- Institutions are managerially and physically organised.

- Leads to a formally recognised certificate.

- Easy access to jobs.

Disadvantages of formal education

- Sometimes, brilliant students are bored due to the long wait for the expiry of the academic session to promote to the next stage

- Chance of bad habits' adoption may be alarming due to the presence of both good and bad students in the classroom

- Wastage of time as some lazy students may fail to learn properly in spite of motivation by the professional trainers.

- Some unprofessional and non-standard education system may cause the wastage of time and money of the students which leads to the disappointment from formal education and argue them to go for non-formal education.

- Costly and rigid education as compare to other forms of learning

Edit with WPS Office

Examples of formal education

- Learning in a classroom

- School grading/certification, college, and university degrees

- Planned education of different subjects having a proper syllabus acquired by attending the institution.

Edit with WPS Office

Informal education

- Informal education may be a parent teaching a child how to prepare a meal or ride a bicycle.

- People can also get an informal education by reading many books from a library or educational websites.

- Informal education is when you are not studying in a school and do not use any particular learning method.

- In this type of education, conscious efforts are not involved. It is neither pre-planned nor deliberate.

- It may be learned at some marketplace, hotel or at home. Unlike formal education, informal education is not imparted by an institution such as school or college.

- Informal education is not given according to any fixed timetable.

- There is no set curriculum required.

- Informal education consists of experiences and actually living in the family or community.

Edit with WPS Office

Characteristics of informal education

- It is independent of boundary walls.

- It has no definite syllabus.

- It is not pre-planned and has no timetable.

- No fees are required as we get informal education through daily experience and by learning new things.

- It is a lifelong process in a natural way.

- The certificates/degrees are not involved and one has no stress for learning the new things.

- You can get from any source such as media, life experiences, friends, family etc.

Advantages of informal education

- More naturally learning process as you can learn at anywhere and at any time from your daily experience.

- It involves activities like individual and personal research on a topic of interest for themselves by utilising books, libraries, social media, internet or getting assistance from informal trainers.

- Utilises a variety of techniques.

- No specific time span.

- Less costly and time-efficient learning process.

- No need to hire experts as most of the professionals may be willing to share their precious knowledge with students/public through social media and the internet.

- Learners can be picked up the requisite information from books, TV, radio or conversations with their friends/family members.

Edit with WPS Office

Disadvantages of informal education

- Information acquired from the internet, social media, TV, radio or conversations with friends/family members may lead to the disinformation.

- Utilised techniques may not be appropriate.

- No proper schedule/time span.

- Unpredictable results which simply the wastage of time.

- Lack of confidence in the learner.

- Absence of discipline, attitude and good habits.

Edit with WPS Office

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."

Non-formal education

- Non-formal education includes adult basic education, adult literacy education or school equivalency preparation.

- In non-formal education, someone (who is not in school) can learn literacy, other basic skills or job skills.

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

- Non-formal education is imparted consciously and deliberately and systematically implemented.

- It should be organised for a homogeneous group. Non-formal, education should be programmed to serve the needs of the identified group.

- This will necessitate flexibility in the design of the curriculum and the scheme of evaluation.

Edit with WPS Office

Characteristics of non-formal education

- The non-formal education is planned and takes place apart from the school system.

- The timetable and syllabus can be adjustable.

- Unlike theoretical formal education, it is practical and vocational education.

- Non-formal education has no age limit.

- Fees or certificates may or may not be necessary.

- It may be full time or part-time learning and one can earn and learn together.

- It involves learning of professional skills.

Edit with WPS Office

Advantages of non-formal education

- Practiced and vocational training.

- Naturally growing minds that do not wait for the system to amend.

- Literacy with skill-fulness growth in which self-learning is appreciated.

- Flexibility in age, curriculum and time.

- Open-ended educational system in which both the public and private sector are involved in the process.

- No need to conduct regular exams. ▪ Diploma, certificates, and award are not essential to be awarded.

Disadvantages of non-formal education

- Attendance of participants is unsteady.

- Sometimes, it's just wastage of time as there is no need to conduct the exam on regular basis and no degree/diploma is awarded at the end of the training session.

- Basic reading and writing skills are crucial to learn.

- No professional and trained teachers.

- Students may not enjoy full confidence as the regular students enjoy.

- Some institutes provide fake certification through online courses just for the sake of earning.

Edit with WPS Office

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 organisation

Edit with WPS Office

Levels of education

- Education in India follows a uniform structure of school education which is known as the 10+2 system.

- This system is being followed by all Indian States and Union Territories.

- But not all of them follow a distinct pattern as per the system.

Pre Primary Stage

- Pre primary education in India is provided to children between 3–6 years by Kindergarten, Play way or Play Schools.

- These schools have varying terminology for different levels of classes, beginning from – Pre-Nursery, Nursery, KG, LKG (Lower Kindergarten) and UKG (Upper Kindergarten).

- Most of the pre-primary education in India is provided by private schools.

Edit with WPS Office

The Primary Stage

- Primary education in India offered by both private and government schools usually consist of students aged between 5 to 12 years.

- The duration of study in this stage is 4-5 years. Common subjects include English, Hindi, Mathematics, Environmental Science and General Knowledge.

- Sometimes also termed as Elementary Education, it is free in government schools but it is paid in the private schools.

- The Government has made elementary education compulsory for children between the age group of years 6 and 14.

- Most of the primary education provided by primary schools in India is imparted from class 1st to class 4th or 5th.

The Primary Stage

- Some of the states/UTs which follow 1st to 5th class of primary education are Andhra Pradesh, Arunachal Pradesh, Bihar, Haryana, Himachal Pradesh, Jammu & Kashmir, Madhya Pradesh, Manipur, Orissa, Punjab, Chandigarh, Delhi, Karaikal and Yanam regions of Pondicherry etc.

- Some of the states/UTs which follow 1st to 4th classes of primary education are Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Nagaland, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep and Mahe region of Pondicherry.

The Middle Stage

- Middle stage of education covering 3-4 years of academic study is formed by 5 th -8 thclass consisting of students aged between 12 to 14 years.

- The schools which impart education up till 8th class are known with various names like – High School, Senior School.

- Some of the states/UTs which follow 5th - 7th class of middle stage are Assam, Goa, Gujarat, Karnataka, Kerala, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep etc.

- Some of the states/UTs which follow 6th - 8th class of middle stage are Arunachal Pradesh, Haryana, Madhya Pradesh, Punjab, Andaman & Nicobar Islands, Chandigarh, Delhi etc.

Edit with WPS Office

The secondary stage

- Secondary Stage of education covering 2-3 years of academic study starts with classes 8th -10th. consisting of students aged between 14-16 years.

- The schools which impart education up till 10th class are known as Secondary Schools, High Schools, Senior Schools etc.

- Some of the states/UTs which follow 8 th -10th class of secondary stage are Goa, Gujarat, Karnataka, Kerala, Dadra & Nagar Haveli, Daman & Diu, Lakshadweep etc.

- Some of the states/UTs which follow 9 th -10th class of secondary stage are Punjab, Rajasthan, Sikkim, Tamil Nadu, Andaman & Nicobar Islands, Chandigarh, Delhi, Karaikal region of Pondicherry etc

Edit with WPS Office

Senior secondary education

- Senior Secondary Education in India is of only 2 years.

- There is uniformity on this level of education in terms of duration and classes i.e. all the States/UTs follow this 10+2 pattern.

- Senior Secondary Schools in India include classes 11th to 12th. consisting students aged between 16-18 years.

- At this level of education students have the freedom to choose their preferred stream and subjects.

- They can pursue Arts, Commerce, Science (medical & non medical).

- The schools which provide education up till 12th class are commonly known as Senior Secondary Schools or Higher Secondary Schools.

- Some universities and colleges also offer the education of these classes.

Edit with WPS Office

Undergraduate stage

- Undergraduate education in India is of 3-4 years.

- Undergraduate stage of education is also known as higher education in India.

- Students studying in this level, generally begin their education from 18 onwards.

- As per one estimate 88% of undergraduate education is provided by Colleges in India.

- Majority of the undergraduate courses of 3 years duration belong to field of arts, humanities, science etc. and majority of 4 years of duration belong to the field of agriculture, engineering, pharmaceutical sciences technology.

- However, there are courses belonging to fields of architecture, law and medicine whose duration is 5 years.

Postgraduate education

- Postgraduate education in India is of 2-3 years.

- Postgraduate stages of courses are known as Masters courses or Doctorate courses.

- Masters course are usually of 2 years duration and doctorate (research) courses are of 3 years duration.

- Also referred as higher education, 56% of post-graduate education is imparted through colleges.

- PG education in India is largely provided by universities in India.

- PG education caters largely to a specific field or sub field of any preferred discipline.

- Thus, one can specialise in any of preferred subjects at this level.

- Those who are interested in conducting large amount of research work pursue these courses.

Edit with WPS Office

Adult education

- Adult Education in India comes under the purview of the Department of School Education and Literacy.

- The Bureau of Adult Education and National Literacy Mission under the Department functions as the Secretariat of the National Literacy Mission Authority (NLMA).

- National Literacy Mission was set up on 5th May, 1988 to impart a new sense of urgency and seriousness to adult education.

- The Directorate of Adult Education provides necessary technical and resource support to the NLMA.

Distance education

- Distance education provided by institutes is controlled by the Distance Education Council of India.

- Distance education is helpful to those who cannot join regular schools or colleges.

- At the school level, National Institute of Open Schooling offers education through distance learning.

- While, at the college or university level, Open universities provides distance education. Distance education can also be pursued online via internet.

- Some like the Birla Institute of Technology and Science (BITS) provides online education through – BITS Virtual University.

Edit with WPS Office

Homeschooling

- Homeschooling isn't widespread in India and neither is it widely accepted.

- This type of alternative education It is considered for handicapped or those who are unable to attend regular school due to various factors.

- While some make use of Montessori Method, Unschooling, Radical Unschooling, Waldorf education or School-at-home.

- Others prefer CBSE, NIOS or NOS and IGCSE prescribed syllabus.

Edit with WPS Office

Doctoral studies / Ph.D level education

- M.Phil. Program is of one and-half year duration.

- It is a preparatory program for doctoral level studies.

- Ph.D program is for 2 years and can take several years while D.Sc. and D.Litt. are awarded by some universities after Ph.D for original contributions.

- Doctoral courses like M.Phil and Ph.D are available only at the university colleges.

- These courses involve research work under a chosen/allotted guide, leading to thesis submission and viva-voce.

- Successful completion of Ph.D course designates the title of 'Doctor' to the individual.

Edit with WPS Office

Vocational Education & Training

- Vocational education and training programs prepare students for entry into different professions.

- These programs have varied duration, from few months to few years however mostly up to one year.

- Vocational education and training programs provide students with theoretical knowledge as well as on the job training in order to make them productive from the first day of the employment.

- There are several thousand Government owned, Government aided and private technical and vocational institutes across India.

Edit with WPS Office

Certificate and Diploma programs

- In addition to the degree programs, a number of diploma and certificate programs are also available in universities.

- Their range is wide and they cover anything from poetics to computers.

- Some of them are undergraduate diploma programs and others postgraduate programs.

- The duration varies from course to course and program to program an usually ranges between one year and three years.

Distance Education

- Open and Distance Learning (ODL) system is a method of learning in which teachers and students do not need to be present at the same place at the same time and therefore is flexible in terms of modalities and timing of teaching and learning.

- Classes in this system are conducted or in other words lectures are delivered "from a distance" through the use of electronics and communication technology such as the Internet, satellite television, video conferencing etc.

- For you, it means, you can acquire an Indian degree without leaving your home or country.

- The major participants in the Indian open and distance learning system are State Open Universities (SOUs), Institutions and Universities offering education and includes Correspondence Course Institutes (CCIs) in conventional dual mode universities.

- This is becoming more and more significant for continuing education, skill updation of in service personnel and for quality education of relevance to learners located at educationally disadvantageous locations.

Edit with WPS Office

Distance Education

- In fact, within a very short-span of time, distance education has become very popular not only among students but also among working professionals for everything from a short professional course to a graduate degree.

- Today, there are several institutions spread across India that offer short-term certificate course to doctoral level programs through distance mode.

Constitutional Provisions on Education

- There are some changes regarding the 42nd Amendment to the Constitution.

- During 1976 our constitution was amended in many of its fundamental provisions.

- Under the Constitution of India, the Central Government has been specifically vested with several educational responsibilities.

- We will discuss about constitutional provisions on Education in forthcoming slides.

Edit with WPS Office

Free and Compulsory Education

- The Constitution makes the following provisions under Article 45 of the Directive Principles of State Policy that, "The state shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory Education for all children until they complete the age of fourteen years."

- The expression 'State' which occurs in this Article is defined in Article 12 to include "The Government and Parliament of India and the Government and the Legislature of each of the States and all local or other authorities within the territory of India or under the control of the Government of India."

- It is clearly directed in Article 45 of the Constitution that the provision of Universal, Free and Compulsory Education becomes the joint responsibility of the Centre and the States.

- In the Constitution it was laid down that within 10 years, i.e., by 1960 universal compulsory education must be provided for all children up to the age of 14, But unfortunately, this directive could not be fulfilled.

Edit with WPS Office

Free and Compulsory Education

- Vigorous efforts are needed to achieve the target of 100 percent primary education.

- The Central Government needs to make adequate financial provisions for the purpose.

- At the present rate of progress it may, however, be expected that this directive may be fulf lled by the end of this century.

Education of Minorities

- Article 30 of the Indian Constitution relates to certain cultural and educational rights to establish and administer educational institutions.

- It lays down:

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

  - (ii) The state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

Language Safeguards

- Article 29(1) states "Any section of the citizen, residing in the territory of India or any part there of having a distinct language, script or culture of its own, hall have the right to conserve the same."

- Article 350 B provides for the appointment of special of cer for linguistic minorities to investigate into all matters relating to safeguards provided for linguistic minorities under the Constitution.

Edit with WPS Office

Education for Weaker Sections

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

- Article 15 states, "Nothing in this article or in clause (2) of Article 29 shall prevent the state from making any special provision for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and the scheduled tribes."

- Under Article 46 of the Constitution, the federal government is responsible for the economic and educational development of the Scheduled Castes and Scheduled Tribes.

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

- It is one of the Directive Principles of State Policy.

Edit with WPS Office

Secular Education

- Article 25 (1) of the Constitution guarantees all the citizens the right to have freedom of conscience and the right to profess, practice and propagate religion.

- Article 28 (1) states, "No religious instruction shall be provided in any educational institution if wholly maintained out of state fund."

- Article 28 (2) states, "Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or Trust which requires that religious instruction shall be imparted to such institution."

- Article 28 (3) states, "No person attending any educational institution by the state or receiving aid out of state funds, shall be required to take part in any religious instruction that may be imported in such institutions or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person a minor, his guardian has given his consent thereto."

- Article 30 states, "The state shall not, in granting aid to educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them."

Edit with WPS Office

Equality of Opportunity in Educational Institutions

- Article 29(1) states "No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them."

- The Fundamental Rights of the Indian Constitution has also adopted the fourfold ideal of justice, Liberty, Equality and Fraternity.

- Our Constitution laid down that in the eyes of law, everyone should have an equal status, to no one the justice be denied, everyone should have liberty of thought, expression.

- The fundamental right of equality clearly signifies that in the eyes of law no distinction can be made on the basis of any position, caste, class or creed.

- Side by side the right of equality of opportunities to all is also provided.

- The equality of opportunity is meaningless, unless there are equal opportunities for one's education.

Edit with WPS Office

Equality of Opportunity in Educational Institutions

- The well-known Kothari Commission, 1964-66 recommended that Central Government should undertake the responsibility in education for the equalization of educational opportunities with special reference to the reduction of inter-state differences and the advancement of the weaker section of the community.

Edit with WPS Office

Instruction in Mother -Tongue

- There is diversity of languages in our country.

- After the dawn of Independence, Mother-Tongues have received special emphasis as medium of instruction and subjects of study.

- In the Constitution of India, it has been laid down that the study of one's own language is a fundamental right of the citizens.

- Article 26 (1) states, "Any section of the citizens, residing in the territory of India or any part there of, having a distinct language, script or culture of its own, shall have the right to converse the same."

- Article 350 A directs, "It shall he 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."

Edit with WPS Office

Instruction in Mother -Tongue

- Secondary Education Commission, 1952-53 recommended that the mother tongue or the regional language should generally be the medium of instruction throughout secondary school stage subject to the provision that for linguistic minorities, special facilities should be made available.

- Kothari Commission, 1964-66 has also said that at college and university stage, mother-tongue should be the medium.

- The medium of instruction at school level is already mother tongue.

Edit with WPS Office

Promotion of Hindi

- The Indian Constitution makes provision for the development and promotion of Hindi as national language.

- Article 351 enjoins the Union, the duty to promote the spread of the Hindi language.

- Hindi accepted as the Official Language of India as laid down by the Constitution in following words:

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

  - In practice, Hindi is already largely in use as a link language for the country.

  - The educational system should contribute to the acceleration of this process in order to facilitate the movement of student and teacher and to strengthen national Unity.

Higher Education and Research

- Parliament has the exclusive rights to enact legislation in respect of institutions and Union Agencies mentioned in entries 63, 64, 65, and 66 of List.

- Entry 63 of the Union List:

  - The institutions known at the commencement of this Constitution as the Banaras Hindu University, the Aligarh Muslim and the Delhi University, and any other institution declared by Parliament by law to be an Institution of National importance.

- Entry 64 of the Union List:

  - Institutions for scientific or technical education financed by the Government of India wholly or in part and declared by Parliament by law to be institutions of national importance.

Higher Education and Research

- Entry 65 of the Union List:

  - Union Agencies and institutions for (a) professional, vocational or technical training, including the training of police of ₤ers; (b) the promotion of special studies or research and (c) scientific or technical assistance in the investigation or detection of crime.

- Entry 66 of the Union List:

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

Edit with WPS Office

Education as a means of social justice in the Indian Constitution

- Social justice means maintaining justice to the society.

- It simple means equality in society, socially just society or enjoys equal benefits in the society.

- Andrew Haywood defines that: "Social justice thus stands for a morally defensible distribution of benefits or rewards in society, evaluated in terms of wages, profits, housing, medical care welfare benefits and so forth."

- David Miller has classified social justice into three:

  - to each according his needs

  - to each according to rights

  - to each according to deserts

- Many writers and thinkers have related social justice with distribution of wealth and property.

- Knowledge could be treated as property as well as wealth too.

Edit with WPS Office

Education as a means of social justice in the Indian Constitution

- Robert Natick has rightly said that justice must address that wealth has to be justly transfer from one responsible person to another.

- Wealth (knowledge) needs to be transfer to one responsible (minorities and backward classes) person.

- In Indian society, some weaker section like minorities and backward classes is neither equally enjoying their rights, nor are they treated equally.

- They need to be given a special status to uplift themselves so as to enjoy their rights in the society.

- So, empowering the weaker section of the community is one of the most important ingredients of social justice.

- The Indian government has been using education to preserve social justice to the weaker section of the community.

- The best technique to uplift the backward and minority sections is bringing them into the mainstream, and helps them to come up with their own way.

Education as a means of social justice in the Indian Constitution

- Besides the constitutional provision, Indian government has directly aimed to bring social justice through education.

- Under the National Policy on Education 2020, emphasizes the need to ensure equitable access to quality education for all learners, regardless of their social or economic background.

- It promotes the use of technology and innovative approaches to reach marginalized and disadvantaged groups, including children from economically weaker sections, rural areas, and socially disadvantaged communities.

- Planning Commission of India also rightly said that, "Education is the basic requirement and the most effective instrument of social empowerment.

- This has clearly portrayed how the Indian government has been using education to bring social justice to the people.

Education as a means of social justice in the Indian Constitution

- The basic liberties what Rawls calls include:

  - Political liberty (the right to vote and to be eligible for public office)

  - Freedom of speech and assembly

  - Liberty of conscience

  - Freedom of thought

- Hamartia Seen suggested fighting for social injustice through development.

- He said that "Development requires the removal of major sources of freedom: Poverty as well as tyranny, poor economic opportunities as well as systematic social deprivation, neglect of public facilities as well as intolerance or over activity of repressive states".

- In India, there is great division in accordance with caste, religion and culture based.

- The weaker section is broadly divided into two: minority (religious based) and backward classes (caste and economic based).

Education as a means of social justice in the Indian Constitution

- Each section needs to be taken care so that they enjoyed the social equality.

- The challenge of bringing social justice in India is very high.

- India government has provided unique provisions and programmes to boost up the socially disadvantages.

- Education could "provide a forum in which a society can examine its problems and identify appropriate solutions".

- Education has facilitated the weaker section to come up with their own way.

- This special provision has help to preserve their social, cultural, economic, and religious interest.

- Social justice is one most important ingredient to the civil society.

- The Indian constitution has provided a special provision to the weaker section of the communities to established civil society.

- To sustain the constitutional provision, the India government provided special educational provision to weaker section

Constitutional Values and Education ￼ (Preamble, Fundamental Rights and Duties)

- "The preamble of Indian Constitution is the soul of Independent India."
- Our Constitution is here to ensure that all the people of India are considered equal.
- All have equal rights to express themselves without fear and prejudices, all have equal access to justice and all have equal rights to access the opportunities along with provisions of equity to facilitate those, who need it.
- You can say, equality and equity are among key core values of our Constitution.
- A democracy must ensure that individuals have certain rights and that the governments will always recognise these rights.
- During our freedom struggle, the leaders of the freedom movement had realised the importance of rights and demanded that the British rulers should respect rights of the people.
- There were no two opinions on the inclusion and protection of rights in the Constitution.
- The Constitution listed the rights that would be specially protected and called them 'fundamental rights.'
- Fundamental Rights of citizens given in the Constitution have established the spirit of quality and have helped to preserve individual liberty.
- These rights act as limitation (with certain exceptions) on the powers of the Legislature and the Executive.

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.

Edit with WPS Office

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)

- It 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)

- It 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 21 A

- 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.

Edit with WPS Office

Article 24

- It 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 religious education be imparted in such institutions.

- The Article further provides that no person, attending State recognised 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.

Edit with WPS Office

Article 46

- 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

Article 29

- The Constitution of India provides explicit guarantees for protecting the interests of minorities:
- Any section of the citizens residing in the territory of India or any part there of having a distinct language, script, or culture of its own shall have the right to conserve the same.
- No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on the grounds only of religion, race, caste, language or any of them.

Edit with WPS Office

Article 30

◌ It details this right along with protection against discrimination in the receiving of government grants for education are as follows:

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

◌ In making any law providing for the compulsory acquisition of any property of any educational institution established and administered by a minority, referred to in clause 1, the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause.

◌ 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.

◌ This final clause does not keep the State from regulating for educational standards, but does protect against regulations concerning medium of instruction, a provision for minorities that has also been upheld in the courts.

Edit with WPS Office

Article 350

⬚ It guarantees the right of all people to use a language they understand in "representations for redress of grievances."

Article 350A

☒ It facilities for instruction in mother-tongue at primary stage.

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

Article 350B

- Special Officer for linguistic minorities.

- There shall be a Special Officer for linguistic minorities to be appointed by the President.

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

Article 41

- It directs the State to make effective provision for securing the right to work and right to education for all within the limits of its economic capacities and development.

Article 45

☒ It being a very significant Article in the Directive Principles, this Article laid down the foundation of free and compulsory education in the country.

☒ Before 86th Constitutional amendment, this Article has stated that "the State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years".

Edit with WPS Office

Article 21A

- It making elementary education a fundamental right of all children between the age group of 6 -14 years, Article 45 has been amended so as to restrict its scope to pre-primary education up to 6 years of age.

- No article in the Constitution works in isolation.

- Article 29(2) according to which admissions cannot be denied to anyone on the basis of race, caste, language in any institution maintained by the State.

- Article 21(A) which makes free and compulsory education to all as fundamental right attaches utmost importance to Article 45.

Edit with WPS Office

Article 46

- It says the "State shall promote with special care the educational and economic interests of the weaker sections of the people in particular of the Scheduled Castes and the Scheduled Tribes and shall protect them from social injustice and all forms of exploitation".

- Thus, Article 46 along with other relevant articles pertaining to education ensures equality in educational opportunities even by making special provisions for those who have been left behind due to various reasons.

Edit with WPS Office

The Right to Free and Compulsory Education (RTE) 2010 and Inclusion

- The Right of Children to Free and Compulsory Education Act, 2009 (RTE) is supposed to be a reference point and all issues and policy matters pertaining to education should be seen in the light of this statute.

- According to the act all the children in the age group of 6-14 years will be provided 8 years of elementary education in an appropriate classroom in the vicinity of his neighbourhood and the cost of facilitating education to a child will be borne by the State.

- All schools will have to prescribe to norms and standards laid out in the Act and no school that does not fulfil these standards within 3 years will be allowed to function.

- Also, the unrecognized private schools operating in the country will have to apply for recognition, failing which they will be penalized to the tune of Rs1 lac and if they still continue to function will be liable to pay Rest. 10,000 per day as fine.

- The government has also taken a number of steps to implement the provisions of the Act.

- 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.

The Right to Free and Compulsory Education (RTE) 2010 and Inclusion

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 Maunder Committee (1999) was set up, which encompassed insertion of Article 21A.

The 86th 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.

Edit with WPS Office

Achievements of right to education act

- 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 norms 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
- Samara Shisha Bahaman, which subsumes the three schemes of school education:
  - Sara Shisha Bahaman (SSA)
  - Ashtray Madhyamik Shiksha Abhiyan (RMSA)
  - Centrally Sponsored Scheme on Teacher Education (CSSTE).

Edit with WPS Office

Limitation of right to education act

- Age group for which Right to Education is available ranges from 6 −14 years of age only, which can be made more inclusive and encompassing by expanding it to 0 −18 years.

- There is no focus on quality of learning, as shown by multiple ASER reports, thus RTE Act appears to be mostly input oriented.

- Five States namely Goa, Manipur, Mizoram, Sikkim and Telangana have not even issued notification regarding 25% seats for underprivileged children of society under the RTE.

- More focus is being given over statistics of RTE rather than quality of learning.

- Lack of teachers affect pupil-teacher ratio mandated by RTE which in turn affects the quality of teaching.

Edit with WPS Office

What do you mean by inclusive education?

- Integrated education prepared the stage for inclusive education.

- "Inclusion" refers to the education of all children with various disabilities and diversities in the overall general educational structure by adapting the complete educational system.

- Need to develop and design classrooms, schools. Inclusive education enhances opportunities.

Edit with WPS Office

What is the need for inclusive education?

- Regular schools with an inclusive orientation are most effective.

- It embraces the differences and supports the children with various abilities.

  - To fulfil constitutional responsibility

  - For achieving universalization of education

  - Social equality

  - Self-reliant

Benefits of inclusive education

- McCarty states, "It appears that special needs students in regular classes do better academically and socially than comparable students in non-inclusive setting".

- Some of benefits include:

  - Social benefits

  - Individualized instruction and academic achievement

  - Improvement in behaviour

  - Collaboration of faculty and staffs

  - Removal of social prejudice

- Policies RTE Act 2009 a tool for inclusive education.

- The right of children to free and compulsory Education Act (2009) passed by the Parliament requires the state to provide free and compulsory education to all the children from the age of 6 to 14 years.

Edit with WPS Office

Benefits of inclusive education

- Historically right to education has derived its legal basis from article 26(1) of the Universal Declaration of Human Rights (UDHR), which states that "Everyone has the right to education. Education should be free at least in the elementary and fundamental stages. Elementary education shall be compulsory."
- India has undertaken several initiatives to achieve universalization of elementary education.
- The 86th Constitutional Amendment followed by multiple rounds of discussions which made education a fundamental right for children in the age group of 6 to 15 years.
- The Act was introduced in Raja Sabah on 4 August 2009 and the president give his assent to it on 26th August 2009 the act came into force on 21st April 2010 as a fundamental right in India.
- Provisions for inclusive education RTE Act 2009 RTE Act 2009 states that provided that a child suffering from disability shall have the right to pursue free and compulsory elementary education Section 26 of the person with disabilities (equal opportunities, protection, and full participation).
- Act 1996 states that the appropriate Government and the local authorities shall ensure that every child with a disability has access to free education in an appropriate environment till he attains the age of 18 years.
- Endeavour to promote the integration of students with disabilities in the normal schools.
- Promote setting up special schools in government and private sector for those in need of special education in such a manner that children with disability living in any part of the country

Benefits of inclusive education

- Endeavour to equip the special schools of children with disabilities with vocational training facilities few suggestions are listed below to make inclusive education more effective.
  - To include disabled people in mainstream education system, legislative or constitutional barriers should be eliminated.
  - To promote inclusive learning environment education policies and strategies should be ensured.
  - For ensuring the education for all the children and adults on ministry and school system is made responsible.
  - In developing and monitoring education plans, disabled children and adults, parents and other marginalized groups and district officials should be included.
  - Developing strategies which increase family and community involvement in school Management Committee and district education office.
  - Developing awareness program to facilitate participation by the disabled children and their parents.

Edit with WPS Office

Education in the Concurrent List and its Implication

- India is a democratic country and under this democratic system, the constitution of India is the supreme law of the land.
- This document lays down the framework that democrats fundamental political code, structure, procedures, power, and duties of government institutions and sets out fundamental rights and directive principles of state policies and duties of citizens.
- Our constitution has a detailed provision and guidance for the betterment of our society.
- One such important subject is education.
- The constitution of India clearly states the educational functions of government at various levels.
- There is a clear-cut division of legislative powers between the union and states.
- Our Constitution embodies with three legislative lists that is
  - Union List-It is a first list in which union government of India power to legislate
  - State List-It is the list number two under which there are subjects on which only state government can legislate.
  - Concurrent List-it contains various subjects on which union and state government both can legislate.

Edit with WPS Office

Education in the Concurrent List and its Implication

- J.P.Naik mentioned the following argument in favour of making education, a concurrent subject.
  - Implementation of economic and social planning
  - National Character of Educational Policy
  - Free and compulsory education
  - Equal standards of social services
  - Responsibility of centre for funds

Edit with WPS Office

Unit – II

Understanding the social diversity

Edit with WPS Office

Social diversity

- India is one nation, but a plural society.
- Its plurality is in-built in its geographical, demographic, historical, political, economic and socio-cultural base.
- Its social diversity has been expressed in various forms such as languages, religions, tribes and castes.
- While the social diversity is a historical fact, a synthesis has also been consolidating alongside.
- It goes without saying that Indian society is characterized by 'unity in diversity'.
- Within the overall national Indian identity, various local and regional identities are surviving.
- An individual passes through the arena of national and regional identities in one's day-to-day life on regular basis.
- Too much emphasis on regional, linguistic or religious identities can damage the national fabric and lead them to the path of confrontation, while laying excessive stress on national identity may lead to the monolithic nation state and destroy the cultural heritage of the regional or subnational identities.
- Education plays a central role in conserving, modifying and transforming identities.
- Keeping in mind the heterogeneous character of Indian society, the national policy on education envisages harmonious development of all groups.

Edit with WPS Office

Explaining social diversities

- India has been considered as perhaps the largest and most plural society in the world.
- In India, people speak an array of languages and use a wide range of scripts.
- As a country, India has major religions - Buddhism, Christianity, Hinduism, Islam, Sikhism, and Zoroasmanism-living side by side. India is the world's most complex and comprehensively pluralistic society, home to a vast variety of castes, tribes, communities, religions, languages, customs and living styles.
- It was estimated by the Anthropological Survey of India that there are nearly 4,599 separate communities in India with as many as 325 languages and dialects in 12 distinct language families and some 24 scripts.
- The mosaic of identities that constitute the meaning of Indianness has been on display on Republic Day every year.
- Moreover the National Anthem emphasizes diversity in a similar manner with the first verse being a series of names of different geographic regions, ethnicities and cultures.

Edit with WPS Office

Meaning and Nature of Social Diversity

By 'social diversity', we mean co-existence of different social groups within a given geo-political setting or in simpler terms, differentiation of society into groups.

Other terms such as, 'plurality', 'multiculturalism', 'social differentiation' etc. are also interchangeably used to explain this feature.

The diversity may be both functional and dysfunctional for a society depending on its composition.

The question that may arise at this stage is 'how much pluralist a society can become without losing its organic unity?'

Despite divisions of groups, an underlying unity runs through the whole Indian social system.

In order to understand the nature of social diversity in India, it is important to understand the nature of group identities that form the diversity.

Types of Social Diversity

- The main sources of social diversity are ethnic origins, religions and languages.
- According to Sorokin, the social differentiation can be classified into two types:
  - intra-group
  - inter-group

- Further groups may also be classified as:
  - unibound
  - multibound

- Intra-group differentiation means a division of the group into subgroups that perform Social Diversity and different functions and are not graded superior or inferior to each other.
- However Education when subgroups are ranked 'superior and inferior' or 'higher and lower', intergroup differentiation becomes intergroup stratification such as castes in the Indian Caste System.

Edit with WPS Office

Dr.T.SUNDARARASAN | ASSISTANT PROFESSOR

Language

- Language is one of the main markers of group solidarity in any society.
- The social categorization in terms of languages is much stronger than any other social markers such as religion, class, caste, tribe etc.
- Group identities are expressed in stronger terms when language identities' are combined with other types.
- India is highly diversified in terms of languages.
- Despite language based reorganisation of states, India has not been able to solve many language related problems.
- Under the state reorganisation, only a few major languages have been given of ficial recognition and resource support.
- The following issues need to be looked into:
  - Language nationalism operates at the regional level rather than at the national level
  - Three-language formula devised for imparting education at different levels is still not fully implemented
- Educational implication of the language diversification has not been worked out and incorporated into the education system.
- The Indian constitution lists 15 languages as major languages.
- All major languages have regional and dialectical variations.

Education for understanding the social diversity in India

⬧ Teachers today must not only be well prepared to impart a quality education but also be sensitive to meeting the needs of their students regardless of their race, color, creed, or national origin. It is important for the teacher to understand, believe and practice the ideas of teacher efficacy, intentionality, educational psychology and pedagogy.

⬧ An effective teacher should take into account the intellectual, social and cultural characteristics of each student being taught.

⬧ Remaining cognizant of the fact that each child is different and has different learning styles a teacher in a diverse world is enthusiastic about their responsibility to teach all students in the most effective way.

⬧ Whatever the learning style: visual, kinesthetic, auditory, etc, the teachers who practice intentionality and believe in teacher ef £acy plan the outcomes they want to achieve while having the power or belief in producing the desired result.

⬧ Because of different styles and beliefs there are many facets of diversity in our world today.

⬧ Each facet is worthy of our respect and understanding.

⬧ In order to be successful teachers we need to step back and look inside ourselves.

⬧ Once teachers understand the differences in students' styles, beliefs, and abilities they must create curriculum that is responsive to the needs of each student.

Dr.T.SUNDARARASAN | ASSISTANT PROFESSOR

Education for understanding the social diversity in India

- By incorporating examples of multicultural materials, visual aids, and topics that encourage students to explore different racial and cultural perspectives teachers show sensitivity to the cultural value of each student therefore connecting with the students.
- Educators must understand that the cultural backgrounds and experiences of their students must be respected and reflected in all aspects of the education process.
- It is not only enough to understand and work toward the success of all diverse students, an effective teacher must prevent harassment and racism in the classroom.
- Inappropriate or offensive remarks must be dealt with quickly and decisively.
- Since all students are diverse racist, sexist or other abusive comments are bound to occur.
- Teachers need to create an environment which radiates warmth and friendliness.
- It is important to help diverse students merge into the mainstream without jeopardizing the quality of education to all students.
- Connecting with your students and letting them share their cultural identity not only assists students to understand other cultures, it helps embed the individuals' culture into their daily life.
- Though changes are taking place in the caste system, it still plays an important role in shaping the Indian societal structure.

Education for understanding the social diversity in India

- The system underwent fast changes due to industrialization, urbanization, modernization, education, secularization etc., yet it could neither be weakened nor destroyed and caste practices are still found to be very rigid in the rural areas.

- Various social reformers have made attempts to stop discrimination based on caste and because of their movements against this discrimination, there has been an improvement in the status of the so-called untouchables or harijans or dalits.

- Diversity, that is, a mix of human backgrounds, races or genders, is an important means of promoting mutual understanding and tolerance.

- The nature of its importance partly depends on the setting.

- Diversity as a wide component is a tricky thing to use and understand because it has both negative and positive effects on society such as education, violence and employment.

- People have to dig deep to figure out what exactly the effect will be in the end and be patient to wait and see.

- In an educational context, diversity within schools or universities can enrich the learning process , enabling students to draw on their peers' much wider and more varied experiences.

- It also necessary to prepare students for the diverse society they participate in beyond the campus.

Edit with WPS Office

Levels of social diversity

- The levels of social diversity are:

  - Individual diversity

  - Regional diversity

  - Linguistic diversity

  - Religious diversity

  - Caste and tribes' diversity.

Individual Diversity

- Becoming culturally competent, diverse and inclusive involves knowledge, attitudes, and skills that may seem overwhelming for any individual to achieve.

- It is important to remain aware that cultural groups are not homogeneous in beliefs and practices.

Meaning of Individual Differences

- Dissimilarity is principle of nature. No two persons are alike.

- All the individuals differ from each other in many a respect.

- Children born of the same parents and even the-twins are not alike.

- This differential psychology is linked with the study of individual differences.

- Wundt, Cattel, Kraepelin, Jastrow and Ebbing Haus are the exponents of differential psychology.

- This change is seen in physical forms like in height, weight, colour, and complexion strength etc., difference in intelligence, achievement, interest, attitude, aptitude, learning habits, motor abilities, and skill.

- Each man has an intellectual capacity through which he gains experience and learning.

- Every person has the emotions of love, anger, fear and feelings of pleasure and pain.

- Every man has the need of independence, success and need for acceptance.

Edit with WPS Office

Definitions of individual diversity

- According to **Carter B. Good,** "Individual diversity stands for the variations or deviations among the individuals in regarded to a single characteristics".

- Individual diversity stands for those differences, which in their totaling distinguish one individual from another.

Edit with WPS Office

Classifications of individual diversity

- Individual differences

  - Inherited

    » Physical
    » Mental
    » tempermental

  - Acquired

    » Social
    » Cultural
    » Educational
    » Emotional

Edit with WPS Office

Causes of Individual Differences

- Heredity

- Environment

- Race and Nationality

- Sex

- Age

- Education

Regional Diversity

- Region as a social system, reflects the relation between different human beings and groups.

- Regions are an organised cooperation in cultural, economic, political or military fields.

- Region acts as a subject with distinct identity, language, culture and tradition.

- Regionalism is an ideology and political movement that seeks to advance the causes of regions.

Edit with WPS Office

Meaning of Regional Diversity

- The word 'regional' means any element belongs to a particular region, and the feeling related to the people belonging to the particular region is known as 'Regionalism'.

- The term regionalism has two connotations:

  - In the positive sense, it is a political attribute associated with people's love for their region, culture, language, etc. with a view to maintain their independent identity.

  - In the negative sense, it implies excessive attachment to one's region in preference to the country, or the state.

- While positive regionalism is a welcome thing in so far maintaining as it encourages the people to develop a sense of brotherhood and commonness on the basis of common language, religion or historical background.

- The negative sense regionalism is a great threat to the unity and integrity of the country.

Edit with WPS Office

Reasons for regional disparity

- Low rate of economic growth

- Socio-economic and political organisation of states

- Lower level of infrastructural facilities in backward states

- Low level of social expenditure by states on education, health and sanitation

- Political and administration failure

Causes of Regional Diversity

- Geographical Causes

- Historical Causes

- Political Causes

- Psychological Causes

- Social Causes

- Economic Causes

Edit with WPS Office

Advantages of Regionalism

- Scholars believe that regionalism plays important role in building of the nation, if the demands of the regions are accommodated by the political system of the country.

- Regional recognition in terms of state hood or state autonomy gives self determination to the people of that particular region and they feel empowered and happy.

- Internal self-determination of community, whether linguistic, tribal, religious, regional, or their combinations, has remained the predominant form in which regionalism in India has sought to express itself, historically as well as at present time.

- Regional identities in India have not always defined themselves in opposition to and at the expense of the national identity, noticed a democratic effect of such process in that India's representative democracy has moved closer to the people who feel more involved and show greater concern for institutions of local and regional governance.

- **For example-** Tripura Tribal Autonomous District Council (TTADC), formed in 1985, has served to protect an otherwise endangered tribal identity in the state by providing a democratic platform for former separatists to become a party of governance, and thereby reduced significantly the bases of political extremism in the state.

Edit with WPS Office

Disadvantages of Regionalism

- Regionalism is often seen as a serious threat to the development, progress and unity of the nation.
- It gives internal security challenges by the insurgent groups, who propagate the feelings of regionalism against the mainstream politico-administrative setup of the country.
- Regionalism def nitely impacts politics as days of collation government and alliances are taking place. Regional demands become national demands, policies are launched to satisfy regional demands and generally those are extended to all pockets of country, hence national policies are now dominated by regional demands.
- E.g. MSP given to sugarcane, it was helpful for farmers in Maharashtra but it was implemented across all states resulting agitations of farmers belonging to UP, Punjab and Haryana.
- Meanwhile it sowed seed of defection among ministers and targeting to corresponding minister.
- Some regional leaders play politics of vote bank based on language, culture, this is certainly against healthy democratic procedures.
- This always leads to demand for separate state and it has observed that after creating small states only few political leaders could run efficient government else alliances run government which ultimately makes administration machinery ineffective.
- Developmental plans are implemented unevenly focusing on regions to which heavy weight leaders belongs are benefitted, hence unrest is generated among rest regions.

Edit with WPS Office

Linguistic Diversity

☒ Linguism is a division among members of a society on the basis of when India got the independence, it was decided that English should continue as of £ial language along with Hindi for a period of 15 years.

☒ But English has continued to remain till today an associated of £ial language mainly because of the revolt by the South Indian states against the compulsory learning of Hindi as of £ial and national language.

Edit with WPS Office

Causes of Linguism

- Psychological Causes

- Historical Causes

- Geographical Causes

- Economic Causes

- Political Causes

- Social Causes

Edit with WPS Office

Religious Diversity

- India is a land where almost all major religions of the world are found.

- Here we find Hinduism, Islam, Christianity, Sikhism, Buddhism, Zorostrianism and Animism.

- All of these main religions have a number of sects of their own.

- In India, religious affiliations appear to be over-emphasised.

- As such, people in India some times, seem to be more loyal to their respective religions than to their nation.

- This religious diversity has been a factor and a source of disunity and disharmony in the country.

Edit with WPS Office

Challenges in Religious Diversity

- Communalism is a social problem and it is said that communalism word emerged in the 9th century and intensified in 20th century.
- The word communalism comes from the word communalism comes from the word community which in simple term means.
- Individual's attachment or identification with the community which she/he belongs.
- In this sense the word communalism is a positive term.
- In its modern usage, term communalism refers to the tendency of socio-religious groups to promote political, social and economic interests of one group even at the expense of another group.
- In doing so, the religious group may consider other religious communities as opponents and enemies.
- It implies an extreme sense of pride in an identification with one own community or religion.
- It arouses out of religious fundamentalism; the belief that one's religion is the only supreme faith.
- So, appeals to the danger to one's religion or mere mention of disrespect shown to places of worship are aroused and this leads to communal disputes.
- This problem was provoked during British rule and they used this for divide and rule in India.
- Thus communal dispute occurs among two communities like Hindus and Muslims, Hindu's and Sikhs, Sikhs and Buddhist and various other communities.

Edit with WPS Office

Causes of Communalism

- Communalism is a multidimensional, complex, social phenomenon.

- There are social, political, economic, cultural and religious factors which account for the genesis of communalism and communal violence.

    - Historical Causes

    - Political Causes

    - Economic Causes

    - Selfish Vested Interests

    - Unemployed Youth

Edit with WPS Office

Caste Diversity

- The social structure of Indian society is characterised by a unique social institution called caste.

- The Indian caste system is a system of social stratification and social restriction in India in which communities are defined by thousands of endogamous hereditary groups called Jatis.

- The Jatis were hypothetically and formally grouped by the Brahminical texts under the four well known categories :

  - Brahmins

  - Vaishyas

  - Kshatriyas

  - Sudras.

- The caste system which emerged out of the Varna system as a form of social stratification is peculiar to India and is an inseparable aspect of the Indian society.

- There is no comparable institution elsewhere in the world for the caste system.

Edit with WPS Office

Caste Diversity

- Although evidences of caste are to be found in many parts of the world, the most perfect instance is that which exists in India.

- Attempts are being made to understand the system in its entirety both by the Indian and Western scholars; hence caste system offers interesting issues for debates and discussions.

Edit with WPS Office

Definitions of Caste system

- Andre Beteille- "Caste may be defined as a small and named group of persons characterized by endogamy, hereditary membership, and a specific style of life which sometimes includes the pursuit by tradition of a particular occupation and is usually associated with a more or less distinct ritual status in a hierarchical system".

- MacIver- "When status is wholly predetermined, so that men are born to their lot without any hope of changing it, then class takes the extreme form of caste".

- H. Cooley- "When a class is somewhat strictly hereditary, we may call it a caste".

- E. A. Gait- "caste is an endogamous group or collection of such groups bearing a common name, having the same traditional occupation claiming descent from the same source, and, commonly regarded as forming a single homogeneous community".

- A. Green- "Caste is a system of stratification in which mobility up and down the status ladder, at least ideally may not occur".

Edit with WPS Office

Characteristics of caste system

- Segmental division of society

- Hierarchy

- Restrictions on food habits

- Occupational restrictions

- Religious disabilities

- Endogamy

- Maintenance of social distance, untouchability and settlement pattern

- Concept of purity

Origin of caste system

- Racial Theory

- Political Theory

- Occupational or Functional Theory

- Guild Theory

- Religious Theory

Merits of caste system

- Unity in diversity

- Co-operation

- Economic security

- Defines economic pursuits

- Racial and ethnic purity

- Cultural diffusion

- Integration of the country:

Demerits of caste system

- Mobility of labour

- Wrong occupation

- Obstacle to national unity

- Undemocratic

- Untouchability

- Promotes casteism

Tribal Diversity

▨ Indian tribal culture speaks volumes about the diversity of the country.

▨ 'Unity in diversity' is one of the most spectacular features amongst the population of India.

▨ Among the diversified population, a significant portion comprises the tribal people, the aboriginal inhabitants of the primeval land.

▨ Tribal culture of India, their traditions and practices interpenetrate almost all the aspects of Indian culture and civilization.

▨ The different tribes in India if ever counted can move up to a mind boggling number, with all their ethnicities and impressions.

▨ In India, almost a new dialect can be witnessed each new day; culture and diversification amongst the tribal can also be admired from any land direction.

▨ The tribal population is also pretty much varied and diversified.

▨ Each of the tribes is a distinctive community, either migrated from a different place or the original denizens of the land.

▨ These various tribes still inhabit the different parts, especially the seven states of the Northeastern region and almost each and every nook of the country.

Role of education in creating positive attitude towards diversity

- Aims of education, curriculum, and method of teaching should be linked with individual differences considering the different abilities and traits individual.
- Curriculum should be designed as per the interest, abilities and needs of different students.
- The teacher has to adopt different types of methods of teaching considering individual difference related to interest, need, etc.
- Some co-curricular activities such as Drama, music, literary activities (Essay and Debate Competition) should be assigned to children according to their interest.
- Teacher uses certain specifi c teaching aids which will attract the children towards teaching considering their interest and need.
- Various methods such as playing method, project method, Montessori method, storytelling methods are to be used considering/discovering how different children respond to a task or a problem.
- The division of pupils into classes should not be based only on the mental age or chronological age of children but the physical, social and emotional maturity should be given due consideration.
- In case of vocational guidance, the counselor is to plan the guidance technique keeping in view the needs and requirements of the students.

Edit with WPS Office

Role of education in creating positive attitude towards diversity

- Encouragement of travel and communication
- Propagating National History
- Prevention of influence of regional political parties in education
- Purposive teaching of History of Literature, not only English, Hindi and the regional language must be included but other languages must also be made familiar.
- Education for national integration.
- Inculcation of democratic principle for language options in education.
- Creating interest for language study.
- Co-curricular activities: competitions, games, dramas promoting respect for Indian languages.
- Appreciation of contributions of great poets and authors to the development of Indian languages.
- The three language formula is given by Kothari commission which is modified and revised form of earlier policy, equalizes the language burden and also develops the Indian identity in every in every citizen through the learning of a common language and it has been adopted by all the states.
- Mother tongue or regional language, official Indian language and western language.

Edit with WPS Office

Inter disciplinary nature of education

- Historically, scholars have made unfailing effort to position education as a standard science but no solid successes have been achieved regardless of the positivistic paradigm, quantitative approaches or value free neutral stances they adopted.
- As interdisciplines permeate the f eld of education, education experiences a crisis of being colonized.
- After serious rethinking interdisciplines were widely believed to do more good than harm to education is being to transform a 'colony' to empire.
- Inter disciplinary involves the combining of two or more academic discipline in to one activity.
- It is about creating something new by crossing boundaries and thinking across them.
- The term inter disciplinary f eld which is an organisational unit is applied with in education and training pedagogies to describe studies that use method and insight of several established disciplines or traditional field of study.

Edit with WPS Office

Dr. T.SUNDARARASAN | ASSISTANT PROFESSOR

Interdisciplinary nature of education: relationship with philosophy

- As a field of study philosophy is one of the oldest discipline it is the root of all knowledge.
- Education has also drawn its material from different philosophical bases like education philosophy also closely related to human life.
- Education and philosophy are very closely related and in some areas they overlap each other.
- There is a close interaction between the two; one without the other is inconceivable.
- It is quite often said that, 'Philosophy and Education are two sides of the same coin' since Education is considered as the dynamic side of philosophy.
- The art of education cannot be completed without philosophy and philosophy cannot convert others to its aims and values without education.
- Education is practical in nature and philosophy is theory.
- A person who goes deep into the reason and nature of things and tries to arrive at certain general principles with a view to apply them in his daily life, is a philosopher.
- Philosophy is therefore considered as a way of life. In a wider sense philosophy is a way of looking at life, nature and truth.
- Education on the other hand is the dynamic side of philosophy.

Edit with WPS Office

Interdisciplinary nature of education: relationship with philosophy

▨   Andrew (2005) believed that, it is the active aspect and the practical means of realizing the ideals of life.

▨   Education is a sacred necessity of life, both from the biological and sociological point of view.

▨   Deducing from the above discussion, it is therefore true that education works like a catalyst for a better life, a social desirable life.

▨   As a pot is made out of clay and a f nished product comes out of raw material, so also from the immature child comes out the civilized man through education.

▨   Education as Timothy (2003) indicates renews and re-builds the social structure in the pattern of philosophical ideals.

▨   This implies that, in each of the social institutions, philosophy is needed for the explanation of certain realities of life.

▨   A child is born and grows up with inherited tendencies and inclination that determine the basic traits of man.

▨   Education paves the way for the achievement of success in life.

▨   Education according to Indian tradition is not merely a means to earn living, nor is it only a nursery of thought or a school for a citizenship.

Edit with WPS Office

Interdisciplinary nature of education: relationship with philosophy

- Rather, education in the true and complete sense is the initiation into the life of spirit, a training of human souls in pursuit of truth and the practice of virtue.
- The basic relationship between philosophy and education can be analyzed as follows.
- It is philosophy, that provides the purpose or the aim and it is education which makes it practical.
- Godfrey-Smith (2007) held the opinion that philosophy shows the way and education moves on in that direction.
- When we define education as the modification or behaviour, the direction in which modification ought to be carried out is determined by philosophy.
- Thus philosophy deals with the end and education with the means.
- Most of the greatest philosophers have also been great educators.
- One has to only think of Socrates and Plato, to realize that philosophers are also educators.
- A teacher is not a teacher, in true sense of the term, if he or she is not able to discover the relationship between philosophy and education.
- Philosophy is a search for comprehensive view of nature, an attempt at a universal explanation of the nature of things.

Interdisciplinary nature of education: relationship with philosophy

⬚ A person who searches into the reason and nature of things, who tries to arrive at a general principle, and who attempts to apply those principles to daily conduct of life, acts like a true philosopher.

⬚ Philosophy is an unceasing quest to discover the general truth that lies behind particular facts, to discern the reality that lies behind appearances.

⬚ According to Thomson, every teacher should realize the importance of philosophy in education.

⬚ Godfrey-Smith (2007) intimated that, a true teacher should have knowledge of the subject he/she teaches the pupils and the society.

⬚ He/she should also have the moralistic sense which comes from philosophy.

⬚ The choice of students must cater to the principles and purposes of philosophy.

⬚ Choice of curriculum needs philosophers or leaders of thought.

⬚ With the change of time and circumstances, the curricula also change and this change can be brought out only by educators who are philosophers at heart!

Edit with WPS Office

Interdisciplinary nature of education: relationship with psychology

- The word 'Psychology' is derived from the Greek words 'Psycho' and 'logos'.

- 'Psycho' means 'Soul' and 'logos' means 'Science'. Psychology is called the 'Science of mind,' 'Science of Soul,' 'Science of Behaviour.'

- Psychology acquired the status of a separate field of study in recent times.

- Formerly Psychology was studied as a subbranch of philosophy.

- When physiologists of the late nineteenth century began to use scientific methods to study the mind and its working, Psychology became an independent scientific discipline.

Education and Psychology

- Education is a process which enables the individual to distinguish between true and false, good and bad, right and wrong.

- Education is concerned with human ends and the means of promoting them.

- Psychology applied in education is the study of how human learn in educational setting, the effectiveness educational interventions the psychology of teaching and social psychology of school as organizations.

- It is concerned with how students learn and develop often focusing of sub groups such as gifted children and those subjected to specafic disabilities.

- Psychology is concerned with understanding and gaining knowledge of human experience and actions.

- Educational Psychology is the systematic study of the educational growth and development of a child.

- We study Psychology in Education because it is very essential for a teacher to teach his/ her students according to their mental abilities.

- Educational psychology helps the teacher in doing so.

Edit with WPS Office

Relationship between Education and Psychology

- 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.

- Psychology has changed the spirit of education and given new meaning to learning in the classroom.

- Psychology changed the old concept of education where only upper class had the ability and right to learn.

- Psychology has given education the theory of individual differences which postulates that every child has different mental ability and learns at a different pace.

- Today, education psychology is considered the foundation of education.

Edit with WPS Office

Relationship between Education and Psychology

- Psychology helps education in the following ways:

  - Psychology suggests use of different methods in teaching learning process to achieve better results.

  - Psychology gives emphasis to motivation and readiness in class room.

  - Psychology has introduced new theories of learning in education.

  - Psychology emphasises activity – based teaching learning process.

  - Psychology encourages the use of audio-visual aids in teaching learning process.

Edit with WPS Office

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 student, to measure his achievements.

- With the help of psychology, the teacher understands the weakness of his students and finds solutions for the problems.

- 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 behavior of the students.

- Psychology teaches the teacher why a child behaves in a certain situation differently than others.

- Psychology teaches the teacher what needs to be done to change negative behavior into positive behaviour.

Educational Psychology and Curriculum

- A good curriculum is that which stimulates the constructive potentialities of the students and which is 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 class room.

Education Psychology and Evaluation

- Educational psychology has introduced different types of tests and examinations and derived scientific measurement for intelligence, personality, etc.

- These tests disclose the weak points of aptitude of the students.

- Psychology has introduced new methods of Evaluation in education, such as:

    - Evaluation of child IQ (* Intelligence test)

    - Evaluate the factors causing slow learning in the class room situation

    - Personality test

    - Attitude and Interest Test

    - The Stanford-Binet scale of intelligence test

Edit with WPS Office

Educational Psychology and Method of Teaching

- If the teacher teaches his students according to the interest and mental development of the students, they will like it and will learn easily.

- The teacher should teach according to their mental level. Audio visual aids in the educational processes are also the result of educational psychology.

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

Edit with WPS Office

Educational Psychology and Different Stages of Growth

- According to his growth, the personality and mental ability of an individual can be divided into different stages such as infancy, childhood, adulthood, etc.

- During these stages the mental maturity is at different levels.

- Psychologists consider that if the teaching process is calibrated according to these different stages, learning becomes easy.

- Different methods of teaching are used at different stages.

- This is impossible without proper knowledge of psychology.

Edit with WPS Office

Educational Psychology and Development of Personality

- To build up the personality of an individual is the aim of education.

- To study the stimuli and responses of personality, demerits in personality and their causes and reform of personality is impossible without proper knowledge of psychology.

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.

Edit with WPS Office

Educational Psychology and Learning

- Learning is the basic topic of educational psychology.

- From the meaning of learning to the laws of learning, different topics have been highlighted by psychology.

- This has helped in making the process of education easy, interesting and pleasant.

Edit with WPS Office

Educational Psychology and Mental Health

- Educational psychology has pointed out the factors affecting mental health of the students.

- If these principles are not regulated the students cannot adjust themselves in the society.

- Mental retardation is created due to bad environment, improper food, and emotional and social needs.

- To produce hygienic mental conditions is the work of only a psychologist.

Educational Psychology and Children Needing Special Attention

- Differently-abled students have many educational, emotional and social problems.

- Psychology helps them cope with their problems and become useful members of society.

Edit with WPS Office

Educational Psychology and School Organization

- Psychologists believe that a school must have congenial and conducive environment to help the students develop balanced personalities.

- The social environment in school can be an effective tool to allow the students to develop a number of qualities such as self-confidence, leadership, cooperation and healthy competition, decision making, problem solving and good citizenship.

- Thus education and psychology are intertwined.

- The contribution of psychology can be inferred from the development of educational psychology as a branch of study universally studied by teachers and teacher educators.

Edit with WPS Office

Interdisciplinary nature of education: relationship with sociology

- An individual can learn very little by himself.
- Others play a very important role and contribute a lot to his learning process.
- The presence of other persons is important because a person learns from the knowledge gained by others.
- Therefore, the process of getting education is always a social process.
- The word Sociology is derived from the combination of the Latin word 'socius' – meaning 'companion' and the Greek word 'logos –meaning 'the study of'. So the word literally means the study of companionship, or social relations.
- Sociology is the science or study of the origin, development, organization, and functioning of human society.
- It is the science of fundamental laws of social behaviour, relations, institutions, etc.
- The word Education comes from the Latin 'educere' meaning 'to lead out.'
- Webster defines education as 'the process of educating or teaching.'
- Educate is further defined as 'to develop the knowledge, skill, or character of...'
- Thus, from these definitions, one can assume that the purpose of education is to develop the knowledge, skill, or character of students.

Edit with WPS Office

Relationship between Education and Sociology

- Emile Durkheim was the first person who indicated the need for a sociological approach to education.

- He considered education "to be essentially social in character and in its functions and that as a result the theory of education relates more clearly to sociology than any other science."

- He emphasized that education is not a static phenomenon, but a dynamic and ever-changing process.

- Educational sociology is a discipline which studies education sociologically, with the premise that it recognizes education as a social fact, a process and an institution, having a social function and being determined socially.

- Educational sociology could appear only when it accepted the social nature of education.

Meaning of Sociology of Education

- Sociology of Education may be defined as the scientific analysis of the social processes and social patterns involved in the educational system.
- Brookover and Gottlieb consider that "this assumes education is a combination of social acts and that sociology is an analysis of human interaction."
- Sociological analysis of the human interaction in education may include both situations and might lead to the development of scientific generalizations of human relations in the educational system.
- Sociology is concerned with such general concepts such as society itself, culture, community, class, environment, socialization, internalization, accommodation, assimilation, cultural lag, subculture, status, role and so forth.
- Sociology helps us to understand the effectiveness of different educational methods in teaching students with different kinds of intelligences.
- Sociology studies the relationship between social class, culture, language, parental education, occupation and the achievement of the students.

Edit with WPS Office

Meaning of Sociology of Education

⬚ Sociology suggests ways to develop national integration, international understanding, the spirit of scientific temper, globalization among the students.

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

⬚ Educational sociology is by definition a discipline which studies education sociologically, with the premise that it recognizes education as a social fact, a process and an institution, having a social function and being determined socially.

⬚ Educational Sociology threw light on the importance of the interactions of different elements of the society with an individual.

⬚ Educational sociology made everyone realize the social nature of education, formulated ideals by which educational planning was guided used the theoretical knowledge gathered by researches conducted by either sociologists or educational sociologists.

Edit with WPS Office

Need to Study Sociology of Education

- Every society has its own changing socio-cultural needs and requires an education to meet these needs.
- Today's needs are conservation of resources, environmental protection, global citizenship etc.
- It helps in understanding:
  - Work of School and Teachers and its relation to society, social progress and development.
  - Effect of Social Elements on the working of school and society.
  - Effect of Social Elements on the life of individuals.
  - Construction of Curriculum in relation to the cultural and economic needs of the society.
  - Democratic ideologies present in different countries.
  - Need for understanding and promoting international culture.
  - Development of Society through the formulation of various rules and regulations and understanding of culture and traditions.
  - Need for Promotion of Social Adjustment.
  - The effect of social groups, their interrelation and dynamics on individuals.

Edit with WPS Office

Interdisciplinary nature of education: relationship with anthropology

- Anthropology is the study of humans, past and present.
- To understand the full sweep and complexity of cultures across all of human history, anthropology draws and builds upon knowledge from the social and biological sciences as well as the humanities and physical sciences.
- The word anthropology is derived from the Ancient Greek word 'anthropos' which means "man, mankind, human, humanity" and 'logy' is derived from 'logos' which means 'study of.'
- Thus anthropology is the study of man.
- Anthropology emphasizes in-depth examination of context, cross-cultural comparisons and long-term, experiential immersion in the area of research.
- Anthropology shares certain interests and subjects of study with other fields of social science, like sociology, psychology, history, economics and political science.
- Like sociology, anthropology involves the study of human society and culture.
- But anthropology began as the study of small-scale tribal societies, large-scale chiefdoms, and ancient civilizations, and later moved to include global-scale societies.
- Anthropology involves the comparison of different societies in order to understand the scope of human cultural diversity.

Edit with WPS Office

Interdisciplinary nature of education: relationship with anthropology

- Anthropology also examines certain aspects of human psychology.
- Anthropology studies how people become enculturated i.e. shaped by their culture as they grow up in a particular society.
- Through enculturation, people develop culturally accepted ideas of what behavior is normal or abnormal and of how the world works.
- Anthropology examines how people's patterns of thought and behavior are shaped by culture and how those patterns vary from society to society.
- The study of history is also a part of anthropology.
- Anthropologists often study historical documents to learn more about the past of living peoples.
- In addition, anthropology examines some topics also studied in economics and political science.
- But anthropologists focus on how aspects of economics and politics relate to other aspects of culture, such as important rituals.

Edit with WPS Office

Anthropology and Education

- The focus of anthropology of education is cultural transmission Educational system in society's attempt to promote stability and ensure its own survival by passing on its insight, Ideals, Skills, assumptions and goals to the next generation.
- Anthropologists compare differences among human societies to get an appreciation of cultural diversity.
- They also study the full breadth of human existence, past and present. In addition, anthropologists try to appreciate all peoples and their cultures and attempt to discourage judgments of cultural superiority or inferiority.
- Education has the important aim of inculcating human values in learners so that people learn to tolerate differences, develop compassion and live in peace and harmony, based on understanding and acceptance of mutual differences.
- 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.

Edit with WPS Office

Interdisciplinary nature of education: relationship with politics

- As an academic discipline the study of politics in education has two main roots.

- The first root is based on the Theories from political science.

- While the second root is anchored in organizational theory.

- Political Science attempt to explain how societies and social organization use power to established regulation and allocate resources.

- Different persons will approach the relationship between politics and education from different vectors.

- Folks interested in diving more deeply into specific areas should follow the appropriate links in the info-box to the right.

- The interface between politics and education is at once deeply intellectual and critically practical.

Edit with WPS Office

Relationship between Politics and Education

- There is no apolitical education system and no educational system can be separated from political system that engenders and supports it.

- Societal responsibilities, education and politics are inextricably related.

- Every government or political party is conscious that to ensure its political, social and economic success, the schools must be involved in the promotion of the interests of the governing power.

- Hitler's Germany, Mao-Tse Tong's China could be added as example that how political system used the education system to promote the political programmes.

- No educational system can survive without the financial support and protection of the government in power.

Notable reasons behind the relationship between politics and education

- Education is a basic human right and its function is to develop the talents of individuals to the fullest possible extent

- Every education system has political goals.

- Politics comes before education

- Politics determines the type of education to be adopted

- The education for the youths is probably the most fundamental responsibility of society

- Education is the servant and product of politics

Impacts of politics in Education system

- Political corruption in education system: government of ficials use power for an illegitimate private gain.

- Education has become a business. So that it is diverted from mainstream education or the goal of education which also effects on economic development.

- Formal education plays the role of political socialization, selection and classification of citizens.

- The family, community, religious place, school, work groups, voluntary organizations, media of communication, political parties and government institutions are among the agents of socialization.

- Political leaders determine, especially in the developing societies, the direction, type, location and process of education.

Edit with WPS Office

Interdisciplinary nature of education: relationship with history

- To understand, schools we must view them in historical perspective it tried to explain how the history of humanity and history has led to the development of schools as we know them today.

- To have a clear understanding about historical aspect of education.

- The history of indigenous education in India act as a basis of all educational politics and reforms in India.

- The total process by which human abilities and behaviour is developed; or the organized and continuous instruction aimed at imparting knowledge, skills, attitudes and understanding necessary for full participation in life.

- Education is also seen as a social process through which a member of a society achieves individual growth and development and social competence, carried out in selected and well-defined institutional settings.

- History of Education could be defined as: The study of the past development of educational systems, theories, practices and institutions within the general historical framework of political, social, economic, scientific, technological and cultural changes that different societies have gone through over time.

Edit with WPS Office

History of Education is studied for the following reasons

- Improving the quality of education

- Strengthening the professional competence of the teacher

- Understanding our own educational systems

- Making comparisons within a historical perspective

- Satisfying intellectual curiosity

- Developing powers of

- Exposing one to knowledge in other

Edit with WPS Office

Unit – III

Educational Demands of Individuals and Diverse Communities

Edit with WPS Office

Introduction

- It is universally acknowledged fact that an educated and enlightened citizenry is an essential condition for the successful functioning of a democracy.
- Education, at least up to the elementary level, is considered essential for every individual in a democratic country.
- Primary education provides the necessary foundation for strengthening human resources because the quality and efficacy of human resources assume special significance for our personal, social and national development.
- The entire edifice of our national development is based on the availability and quality of primary education.
- It was with this objective that the framers of our constitution pledged to provide free and compulsory primary education to each and every child.
- After becoming independent, India, as a democratic welfare state, announced Universalisation of Elementary Education (UEE) and equal opportunity for all as its basic principles.
- Education is the basic requirement for success of democracy and progress of a country.

Edit with WPS Office

Introduction

- Universalization of primary education is a provision to provide free educational opportunities to all children of the society irrespective of caste, creed and sex.
- Since independence many steps have been taken and different commissions and committees have given suggestions to achieve universalization of Primary Education.
- But it is still far from the hope and the national target. Universalization of Elementary Education (UEE) has been accepted as a national goal in India. Central and State governments are taking much efforts to achieve this goal.

Universalization of primary education in india

- Universalisation of Elementary Education (UEE) in India means making education up to class I-VIII available to all children in the age group 6-14.
- This constitutional directive has been interpreted as making primary education of five-year duration available to all children between the age group 6-11 years and three years of upper primary education for children aged 11-14 years.
- Universalisation of Elementary Education has always been a matter of great concern for policy planners even in pre-independence era.
- The need for Universalisation of Elementary Education (UEE) was recognised immediately after the independence of our country.
- The constitution of India set out an unambiguous goal for the children of the nation's children in the directive Principles of State Policy:

"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".

- The nation was expected to achieve this target by 1959.
- Primary education is essential to each individual as it provides skills to access opportunities in life which are crucial for viability in a society being increasingly influenced by the information revolution.

Universalization of primary education in india

- Primary education (as Mahatma Gandhi favoured Basic Education) is a fundamental need of all individuals and is essential for their existence or survival with dignity.
- It is the right to such education that the Universal Declaration of Human Rights refers to Primary education (classes I-V) should be universal, that is, available free for all children within the age group of 6-11 years.
- Further, this concept assumes that education is the birth right of every child and opportunities for this education are to be provided by the state through formal and non-formal means of education.
- UEE signifies that education is free and available to all irrespective of where one resides, one's gender and caste.
- Primary education is also a crucial indicator of human development.
- It is primarily through UEE that our nation is seeking to realise the goals of Education For All.
- In order to redeem this constitutional pledge, the country has traveled a long distance.
- Though India has made considerable strides in the direction of achieving the target of UPE/UEE through various schemes during the last five decades, the goal still remains only partially achieved and to a considerable extent elusive.

Edit with WPS Office

Dr.T.SUNDARARASAN | ASSISTANT PROFESSOR

Universalization of primary education in india

- Successive committees and commissions on education have emphasized the need for achieving Universalisation of Primary Education (UPE).
- The National Policy of Education in 1968, 1986 and also revised in 1992 reiterated the government's commitment towards Universalisation of Primary/Elementary Education.
- The policy envisages that free and compulsory education of satisfactory quality should be provided to all children up to the age of 14 years before the commencement of the 21st century.
- There has been massive expansion of Elementary Education (EE) during the post-independence period; however, the goal of Universalisation of Primary and Elementary Education is yet to be fully achieved.
- Universal Primary Education (UPE) which incorporates universal access, enrolment, participation and learning attainment remains an abiding national concern with us.
- Article 45 of the Indian Constitution directed that:

"The State shall endeavor to provide within a period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of fourteen years."

Universalization of primary education in india

- Universalization of Elementary Education implies the following five aspects:

  - Universalization of provision

  - Universalization of enrolment

  - Universalization of retention

  - Universalization of participation

  - Universalization of achievement

Universalization of Provision

- This implies that adequate school facilities should be provided to all children between age group 6 to 14 in the country.
- It means that primary schools should be set up within 1 km from the habitation of the child.
- It needs to open a large number of schools throughout the country.
- It means that school facilities should be provided to all children between the age group of 6-11 to achieve UPE and 6-14 for achieving UEE throughout the country.
- The school should be easily accessible i.e. it should preferably be within a walking distance of a child.
- We have fairly succeeded as far as this provision is concerned in respect of children in the age group of 6-11.
- The primary education system in India has expanded into one of the largest in the world.
- The number of primary schools increased from 2.10 lakhs in 1950-51 to 6.10 lakhs in 1997-98.
- The corresponding increase in upper primary schools is from 0.13 lakhs to 1.85 lakhs during the same period.

Edit with WPS Office

Universalization of Provision

- These schools together with 2.7 lakhs non-formal education centres enrolled 150 million children.
- It should be remembered that during 1951, the number of school going children was 22.3 million.
- Universal provision of education has been substantially achieved at the primary stage.
- At the primary stage 94 per cent of the country's rural population now have schooling facilities within one kilometre of their habitation.
- At the upper primary stage also, 83.93 percent of rural population have a school within three kilometres of their habitation.

Universalization of Enrolment

- After making provision for children, next thing is to see how to enroll all the students in primary schools who attain educable age.
- The Government has decided to enroll all children of the age group 6-14 in primary schools.
- All adequate and fruitful steps are being launched to bring all children from every nook and corner of the country to the arena of school.
- The New Education Policy (1986) assures to enroll all children up to age level 14 and achievement of Universalisation of Elementary Education (UEE) by 2015 through "Education for All".
- Provision of adequate schools of children in all areas is not the only input for solution to the problem.
- Since independence, there has been a substantial increase in enrolment at the elementary stage of education.
- In the year 1997-98, the estimated number of children enrolled is the primary stage was 1087.82 lakhs while at the upper primary stage it was 394.87 lakhs.
- Gross enrolment ratio of children in the age group 6-11 increased from 42.6 percent in 1950-51 to 80.70 percent in 1997-98. Likewise, gross enrolment of 11-14 age group increased from 12.7 percent in 1950-51 to 58.50 percent in 1997-98.

Universalization of Enrolment

- While the gross enrolment ratio (GER) at the primary stage in the country as a whole and in most of the states are near about 100 per cent, there are quite a few states where the ratio is considerably lower.
- These include Uttar Pradesh, Bihar, Rajasthan, Haryana, Jammu and Kashmir and Meghalaya.
- Most of these states have literacy rates lower than the national average.
- There is thus a strong regional dimension to UEE so far as its imbalances are concerned.
- Gender disparities are conspicuous in regard to enrolment and retention.
- Girls' enrolment has grown at the primary stage from 5.4 million in 1950-51 to 47.4 million in 1997-98 and that at the upper primary stage from 0.5 million to 15.87 million.
- The rate of growth of enrolment of girls has been higher than that of boys.
- But disparities still persist as girls still account for only 43.2 percent of total enrolment at the primary stage and 39.0 per cent at the upper primary stage.
- The enrolment of SCs and STs has increased considerably at the primary stage.

Edit with WPS Office

Universalization of Retention

- Simply enrolling of children in school is not enough for universalization.

- The success of it lies in the retention. In the School organization, children must remain in school stage till the completion of school study.

- But if the child leaves education before completion, the idea of universalization of primary education cannot be successful.

- By universalisation of retention we mean that once a child joins a primary school(s), s/he should remain there till the completion of primary schooling.

- If the child leaves the school in between, the idea of universalisation stands defeated.

- Mere enrolment of children is not enough.

- They should attend the school regularly and complete their primary/ elementary schooling.

- You must have observed that many children who enroll themselves in the schooling system, gradually drop out from the system during the first two years.

Edit with WPS Office

Universalization of Participation

- For Universalization of Elementary Education participation of community is quite inevitable.

- The community is to be mobilized to take the responsibility for identifying its own needs and to take decisive role in ensuring the implementation of the UEE programme.

- For better and effective participation of educational administrative personnel, educational administration needs decentralization.

- As a result, the administrative people related to primary education will be accountable to the local community and in turn, community will extend its helping hand for UEE through both formal and nonformal programmes.

Edit with WPS Office

Universalization of Achievement

- India has achieved a great deal so far as providing a primary school for most settlements is concerned.
- In some states, the primary education system has higher intake capacity than children enrolled at the primary level.
- The quality of education system is best judged by the learning achievement of the students.
- With significant gains in enrolment in primary classes, the challenges lie in improving the quality of primary education for higher retention and better performance of students.
- The level of academic achievement of primary students, as indicated by the baseline surveys carried out under District-Primary Education Project (DPEP) even in educationally advanced states like Kerala and Maharashtra is quite low. Further available evidence, however shows that primary level learning achievement is low varies according to background of the child and also varies across schools.
- These findings indicate that children who reach the final year of primary school often have mastered less than half the curriculum.
- Similar results were formed in two studies of learning achievement in 1,700 randomly sampled schools in 43 low literacy districts in 8 DPEP states.
- Differences in learning achievement among states and districts are large and vary by gender, caste and area.

Universalization of Achievement

- Many children do not obtain basic reading and numeracy skills.
- This often causes them to dropout early.
- For success of UEE, achievement of learners is to be ascertained.
- The strategy is to lay down learning outcomes from learners at the elementary level.
- The outcome of the education is to be based of minimum level of learning (MLL) common to both formal and non-formal programme.
- For assessing achievement of MLL, continuous comprehensive evaluation of students' learning is to be emphasized.
- This will help to achieve UEE through "Education for All" (EFA) by 2015.

Edit with WPS Office

Strategies for Achieving Universalisation of Primary Education

In order to achieve Universalisation of Elementary Education by the 2000 AD, following key strategies had been worked out in consultation with states and union territories:

- Overcoming the problem of school dropouts and laying emphasis on retention and achievement rather than on mere enrolment
- Strengthening the alternatives to schooling, particularly, non-formal education system for working children, girls and children from other disadvantaged or marginalised sections of society
- Shifting focuses from educationally backward states to educationally backward districts
- Adopting disaggregated approach with a focus on preparation of district specific and population-specific educational plans
- Providing universal access to schooling facilities particularly to girls, disaggregated groups, and out of school children

Edit with WPS Office

Strategies for Achieving Universalisation of Primary Education

- Introducing Minimum Levels of Learning for enhancement of learner achievement; Micro planning would provide the framework of universal access and universal participation while MLLs would be the strategy for universal achievement

- Improving school effectiveness, teacher competence, training and motivation

- Decentralisation of planning and management through Panchayat Raj institutions, Village Education Committees and laying stress on participative process

- Convergence of different schemes of elementary education and related services such as early childhood care and education and school health and nutrition programmes.

Edit with WPS Office

Programmes to achieve universalisation of education - SSA

- Sarva Shiksha Abhiyan (SSA) has been operational launched with an aim of achieving the objective of universal primary education during 2000-2001.
- The expenditure on the programme was shared by the Central Government and State Governments. Sarva Shiksha Abiyan means "Education for All".
- SSA is an effort to universalise elementary education by community-ownership of the school system.
- It aims at changing the current school system in order to improve the quality of the education provided in the country.
- The SSA programme is also an effort to provide an equal opportunity for children to grow and develop knowledge and skills through community-owned quality education system.
- It considers itself an opportunity for promoting social justice through basic education.
- It aims at successfully involving Panchayat Raj Institutions, School Management Committees, Village and Urban Slum Level Education Committees, Parents' Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous Councils and other local level organisations in the administration of elementary schools.
- It aims at achieving an efficient partnership between central, state and local governments, while still proving the state with the autonomy of developing its own mission in regard to elementary education.

Programmes to achieve universalisation of education - SSA

⬚ The main mission of SSA is to provide "useful and relevant elementary education for all children in the 6 to 14 age group by 2010".

⬚ SSA means to remove all social, regional and gender disparities in the education system through the active participation of the community.

Main Features of SSA

- Programme with a clear time frame for universal elementary education.

- A response to the demand for quality basic education all over the country.

- An opportunity for promoting social justice through basic education.

- An expression of political will for universal elementary education across the country.

- A partnership between the central, state and the local governments.

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

- An effort at effective involving the Panchayat Raj Institutions, School Management Committees, Village and Urban Slum Level Education Committees, Parents Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.

Edit with WPS Office

Aims of SSA

- To provide useful and elementary education for all children in the 6-14 age group.

- To bridge social, regional and gender gaps with the active participation of community in the management of schools.

- To allow children to learn about and master their natural environment in order to develop their potential both spiritually and materially.

- To inculcate value-based learning, this allows children an opportunity to work for each other's well-being rather than to permit mere selfish pursuits.

- To realize the importance of Early Childhood Care and Education and looks at the 6-14 age as range.

Objectives of SSA

- All Children in School, Education Guarantee Centre, Alternate School, 'Backto- School' Camp by 2003.

- All children to complete five years of primary schooling by 2007.

- All children to complete elementary schooling by 2010.

- Focus on elementary education of satisfactory quality with emphasis on education for life.

- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010.

- Universal retention by 2010.

Rashtriya Madhayamik Shiksha Abiyan (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 a 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.

Rashtriya Madhayamik Shiksha Abiyan (RMSA)

- 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

- The scheme envisages achieving a gross enrolment ratio of 75% from 52.26% in 2005-06 for classes IX-X within 5 years of its implementation.
- To improve the quality of education imparted at secondary level by making all secondary schools conform to prescribed norms.
- To increase the enrolment rate to 90% at secondary and 75% at higher secondary stage.
- To remove gender, socio-economic and disability barriers.
- To provide universal access to secondary level education by 2017, i.e. by the end of the 12th Five Year Plan.
- To enhance and universalize retention by 2020.
- To provide a secondary school within a reachable distance of any habitation, which should be 5 km for secondary schools and 7-10 km for higher secondary schools.
- To provide access to secondary education with special reference to economically weaker sections of the society, educationally backward, girls, differently abled and other marginalized categories like SC, ST, OBC and Minorities.
- To upgrade Middle Schools into High Schools.
- To strengthen existing secondary schools with necessary infrastructure facilities.

Challenges in achieving Secondary Education

- Though enrolment of girls is perceived to be complete and more so in urban areas, stakeholders covered acknowledged that enrolment is lower in remote, rural areas and in conservative households as well as among tribals.
- The reasons quoted for non- enrolment are:
  - Lack of awareness among parents about the importance and benefits of girls' education.
  - Lack of motivation and support from parents due to their illiterate status and poverty.
  - Child marriage was quoted as a reason.
  - Parents do not find opportunity to work in the district and hence migrate to other places for work, leaving their children behind. Therefore, child marriage is seen as an option to relieve them of their burden of having to take care of the child.
  - An emerging issue in girls' discrimination is the issue of eve-teasing outside the school.
  - Student absenteeism is expressed as an issue in the schools.
  - They develop home sickness and the families themselves are reluctant to let them go.
  - Lack of money for bus fare in such cases, the tribal school has assisted in paying the fare.
  - The constraints faced by teachers due to such absenteeism include completing the syllabus on time and making the absentees learn the missed portions.

Challenges in achieving Secondary Education

- Parents who reside in villages and are traditional want to get their girl children married before eighteen years of age.
- Poor economic status of parents compels the children to take up employment and contribute to family income rather than continue education.
- Lack of motivation from teachers to children in continuing their education.
- Select children from poor families whom do not receive adequate motivation from parents to attend school, as parents are too busy in their daily labour work than to devote attention to their children.
- Lack of parental involvement in the child's progress in terms of understanding their activities at school, follow up on home works assigned, providing guidance and support.

Edit with WPS Office

Rashtriya Uchatar Shiksha Abhiyaan (RUSA)

- The project was launched on 8th June 2013, it was implemented by MHRD as a centrally sponsored scheme with matching contribution from the State Government and Union Territories.

- It is proposed to set eligibility criteria for States to achieve a high and sustained impact of the project through monitoring and evaluation.

- The primary responsibility of the monitoring will lie with the institution themselves.

- The State Government and the Center through "The Project Appraisal Board" will monitor the project annually.

Edit with WPS Office

Components of RUSA

- The main component of the programme is to set up new universities and upgrade existing autonomous colleges to universities.

- The other attempt will be to convert colleges to cluster universities and set up new model colleges.

- The strategy will also include converting existing degree colleges to model colleges.

- In order to enhance skill development, the existing central scheme of Polytechnics has been subsumed within RUSA.

- A separate component to synergise vocational education with higher education has also been included in RUSA.

- Besides these, RUSA also supports reforming, restructuring and building capacity of institutions in participating State.

Edit with WPS Office

Objectives of RUSA

- To achieve the Gross Enrolment Ratio (GER) target of 25.2% by the end of 12th Plan and 32% by the end of 13th Plan.

- To improve the overall quality of State institutions by ensuring conformity to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.

- To usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.

- To ensure reforms in the affiliation, academic and examination systems.

- To ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.

- To create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.

Edit with WPS Office

Objectives of RUSA

▪ To expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.

▪ To correct regional imbalances in access to higher education by setting up institutions in unserved and underserved areas creating opportunities for students from rural areas to get better access to better quality institutions.

▪ To improve equity in higher education by providing adequate opportunities of higher education to SC/ST, socially and educationally backward classes; promote inclusion of women, minorities, and differently abled persons.

▪ To promote autonomy in State universities and include governance in the institutions.

▪ To identify and f ll up the critical infrastructure gaps in higher education by augmenting and supporting the efforts of the State Governments.

Edit with WPS Office

Salient Features of RUSA

- It would create new universities through upgradation of existing autonomous colleges and conversion of colleges in a cluster.
- It would create new model degree colleges, new professional colleges and provide infrastructural support to universities and colleges.
- Faculty recruitment support, faculty improvement programmes and leadership development of educational administrators are also an important part of the scheme.
- A separate component to synergize vocational education with higher education has also been included in RUSA.
- It also supports reforming, restructuring and building capacity of institutions in participating States.
- It integrates the skill development efforts of the government through optimum interventions.
- It promotes healthy competition amongst States and institutions to address various concerns regarding quality, research and innovation.
- It ensures governance, academic and examination reforms and establishes backward and forward linkages between school education, higher education and the job market.

Edit with WPS Office

Funding System of RUSA

- The central funding would be norm based and outcome dependent.
- Funds would f bw from the Ministry of Human Resource Development (MHRD) to universities and colleges, through the State Governments.
- Funding to the States would be made on the basis of critical appraisal of State Higher Education Plans (SHEP).
- SHEP should address each State's strategy to address issues of equity, access and excellence.
- Each institution will have to prepare an Institutional Development Plan (IDP) for all the components listed under the Scheme.
- IDP will be aggregated at the State level, after imposing a super layer of State relevant components into the SHEP.
- State Higher Education Councils (SHEC) will have to undertake planning and evaluation, in addition to other monitoring and capacity building functions.
- SHEC will also be responsible for advising the states in ensuring a balanced development of the sector and prevent distortions in terms of overcrowding and over commercialization.

Edit with WPS Office

Challenges in achieving RUSA

- Gender disparity

- Inadequate infrastructure

- Low industrial training

- Faculty crunch

Integrated education

- Integration traditionally refers to the education of children with special needs in mainstream settings.
- Integrated education emphasizes methods which concentrate on viewing the student as a whole person.
- The goal is not about how to find a good job or make big money, but about how to develop a complete human being.
- Every part of the individual - mind, body, emotion and spirit, should be developed at the same time and be integrated into the whole person.
- Disabled people of all ages and/or those learners with 'Special Educational Needs' labels being placed in mainstream education settings with some adaptations and resources, but on condition that the disabled person and/or the learner with 'Special Educational Needs' labels can fit in with pre-existing structures, attitudes and
- an unaltered environment.
- The concept of integrated education arises as an outcome of National Policy of Education (1986), recommended to provide equal opportunity to all not only for access but also for success.
- Integration signifies the process of interaction of disabled children with normal children in the same educational setting. Integration also means 'mainstreaming' or 'normalisation'.
- Integrated Education is the educational programme in which exceptional children attend classes with normal children on either a part or full time basis.
- It is placement of the disabled children in ordinary schools with some specialised educational help and services.

Salient Features of Integrated Education

⊠ It does not create a feeling of differentiation among disabled children.

⊠ It helps to remove inferiority complex among disabled children.

⊠ It provides peer group help in learning from normal children.

⊠ It provides disabled children a chance to enjoy school life with normal children.

⊠ It ensures social integration.

⊠ It inculcates affection, love and respect for disabled children among normal children.

⊠ It is less expensive as special infrastructure is not required.

⊠ Special learning material and specially trained teachers are not appointed.

⊠ Disabled or challenged students may get help from peers for learning and get motivated for learning.

Edit with WPS Office

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 abled 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 child were to be provided with financial support for books, stationery, school uniforms, 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 shortcomings like non-availability of trained and experienced teachers, lack of awareness of the problems of disabled children and their educational needs, the integrated education programme could not be successfully implemented.

Challenges to Implement Integrated Education

- The challenge of poverty associated with disability

- The challenge of modifying deeply held attitudes

- Dissemination and public education

- The challenge of providing adequate levels of training to key stakeholders

- Inadequate resources:

Edit with WPS Office

Possible Strategies to Address Some of the Challenges

- Training of teachers

- Need to design innovative system of training:

- Need for collaboration between different ministries:

- School-university partnership:

- Establish an alternate system of examination:

Inclusive Education

⬚ It is broader and wider concept than integrated education as it includes all the students in mainstream education.

⬚ For inclusive education, special planning can be done in mainstream education like special infrastructure, specially designed classes, and special curriculum.

⬚ Children with some special need can be made to sit in different classes or same classes with catering their needs.

⬚ For example, hearing impaired children can be provided with audio aids for hearing.

⬚ Visually impaired children can be provided with books in Braille.

⬚ As disabled children are treated with normal children, it includes all the students who are away from the education for any reasons like physically or mentally challenged, economically, socially deprived or belonging to any caste, creed, and gender.

⬚ Disabled people of all ages and/or those learners with 'Special Educational Needs' labels being educated in mainstream education settings alongside their nondisabled peers, where there is a commitment to removing all barriers to the full participation of everyone as equally valued and unique individuals.

Edit with WPS Office

Fundamental principles of inclusive education

- Increasing the participation of students with disabilities in, and reducing their exclusion from, curricula and communities of local schools.

- Restructuring the cultures, policies and practices in schools so that they respond to the diversity of students' needs.

- Accepting diversity as normal and as a rich source for all students.

- Responding to the diverse needs of all students.

- Accommodating both different styles and rates of learning.

- Ensuring the quality of education to all students through appropriate curricula, support and teaching strategies.

- Accepting that inclusion in education is one aspect of inclusion in society.

Edit with WPS Office

Salient Features of Inclusive Education

⬚ It is a constantly evolving process of change and improvement within schools and the wider education system to make education more welcoming, learnerfriendly, and beneficial for a wide range of people.

⬚ It is about restructuring education cultures, policies and practices so that they can respond to a diverse range of learners - male and female; disabled and non-disabled; from different ethnic, language , religious or financial backgrounds; of different ages; and facing different health, migration, refugee or other vulnerability challenges.

⬚ It is about changing the education system so that it is flexible enough to accommodate any learner.

⬚ It is an ongoing effort to identify and remove barriers that exclude learners within each unique situation.

⬚ It is about identifying and removing barriers to learners' presence in education, participation in the learning process, and academic and social achievement

⬚ It focuses on solving attitude, practice, policy, environmental and resource barriers.

⬚ It is a process in which all stakeholders should participate

⬚ It is something that can happen outside the formal education system, as well as informed school environments

Edit with WPS Office

Basic elements of inclusive education

- Use of teaching assistants or specialists

- Inclusive curriculum

- Parental involvement

Benefits of Inclusive Education

- All the children away from education will be benefitted.
- Disabled or challenged students may get a support and help from normal students.
- All the students excluded from school because of some reason may get chance to enjoy school life with normal students.
- Disabled or challenged students get motivated for learning.
- They may get a confidence and can learn to face problems and challenges because of peer help.
- Develop individual strengths and gifts, with high and appropriate expectations for each child.
- Work on individual goals while participating in the life of the classroom with other students their own age.
- Involve their parents in their education and in the activities of their local schools.
- Foster a school culture of respect and belonging. Inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying.
- Develop friendships with a wide variety of other children, each with their own individual needs and abilities.
- Positively affect both their school and community to appreciate diversity and inclusion on a broader level.

Edit with WPS Office

Benefits of inclusion for children and families

- Families' visions of a typical life for their children can come true

- Children develop a positive understanding of themselves and others

- Friendships develop

- Children learn important academic skills

- All children learn by being together

Difficulties in implementation of Inclusive Education

- Characteristics of individual pupils should match to facilitate participation in schooling and the curriculum limitations.

- No tested methods and techniques and teaching aids available to cater their needs.

- Teachers or trained staff must be enthusiastic to promote greater participation of challenged students.

- Disabled or challenged students may not get proper help from teachers and peers.

- They may face any other problems because of inadequate facilities and teaching aids required to meet their needs.

- They may get inferiority complex because of their disability.

Edit with WPS Office

Differences between Integrated and Inclusive Education

Integrated Education Inclusive Education	Integrated Education Inclusive Education
Can have their own criteria of integrating students with some disability or ability. Do not have their own criteria of including students as main aim is to include all the students who are excluded from education.	Can have their own criteria of integrating students with some disability or ability. Do not have their own criteria of including students as main aim is to include all the students who are excluded from education.
Not very expensive as inclusive education	Can be more expensive as special planning is done for infrastructure, curriculum and trained staff is appointed.
Regular curriculum is also followed by challenged students with same school timing.	Special curriculum is designed and followed for challenged students with may be less school timing for according to need.
Challenged or gifted students in any way are occupied in same normal classrooms.	Special classrooms are designed according to their needs.

Edit with WPS Office

Dr.T.SUNDARARASAN | ASSISTANT PROFESSOR

Differences between Integrated and Inclusive Education

Integrated Education Inclusive Education	Integrated Education Inclusive Education
Children with some disability are integrated in normal school only.	Children with some disability are included in normal schools but with some special facilities for them.
No formal planning is required.	Formal planning is required.
No special infrastructure, trained staff, special curriculum is required.	Special infrastructure, trained staff, special curriculum is required.
All the students away from education are not necessarily included in main stream schools.	All the students away from education are necessarily included in main stream schools.

Challenges in achieving universalization of education

- Policy of Government

- Administration of Education

- Inadequacy of Money

- Shortage of Trained Teachers

- School Buildings

- Unsuitable Curriculum

Education for collective living and peaceful living

The commission identifies a few tensions that it regards will be central to the problems of the 21st century. They are:

- The tension between the global and the local, i.e., local people need to become world citizens without losing their roots
- While culture is steadily being globalised, this development being partial is creating tension between the universal and the individual
- The third tension is pretty familiar to Indians the tension between tradition and modernity. Whereas for some the process of change is slow, for others it is not so, thereby creating problems of adaptation
- The need to balance between impatient cries for quick answers to peoples' problems and a patient, concerted, negotiated strategy of reform results in the problems/tension between long-term and short-term considerations
- Tension arising out of human desire to complete and excel and the concern for quality of opportunity
- The tension between the extraordinary expansion of knowledge and the capacity of human being to assimilate it
- Lastly, another perennial factor the tension between the spiritual and the material.
- It is the last tension which the commission thought was necessary to address.

Six Learning Process for collective and peaceful living

- education and culture

- education and citizenship

- education and social cohesion

- education, work and employment

Delor's commission report: 4 pillars of education

- Life-long learning is a philosophy that involves the development of knowledge, skills and values throughout all stages of a person's life from early childhood through adulthood.
- It also recognizes that learning is not just an intellectual process, but one that permeates all aspects of an individual's life, including their role in the community, performance in the workplace, personal development and physical well-being.
- The conceptual framework of life-long learning put forward by UNESCO's International Commission on Education for the Twenty-first Century under the leadership of Jacques Delors, the former President of the European Commission.
- The Commission's (1996) Report, "Learning: The Treasure Within" presented a model that organized life-long learning into four pillars.
- The report observes that education throughout life is based on the following four pillars:
  - Learning to know
  - Learning to do
  - Learning to live together
  - Learning to be

Edit with WPS Office

Learning to know

- It involves the development of knowledge and skills that are needed to function in the world.
- These skills include literacy, numeracy and critical thinking.
- Learning to know by combining a sufficiently broad general knowledge with the opportunity to work in-depth on a small number of subjects.
- This also means learning to learn, so as to benefit from the opportunities education provides throughout life.
- Learning to know implies learning how to learn by developing one's concentration, memory skills and ability to think.
- Every individual has hidden talents such as
  - Memory
  - Reasoning
  - Imagination
  - Physical ability
  - Aesthetic sense
  - Aptitude to communicate

Learning to know

- From infancy, young people must learn how to concentrate - on objects and on other people.
- This process of improving concentration skills can take different forms and can be aided by the many different learning opportunities that arise in the course of people's lives.
- The development of memory skills is an excellent tool for countering the overpowering stream of instant information put out by the media.
- It would be dangerous to conclude that there is no point in people's improving their memory skills because of the vast amount of information storage and distribution capacity available.
- While some selectivity is undoubtedly required when choosing facts to be "learned by heart", there are numerous examples of the human memory's ability to outperform computers when it comes to establishing connections between memorized facts that apparently have very little to do with each other.
- The specifically human ability of associative memorization is not something that can be reduced to an automatic process; it has to be carefully cultivated.
- Furthermore, specialists in this field agree that memory skills have to be developed from infancy and that it is dangerous to discontinue various traditional exercises in schools simply because they are considered to be boring.
- Thinking is something children learn first from their parents and then from their teachers.

Learning to know

⬚ The process should encompass both practical problem-solving and abstract thought.

⬚ Both education and research should therefore combine deductive and inductive reasoning, which are often claimed to be opposing processes.

⬚ While one form of reasoning may be more appropriate than the other, depending on the subjects being taught, it is generally impossible to pursue a logical train of thought without combining the two.

⬚ Suggestions :

  ⬚ Varied Curriculum

    » Subject matter

    » library activities

    » laboratory activities

    » playground activities

    » co-curricular activities

  ⬚ Different methods of teaching

    » Inductive-Deductive

    » Problem Solving

    » Laboratory work

Learning to do

- It involves the acquisition of skills that are often linked to occupational success, such as computer training, managerial training and apprenticeships.
- In order to acquire not only an occupational skill but also more broadly, the competence to deal with many situations and work in teams.
- It also means learning to do in the context of young peoples' various social and work experiences which may be informal, as a result of the local or national context, or formal, involving courses, alternating study and work.
- This question is closely associated with the issue of occupational training: how do we adapt education so that it can equip people to do the types of work needed in the future?
- Learning must transform certified skills into personal competence.
- It is assessed by looking at a mix of skills and talents, social behaviour, personal initiative and a willingness to work.
- These are often referred to as interpersonal skills or peoples' skills by employers.
- Knowledge along with other qualities like communication, teambuilding and problem solving skills is most demanded by the service sector these days.

Edit with WPS Office

Learning to do

- Personal Competence includes life skills like :
  - Social behavior
  - Personal initiatives
  - Willingness to take risk
  - Communication skills
  - Problem solving skills
  - Adaptability
  - Social responsibility
  - Leadership skills

Edit with WPS Office

Learning to live together

- It involves the development of social skills and values such as respect and concern for others, social and inter-personal skills and an appreciation of the diversity.
- Learning to live together by developing an understanding of other people and an appreciation of interdependence - carrying out joint projects and learning to manage conf lcts - in a spirit of respect for the values of pluralism, mutual understanding and peace.
- Education should help in inculcating a spirit of empathy in students so that it can have a positive effect on their social behaviour throughout their lives.
- Understanding each other, resolving conf lcts through dialogue and discussion should be the essential tools of present day education.
- People of the world should accept their differences but start working on the basis of their commonalties for the survival of humankind.

Edit with WPS Office

Learning to live together

- Values to be developed amongst students
  - Non Violence
  - Cooperation
  - Selfless attitude
  - Developing values
  - Accepting human diversity
  - Instill an awareness of the similarities and interdependence of all people

Edit with WPS Office

Learning to be

- It involves activities that foster personal development and contribute to creativity, personal discovery and an appreciation of the inherent value provided by these pursuits.
- So as better to develop one's personality and be able to act with ever greater autonomy, judgement and personal responsibility.
- In that connection, education must not disregard any aspect of a person's potential: memory, reasoning, aesthetic sense, physical capacities, and communication skills.
- Formal education systems tend to emphasize the acquisition of knowledge to the detriment of other types of learning; but it is vital now to conceive education in a more encompassing fashion. Such a vision should inform and guide future educational reforms and policy in relation both to contents and to methods.
- The concept of learning throughout life is the key that gives access to the twenty-first century.
- It goes beyond the traditional distinction between initial and continuing education.
- It links up with another concept often put forward, that of the learning society, in which everything affords an opportunity of learning and fulfilling one's potential.
- Continuing education is seen as going far beyond what is already practised, particularly in the developed countries, i.e. upgrading, with refresher training, retraining and conversion or promotion courses for adults.

Learning to be

- It should open up opportunities for learning for all. For many different purposes offering them a second or third chance, satisfying their desire for knowledge and beauty or their desire to surpass themselves, or making it possible to broaden and deepen strictly vocational forms of training, including practical training.

- The aim of development is the complete fulfilment of man and his development in a holistic way as an individual, member of a family and community and as a responsible citizen.

- According to Alvin Toffler:
  "The illiterate of 21st century will not be those who cannot read or write but those who cannot learn, unlearn and relearn"

- All people should receive in their childhood and youth an education that equips them to develop their own independent, critical way of thinking and judgement so that they can make up their own minds on the best courses of action in the different circumstances in their lives.

Edit with WPS Office

Unit – IV 􀀀􀀀􀀀
􀀀􀀀
􀀀

Language Policy in Education

Language Policy in Pre-Independent India

- In vedic period, Sanskrit was the language of teaching and learning

- Later the kings in ruling the government, had their own areas language as their official language

- Before the advent of Islamic kings in India, there were several kings they had their own language as education language

- During the Jain and Buddhism period mother tongue was the teaching language

- Pali language was also used in Buddhism period

- In Islamic period, the kings did not interfere in Indian schools teaching language

- In Islamic schools, Maqtab & Madarasas was used Urdu & Persian languages

- Urdu & Persian were also language of ignorance for the Muslim kings

- In the days of European ruling India, English became the language for ruling

- In 1937, the Britishers conducted election and a temporary Indian government was formed, English was the official language and language of governance

Language Policy in Pre-Independent India

- During the British period only English was the official language

- Lord Mecaulay, started schools for children of Indians working with the government to teach English and to spread it under downword filtration theory

- In 1854, report received by Lord Dalhoussy he would despatch in the primary schools, teaching should be in vernacular language

- In government schools, only English was the medium of instruction

- In 1882, Lord Rippon appointed William, Hunter to analyse education system and in the report also suggested in local schools the medium could be vernacular languages and this continued till India got freedom

Edit with WPS Office

Language Policy in Pre-Independent India

- After 1947, there were several issues regarding medium of instruction

    - In educations institutions, what should be the medium of instruction? – Mother tongue or regional / vernacular language

    - How many languages can be learnt by students. In which class the new language can be introduced?

    - What will be status of ancient languages like Sanskrit and Arabic.

Swami Vivekananda

- Education can blossom out the good qualities and godliness within people

- Superstition, ignorance, poverty can be developed through education

- Education can be used to resolve social problems as a tool

- Education can be develop self education, self confidence and self dependence

- Education through mother tongue

- Education is everybody's birth right

- Love, truth and modesty should be ultimate aims of education

Aims of Education According to Swami Vivekananda

- Women's education must get priority

- Should develop global brotherhood

- Developing good discipline / behavior

- Creating self-confidence

- Prepare students for practical life

- An attitude without likes and dislikes should be developed

- Human should stand on their own legs

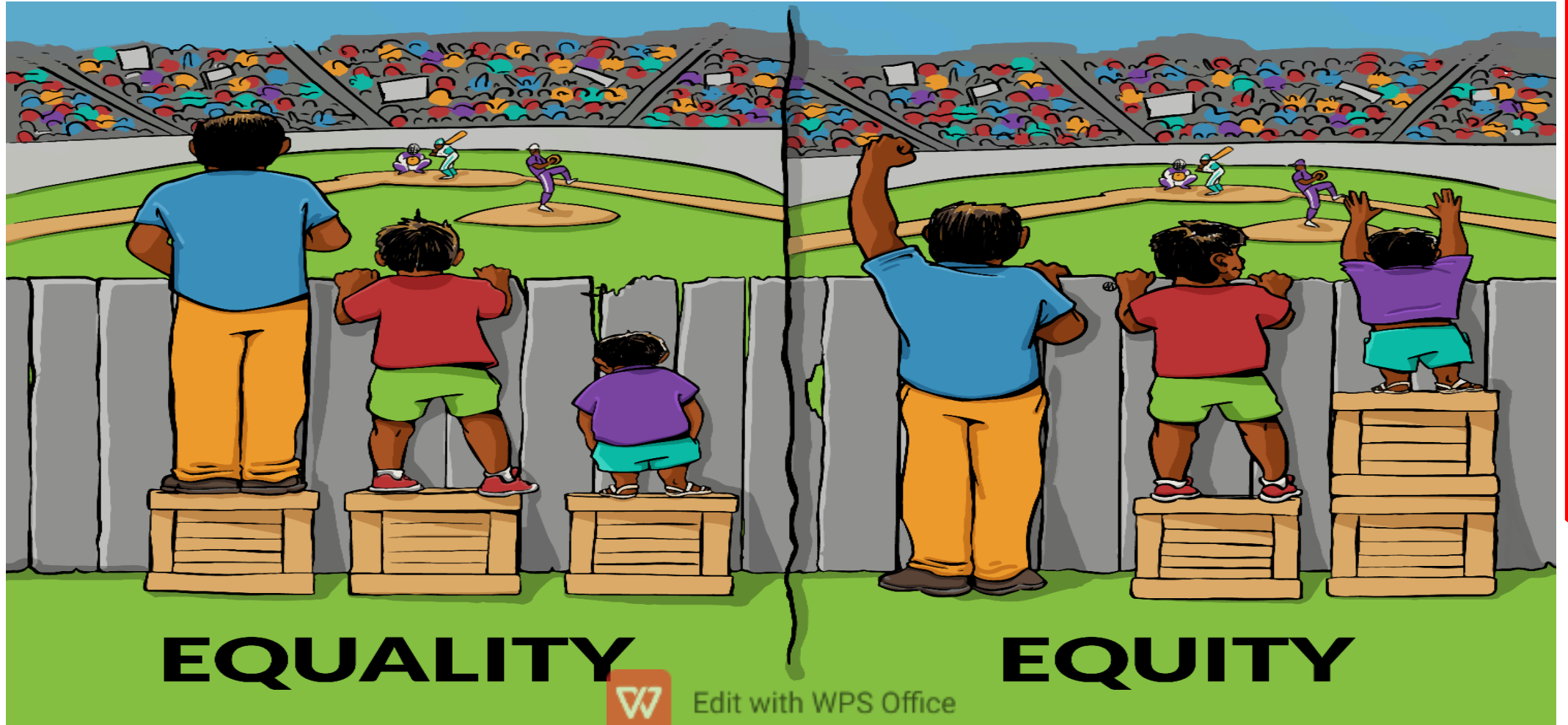- Learn western crafts / vocations and engineering skills

Edit with WPS Office

Unit – V

Implications of Equality of Educational Opportunities

Edit with WPS Office

EQUALITY

EQUITY

Equality of Educational Opportunity

- For national development education of all is essential

- Our Indian constitutional provisions have been made to provide equal education

- Problem faced in this context and its measures to be taken are discussed in this unit

Edit with WPS Office

Reason for need to emphasis equality

- Needed for the establishment of an equalitarian society

- Through the education to all people in a democracy that the success of democratic institution is assured

- Equality of educational opportunities will ensure a rapid advancement of a nation

- All get opportunities to get education, they will be develop their natural talent and thus enrich the society

- Extend the search of talent among all the people of nation

- Develop a close link between the manpower needs of a society and the availability of skilled personnel

Edit with WPS Office

Problems of equality of educational opportunities

- Difference in economic status of home

- Gender disparities

- Regional imbalance

- Physiological difference

- Disparity between backward and advanced classes

- Non-availability of adequate opportunities
- Difference in mental and physical abilities

Measures taken for equalization of educational opportunities

- Equalization of educational opportunities has been one of the major objectives of the successive to our country development

- Five year plans & considerable works in this respective manner has been done through the programme of expansion of educational facilities

- For achieving the target of equality of educational opportunity in India our efforts must be directed in many directions for recognizing the educational system

Edit with WPS Office

Measures taken for equalization of educational opportunities

- Constitutional provisions

- Wide distribution of institutions

- Provision of pre-school education

- Provision of scholarship and other facilities

- Special treatment for SC, ST & OBC

- Residential school
- Special education of the handicapped

- Debarring restriction on admission in educational institutions

New Education Policy

- Special emphasis on removing disparities and equalizing educational opportunity

- Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels

- Numerous incentives helps facilities will be provided to SC & ST population to equalize them with other developed countries

- People of educational backward areas like rural areas, hill tracks and desert areas will be given adequate institutional and infrastructural facilities

- Minorities community will be allowed to set up and administer their own educational institutions

New Education Policy

- Education for physically and mentally handicapped children should be integrated with the general community as equal partner to prepare them for normal growth and to enable them to face with courage and confidence

- In spite of all attempts in the direction of the national goal – quality of opportunity, the result is not satisfactory

- To accelerate in the progress of providing equality of opportunity, incentive measure are to be properly implement

- Various media, methods & materials are to be utilized to fulfill the special needs of the deprived children of our society

Equality in constitutional provision

- Right to equality (Article 14-18)

- Equality before the law (Article 14)

- Prohibition of discrimination (Article 15)

- Equality of opportunity in matters of public employment (Article 16)

- Abolition of untouchability (Article 17)

- Abolition of titles (Article 18)

Edit with WPS Office

Right to Equality (Article 14-18)

- The right to equality provides for the equal treatment of everyone before the law, prevents, discrimination on various grounds

- Treat everybody as equals in matters of public employment and abolishes untouchability and titles

- Before knowing about the right to equality, we should the types of equality to get an idea of what it is

- Right to equality is one of the fundamental rights enshrined in the constitution of India

Types of equality

- Natural

- Social

- Civil

- Political

- Economic

- Legal

Edit with WPS Office

Article	Brief Description
Article 14	The state shall not deny to any person equality before the law or the equal protection of the laws within the territory of India on grounds of religion, race, caste, sex or place of birth
Article 15	The state shall not discriminate against any citizen on grounds only of religion, race, caste, sex place of birth or any of them
Article 16	There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the state
Article 17	Abolition of untouchability
Article 18	Abolition of all titles except military and academic

Equality before the law (Article 14)

- It treats all people the same in the eyes of law

- This provision states that all citizens will be treated equality before the law

- The law of the country protects everybody equality

- It will treat people in the same manner

Prohibition of discrimination (Article 15)

- The State shall not discriminate against any citizen on grounds only of religion, race, caste, sex, place of birth or any of them.

- No citizen shall, on grounds only of religion, race, caste, sex, place of birth or any of them, be subject to any disability, liability, restriction or condition with regard to

  - Access to shops, public restaurants, hotels and places of public entertainment
  - The use of wells, tanks, bathing ghats, roads and places of public resort maintained wholly or partly out of State funds or dedicated to the use of the general public.

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

Equality of opportunity in matters of public employment (Article 16)

- Article 16 provides equal employment opportunities in State service for all citizens.

- No citizen shall be discriminated against in matters of public employment or appointment on the grounds of race, religion, caste, sex, place of birth, descent or residence.

- Exceptions to this can be made for providing special provisions for the backward classes.

Edit with WPS Office

Abolition of untouchability (Article 17)

- Article 17 prohibits the practice of untouchability.

- Untouchability is abolished in all forms.

- Any disability arising out of untouchability is made an offence.

Edit with WPS Office

Abolition of titles (Article 18)

- Article 18 abolishes titles.

- The State shall not confer any titles except those which are academic or military titles.

- The article also prohibits citizens of India from accepting any titles from a foreign State.

- The article abolishes the titles that were awarded by the British Empire such as Rai Bahadur, Khan Bahadur, etc.

- Awards like Padma Shri, Padma Bhushan, Padma Vibhushan, Bharat Ratna and military honours like Ashok Chakra, Param Vir Chakra do not belong to this category.

Edit with WPS Office

Inequality

- Inequality refers to the difference between the rich and poor, the have and have-nots.

- It is shown by people's different positions within the economic distribution like wealth, pay and income.

- The uneven and unfair distribution of opportunities and rewards that increase power, prestige, and wealth for individual group and society

Edit with WPS Office

Discrimination

- Discrimination is the unfair or prejudicial treatment of people and groups based on characteristics such as race, gender, age or sexual orientation.

- Discrimination means treating a person unfairly because of who they are or because they possess certain characteristics.

- If you have been treated differently from other people only because of who you are or because you possess certain characteristics, you may have been discriminated against.

- The Equality Act 2010 highlights 9 protected characteristics: Age, Gender, Race, Disability, Religion, Pregnancy and maternity, Sexual orientation, Gender reassignment, Marriage and civil partnership

Edit with WPS Office

Marginalization

- Marginalization is a multidimensional process that denies opportunities and outcomes to those 'living on the margins', while enhancing the opportunities and outcomes for those who are 'at the centre'.

- Caste and class prejudices, in many societies across the globe, exclude many communities and hinder their effective participation in economic and social development.

Dr. T. SUNDARARASAN | ASSISTANT PROFESSOR

Causes for inequality, discrimination & marginalization in education

- Economic causes

- Ethnic causes

- Cultural causes

- Gender causes

- Political causes

- Racial discrimination
- Critical role of language

- Migratory labor of marginalized

- Incapable situation of the marginalized students

Types of inequalities

- Inequality of outcomes

- Inequality of opportunities

- Inequality of treatment and responsibility

- Gender inequality

- Racial and ethnic inequality

- Age inequality

Necessity of equality in education

- Human right

- Essential for socialism

- Success of democracy

- Egalitarian society

- Advancement of nation

- Search of talent
- Closer link

- Modernization

- Economic and social development

Means & methods of eliminating social inequality through education

- Common school system and large number of schools should be open

- Removal of state difference

- Removal of urban and rural differences

- Removal of all educational fees or provide funds to help them

- Providing free midday meals

- Giving importance to girls education

- Education of disabled people

- Making school education compulsory

- Increasing the depressed / deprived class of people's education

- Helping funds / scholarships, special concessions given

Means & methods of eliminating social inequality through education

- Craft / work vocation education should be integrated

- 30% seat reservation for surrounding children should be made in every schools

- Distance and open education should be available to all people

- Sex education should be compulsory in all schools

Role of central government in giving equal opportunities in education

- It taking all out efforts to implement 8 years of free and compulsory education, sarvasiksha abiyan is introduced in all states, it should be improved further

- For every child, one primary school should be available with 2 kms & One high school should be available within 5 kms, this has been instructed to all state governments and funds are also provided

- There are efforts to implement common schools and neighborhood schools, etc

- According to new education policy (1986 & 2020) has more & effective opportunities are to be provided for making educational equality

Edit with WPS Office

Special schemes for marginalized people

- Ekalavya Model Residential School

- Hostels to stay

- Educational loans

- Midday meals

- Reservation

- Scholarships

- Gives grant for marginalized people with vocational course through voluntary organizations

- Separate funds to develop institution for OBC

- Returning back education fees, if paid by them, for students of SC/ST community

Edit with WPS Office

Special schemes for marginalized people

- Rajiv Gandhi National Funds schemes for research students

- Funds schemes for students studying abroad

- Ambedkar central funds scheme for praying interest for educational loans

- Creation of 3500 kasthuri bhai gandhi balika vidyalayas for studying higher elementary school education by SC/ST/OBC girls

- Kishori shakthi yojana for training in vocational education of 15-18 years girls

- Navodaya schools in villages

- Created several laws / acts

Constitution of India to move inequality through education

- Article 45 – Early childhood care and education (ECCE) for children below 6 years

- Article 21A – Compulsory primary education

- Article 14 – For all equality in the face of law

- Article 15 – Ban on discrimination based on religion, race, caste, gender, place of birth, etc

- Article 46 – Motivating by providing for economic, educational needs of SC/ST and other depressed classes

- Article 29(2) – Nobody should be denied admission on the basis of caste, religion, race, language, etc

Edit with WPS Office

How education is helpful in achieving equality by depressed classes

- It empowers the depressed people

- If opportunity is given, depressed / marginalized will attain equal status in public, vocational or professional programmes

- It teaches the depressed class, how to approach and achieve their rights

- It creates awareness about the welfare plans and schemes

- Through human values, it develops the quality of equality

- It provides life skills to take decisions and steps against marginalization on keeping them away

- It enables them to get integrated with social sectors / peoples of the society

- Through non-formal education, deficiencies of people are removed

Marginalized group

- It was first used in France

- Some specific group of people are considered as not important, are without any powers / authority and are kept aside without allowing them to come into the main stream and this group is called marginalized group

- They are kept aside, without giving some rights and concessions and it is called marginalization

Types of marginalized groups

- Dalits

- Tribals

- Language

- Staying place

- Way of life

Edit with WPS Office

Schemes for dalits

- Sanction of grants to voluntary organizations

- Rajiv Gandhi national fellowship

- National foreign scholarship

- Post matric scholarship

- Central government scholarship for top education programmes

- For SC, ST & OBC students, free coaching for their development

- Increasing the merit scholarships

- For girls, special education development scheme / plan

- For the workers who do cleaning by hands, self employment opportunity for their rehabilitation

Edit with WPS Office

Education system for tribal people

- According to article 275 (1) providing special central grant

- Special plans / schemes for development of ancient tribals

- Tribals research institutions

- Hostels for students

- Ashram schools in plan areas

- Provision of vocation training plan / scheme

Special schemes / plans for women

- Rajiv Gandhi empowerment plan for adolescent girls

- Swadhar yojana (Financial support for education)

- Support to Training and Employment Programme for women (STEP) for developing the abilities of women

- For women and girls short term living houses (Short Stay Houses)

Edit with WPS Office

Concession for women education through Indian constitution

- Article 14 – Both men and women have equal rights

- Article 15 (1) – There should be no discrimination between male and female

- Article 15 (2) – States can give concessions for women's development

- Article 15 A - E – Nobody should ill treat women

Edit with WPS Office

Government schemes / plans for women's education

- Beti Bachao Beti Padhao

- Sukanya Samriddhi Yojana

- Balika Samridhi Yojana

- Mukhyamantri Rajshri Yojana

- Mukhyamantri Laadli Yojana

- CBSE Udaan Scheme
- National Scheme of Incentives to Girls for Secondary Education

- Mukhyamantri Kanya Suraksha Yojana

- Mazi Kanya Bhagyashree Scheme

- Nanda Devi Kanya Yojana

Reasons for importance of women's education

- Better Standard of Living

- Improved Health and Hygiene

- Dignity and Honor

- Self Reliance

- Eliminating Crime against Women

- Decreased Mortality Rate
- Prevents Social Exclusion of Women

- Integral Development

- Exploring the Hidden Potential

- Women in Politics or Bureaucracy

General schemes / plans for children

- Integrated child protection scheme (ICPS)

- National child help scheme for meritorious children kishori sakshi yojana

- Child Health and reproductive Programme

- Pulse Polio Immunization Programme
- Sarva Shiksha Abhiyan

- Mid-day Meal Scheme

- Integrated program for Street Children

Edit with WPS Office