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CONTEMPORARY INDIA AND EDUCATION

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UNIT - 1
NORMATIVE VISION OF INDIAN EDUCATION : INDIAN CONSTITUTION

1. Write about Constitution of India basic features i.e a) Fundamental Rights.b) Directive principles of state policyc) Federal structure.

Ans. The Constitution of India provides for fundamental rights by devoting a complete and separate part (Part III) to these rights and classifies them under six categories. These six fundamental rights are as under:

FUNDAMENTAL RIGHTS

(1) Right to Equality (Arts. 14-18)

It guarantees to all citizens -

(i) equality before law; (ii) prohibition of discrimination on the grounds of religion, race, caste, sex, place of birth; (iii) equality of opportunity in the matter of public appointment; (iv) abolition of untouchability; and (v) abolition of titles, excepting military and academic distinctions.

(2) Right to Freedom (Arts. 19-22)

The Constitution guarantees to all citizens-

(i) freedom of speech and expression; (ii) freedom to peaceful assembly and without arms; (iii) freedom to form associations and unions; (iv) freedom of movement throughout the territory of India; (v) freedom to reside and settle in any part of the country; and (vi) freedom to practise any profession, occupation, trade or business.

All these rights are, however, subject to restrictions that may be imposed by the State in the interests of-

(a) sovereignty and integrity of India; (b) the security of the State; (c) friendly relations with foreign powers; (d) public order, decency or morality; or (e) in relation to contempt of court, defamation or incitement to offence.

(3) Right against Exploitation (Arts.23-24)

This right includes-

(i) prohibition of traffic in human beings and forced labour. But the State may impose compulsory service for public purposes; and (ii) prohibition of employment of children below the age of 14 years in factories, mines and any hazardous work.

(4) Right to Freedom of Religion (Arts.25-28)

This group includes-

(i) freedom of conscience and the right to freely profess, practice and propagate religion; (ii) freedom to manage religious affairs; (iii) freedom from the payment of taxes for promotion of any particular religion; and (iv) immunity from attendance at religious instructions or worship in educational institutions.

(5) Cultural and Educational Rights (Arts.29-30)

These include-

(i) protection of language, script or culture of the minorities; (ii) right of minorities to establish and administer educational institutions; and (iii) prohibition of denial of admission into any educational institution maintained by State or receiving aid out of State funds on accout of religion, race, caste or language.

(6) Right to Constitutional Remedies (Art. 32)

It guarantees the right to move to the Supreme Court for the enforcement of the fundamental rights. The Supreme Court has the powers to issue directions or orders or writs including writs in the nature of Habeas corpus, Mandamus, Certiorari, Prohibition and Quo warranto. Parliament may, by law, empower any other Court in addition to Supreme Court, to exercise within its jurisdiction all or any of the powers conferred on the Supreme Court. But the Right to constitutional remedies may be suspended during a proclamation of emergency.

(ii) DIRECTIVE PRINCIPLES OF STATE POLICY

Directive Principles

The Constitution -framers were anxious to establish a welfare State, but due to certain limitations and conditions of the country, they were not in a position to establish a fully welfare state forthwith. So in order to keep the government on the right track and make a sincere effort towards the establishment of a Welfare State, they formulated certain principles to guide the government, no matter to whatever party it may belong, in the right direction. These principles are called the Directive Principles of State Policy. They can be classified under the following four heads;

(a) Socialistic Principles

(1) Adequate means of livelihood for all citizens. (2) Fair distribution of wealth and material resources among all classes and to prevent concentration of wealth in a few hands. (3) Equal pay for equal work for men as well as women. (4) To secure just and humane conditions of work and maternity relief.

(b) Gandhian Principles

(1) To organize village Panchayats and to endow them with such powers and authority as may be necessary to enable them to functions as units of self-government. (2) To promote cottage industries on individual or co-operative basis in rural areas. (3) To safeguard and promote the educational and economic interests of the Scheduled Castes and Scheduled Tribes. (4) To bring about the prohibition and consumption of intoxicating liquor. (5) To organize Agriculture and Animal Husbandry on modern and scientific lines and in particular prohibit slaughter of cows.

(c) Liberal Principles

(1) To secure uniform and liberal code of law for all citizens of India. (2) Free and compulsory education up to the age of 14 years. (3) To separate the judiciary from the executive. (4) To raise the standard of nutrition and standard of living of the people. (5) To protect monuments of historical and

national interest. (6) Equal justice and free legal aid to the economically backward classes. (7) Participation of workers in the management of organizations engaged in any industry. (8) Promotion and improvement of environment and safeguarding of forests and wild life.

(d) Principles relating to International Peace and Security

(1) To promote international peace and security. (2) To maintain just and honourable relations between nations. (3) To foster respect for international law and treaty obligations. (4) To encourage settlement of disputes by arbitration.

Federal Features of the Indian Constitution

Governments have been classified into unitary and Federal based on distribution of power between national and regional governments. In a federal setup there is a two tier of Government with well assigned powers and functions. In this system the central government and the governments of the regions act within a well defined sphere, co-ordinate and at the same time act independently.

The federal polity, in other words, provides a constitutional device for bringing unity in diversity and for the achievement of common national goals. Hence, India was made a Federal system of government.

The Indian federal system of today has many such characteristics which are essential for a federal polity. The main federal features of the Indian Constitution are as follows:

1. Written Constitution: The Indian Constitution is a written document containing 395 Articles and 12 Schedules, and therefore, fulfils this basic requirement of a federal government. In fact, the Indian Constitution is the most elaborate Constitution of the world.

2. Supremacy of the Constitution: India's constitution is also supreme and not the handmade of either the Centre or of the States. If for any reason any organ of the State dares to violate any provision of the Constitution, the courts of laws are there to

ensure that dignity of the Constitution is upheld at all costs.

3. Rigid Constitution: The Indian Constitution is largely a rigid Constitution. All the provisions of the Constitution concerning Union-State relations can be amended only by the joint actions of the State relations can be amended only by the joint actions of the State Legislatures and the Union Parliament. Such provisions can be amended only if the amendment is passed by a two-thirds majority of the members present and voting in the Parliament (which must also constitute the absolute majority or the total membership) and ratified by at least one-half of the States.

4. Division of Powers: In a federation, there should be clear division of powers so that the units and the centre are required to enact and legislate within their sphere of activity and none violates its limits and tries to encroach upon the functions of others. This requisite is evident in the Indian Constitution.

The seventh Schedule contains three Legislative Lists which enumerate subjects of administration, viz., Union, State and Concurrent Legislative Lists. The union List consisted of 97 subjects, the more important of which are defense, foreign affairs, railways, posts and telegraphs, currency, etc.

The State List consisted of 66 subjects, including, interalia public order, police, administration of justice, public health, education, agriculture etc. The Concurrent List embraced 47 subjects including criminal law, marriage, divorce, bankruptcy, trade unions, electricity, economic and social planning, etc. The Union Government enjoys exclusive power to legislate on the subjects mentioned in the Union List. State Governments have full authority to legislate on the subjects of the State List under normal circumstances. And both the Centre and the State can't legislate on the subjects mentioned in the Concurrent List. The residuary powers have been vested in the Central Government.

5. Independent Judiciary: In India, the Constitution has provided for a Supreme court and every effort has been made to see that the judiciary in India is independent and supreme. The Supreme Court of India can declare a law as unconstitutional or ultra Vires, if it contravenes any provisions of the Constitution.

In order to ensure the impartiality of the judiciary, our judges are not removable by the Executive and their salaries cannot be curtailed by Parliament.

6. Bicameral Legislature: A bicameral system is considered essential in a federation because it is in the Upper House alone that the units can be given equal representation. The Constitution of India also provides for a bicameral Legislature at the Centre consisting of Lok Sabha and Rajya Sabha. While the Lok Sabha consists of the elected representatives elected by the State legislative Assemblies. However, all the States have not been given equal representation in the Rajya Sabha.

7. Dual Government Polity: In a federal State, there are two governments- the national or federal government and the government of each component unit. But in a unitary State there is only one government, namely the national government. So, India, as a federal system, has a Central and State Government.

2. Write about Preamble of the Constitution.

Ans. The Constitution of India begins with a Preamble which describes the nature of the Indian State and the objectives it is committed to secure. K.M. Munshi describes the Preamble as the political horoscope of the constitution. Thakur Dass Bhargawa says Preamble is the most precious part and the soul of the constitution.

The Preamble reads: We, the People of India having solemnly resolved to constitute India into a Sovereign, Socialist, Secular, Democratic, Republic and to secure to all its citizens;

Justice, social, economic, political; Liberty of thought, expression, belief, faith and worship; equality or status and opportunity; and to promote among them all;

Fraternity, assuring the dignity of the individual and the unity and integrity of the nation;

In our Constituent Assembly this, twenty sixth day of November 1949 do hereby Adopt, Enact and Give to ourselves this Constitution.

The words 'Socialist 'Secular" and 'Integrity' were initially

not there in the Preamble. These were added by the 42nd Amendment (1976) of the Constitution.

Preamble Features:

1. The Source of Authority: Popular Sovereignty: The Preamble categorically accepts the principle of Popular Sovereignty. It begins with the words: 'we the People of India'. These words testify to the fact that the people of India are' the ultimate source of all authority. The Government derives its power form them.

II. Nature of State:

The Preamble describes five cardinal features of the Indian state:

(1) India is a Sovereign State: The preamble proclaims that India is a sovereign state. Such a proclamation denotes the end of rule over India. It testifies to the fact that India is no longer a dependency or colony or possession of British Crown. As a sovereign independent state, India is free both internally and externally to take her own decisions and implement these for her people and territories.

(2) India is a Socialist State: In 1976, the Preamble was amended to include the word 'Socialism'. It is now regarded as a prime feature of the State. It reflects the fact that India is committed to secure social, economic and political justice for all its people. India stands for ending all forms of exploitation as well as for securing equitable distribution of income, resources and wealth. This has to be secured by peaceful, constitutional and democratic means. The term 'India is a Socialist state' really means, 'India is a democratic socialist state.'

(3) India is a Secular State: By the 42nd Amendment, the term 'Secular' was incorporated in the preamble. Its inclusion simply made the secular nature of the Indian Constitution more explicit. As a state India gives special status to no religion. There is no such thing as a state religion of India. India guarantees equal freedom to all religions. All religions enjoy equality of status and respect.

(4) India is a Democratic State: The preamble declares India to be a Democratic State. The Constitution of India provides for a democratic system. The authority of the government rests

upon the sovereignty of the people. The people enjoy equal political rights. The people freely participate in the democratic process of self rule.

They elect their government. For all its acts, the government is responsible before the people. The people can change their government through elections. The government enjoys limited powers. It always acts under the Constitution which represents the supreme will of the people.

(5) India is a Republic: The Preamble declares India to be a Republic. Negatively this means that India is not ruled by a monarch or a nominated head of state. Positively, it means that India has an elected head of state who wields power for a fixed term. President of India is the elected sovereign head of the state. He holds a tenure of 5 years. Any Indian citizen can get elected as the President of India.

III. Four Objectives of the Indian State:

The Preambble lists four cardinal objectives whichare to be "secured by the state for all its citizens".

These are:

(1) Justice: India seeks to secure social, economic and political justice for its people.

(i) Social Justice: Social Justice means the absence of socially privileged classes in the society and no discrimination against any citizen on grounds of caste, creed, colour, religion, sex or place of birth. India stands for eliminating all forms of exploitations from the society.

(ii) Economic Justice: Economic Justice means no discrimination between man and man on the basis of income, wealth and economic status. It stands for equitable distribution of wealth, economic equality, end of monopolistic control over means of production and distribution, decentralisation of economic resources, and securing of adequate opportunities to all for earning their livelihoods.

(iii) Political Justice: Political Justice means equal free and fair opportunities to the people for participation in the political process. It stands for the grant of equal political rights to all the

people without any discrimination. The Constitution of India provides for a liberal democracy in which all the people have the right and freedom to participate.

(2) Liberty: The Preamble declares liberty to be the second cardinal objective to be secured. It includes liberty of thought, expression, belief, faith and worship. The grant of Fundamental Rights (Part III) including the right to freedom is designed to secure this objective. Liberty of faith and worship is designed to strengthen the spirit of secularism.

(3) Equality: The Preamble declares Equality as the third objective of the Constitution. Equality means two basic things:

(i) Equity of status i.e. natural equality of all persons as equal and free citizens of India enjoying equality before law.

(ii) Equality of opportunity i.e. adequate opportunities for all to develop. For securing the equality of status and opportunity, the Constitution of India grants and guarantees the fundamental Right to Equality.

(4) Fraternity: Promotion of Fraternity among the people is the fourth objective is to promote Fraternity among all the people Fraternity means the inculcation of a strong feeling of spiritual and psychological unity among the people. It is designed to secure dignity of the individual and unity and integrity of the nation.

IV. Date of Adoption and Enactment:

In its final paragraph, the Preamble specifies the important historical fact that the Constitution was adopted on 26 November, 1949. It was on this day that the Constitution received the signatures of the President of the Constituent Assembly and was declared passed.

V. Self-made Constitution:

The Constitution of India is an adopted, enacted and self-made constituent Assembly acting as the elected representative body of the people of India. The Preamble states the philosophical foundations of the Constitution India and enumerates its objectives.

It constitutes a Key for the interpretation of the Constitution. Through, it's Preamble, the Constitutioon a commits itself to Democracy, Republicanism, Socialism, Secularism, Liberalism and Welfare State. The Preamble states the objectives which the Constitution is committed to secure for all the people of India.

4)

UNIT - 2
EDUCATION AS FUNDAMENTAL RIGHT

1. Write the meaning, nature and classification of Human Rights.

Ans. After the Universal Declaration of Human Rights by the UN General Assembly on December 10, 1948, the concept of Human Rights assumed a significance of its own though earlier than this, International Labour Organisation in 1920 also initiated the Conventions on the rights of workers to form unions and organisations, abolition of forced labour and right to collective bargaining.

The UN Charter in 1945 affirmed faith in the fundamental human rights and appointed a Commission on Human Rights under Mrs. E.Roosevelt. This declaration was the outcome of the latter's deliberations A.A. Said aptly remarked "The concept of Human Rights may be difficult to define but impossible to ignore". The Human Rights are concerned with the dignity of the individual-the level of self esteem that secures personal identity and promotes human community.

The human rights as proclaimed by the UN Assembly find their origin in the concept of natural rights as espoused by political philosophers like Locke and Paine. Vincent holds "Human rights are the rights that everyone has and everyone equally by virtue of their very humanity. They are grounded in our appeal to human nature".

So, Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

2. Characteristic Features Nature of Human Rights:

(i) They are essential for every human being. They cannot be categorized as the preserve of one particular nation but are in

fact the possession of mankind as a whole. (ii) Just like that of moral rights the element of their enforcement lies in the individual's conscience. (iii) They cover legal rights which are safeguarded by the law of the land. They also comprise fundamental rights which are included in the constitution of a particular country. (iv) The human rights are universal. They are provided to members of the human society as a whole whether or not some section of them are aware of them or not. (v) If human rights are infringed in any part of the world, besides persuasion, even force by alien powers - the votaries of the human rights is permissible, for their enforcement. (vi) The Human Rights are not unbridled. They are to be restricted in the interest of public peace, political security, morality and social decency. Each state has its own cultural standard and norms of civilization, in the light of which reasonable restrictions are indispensable. This shows that human rights are not limitless. They have to function within boundary of civilized norms and cultural legacy of a country.

Classification (or) Categories of Human Rights: The Human Rights may be grouped under five categories viz. Civil, Political, Economic, Social and Cultural.

(A) Civil Rights:

The Civil Rights as enumerated in the Human Rights are: (i) All human beings are born free and equal in dignity and rights. All are equal before the law. (ii) Everyone has the right to life, liberty and security to persons. (iii) None is to be held in slavery or servitude. Hence Slave Trade in all its forms is to be prohibited. (iv) No one is to be subjected to arbitrary arrest, detention or exile. (v) Everyone has the right to freedom of thought, conscience and religion.

(B) Political Rights:

The following are the political rights:

(i) Every one possesses the right to take part in the Government of his country, directly or indirectly through freely chosen representatives. (ii) Everyone has access to public services in the country. (iii) The 'will of the people' is the basis of authority of government. This 'will is to be expressed through periodical

elections to be held on the basis of Universal and equal suffrage. The election shall be held by secret ballot. (iv) Everyone is entitled to right to a nationality. No one shall be arbitrarily deprived of it.

(c) Economic Rights:

(a) Economic rights on the basis of the healthful living: The following economic rights have been included in the charter on the Human Rights:

(i) Everyone possesses the right to own property. (ii) Everyone has the right to social security. Social security system impels a government to pay monthly allowance to the needy, the distressed, the disabled and the old who are devoid of any imcome or earn a very meagre income not enough for subsistence. (iii) Everyone is to be assured right to work. In erstwhile Soviet Union and Communist China work is guaranteed to all able bodied persons. The erstwhile Soviet Union adopted, a famous maxim - "He who does not work neither shall he eat". The right includes right to rest and leisure. (iv) Everyone is to get equal pay for equal work. Discrimination on the basis of sex is not desirable. In India, women labour and child labour are invariably engaged on comparatively less remuneration in the fields or factories which is a violation of human rights and law does not permit it.

(D) Social Rights:

The Social Rights enumerated in the Declaration are as follows:

(i) Men and Women of adult age have the right to marry and set up a family. Marriage is to be arranged with the full consent of the would be spouses. (ii) The family is the natural and fundamental units of society. It is entitled to full protection both by the state and the society. (iii) Everyone has the right to Education. Education is to be made free at the elementary stage. In case of India, Primary Education up to the age of 14 has been made free and compulsory now, after the passage of Right to Education through an amendment in the Constitution. Previously also the provision existed in the Directive Principles.

(E) Cultural Rights:

Everybody possesses the right to participation in the cultural

life of the community. This enables everyone to enjoy the various arts and take part in the scientific advancement and its benefits.

2. Write about International Convention (CRC) and Indian Constitution related to Right of children.

Ans. Who is a "CHILD"?

According to international law, a 'child' means every human being below the age of 18 years. This is a universally accepted definition of a child and comes from the United Nations Convention on the Rights of the Child (UNCRC), an international legal instrument accepted and ratified by most countries.

India has always recognised the category of persons below the age of 18 years as distinct legal entity. That is precisely why people can vote or get a driving license or enter into legal contracts only when they attain the age of 18 years. Marriage of a girl below the age of 18 years. Marriage of a girl below the age of 18 years and a boy below 21 years is restrained under the Child Marriage Restraint Act 1929. Moreover, after ratifying the UNCRC in 1992, India changed its law on juvenile justice to ensure that every person below the age of 18 years, who is in need of care and protection, is entitled to receive it from the State. There are, however, other laws that define a child differently and are yet to be brought in conformity with the UNCRC. But, as stated earlier, the legal understanding of the age of maturity is 18 for girls and 21 for boys.

This means all persons in your village/town/city below the age of 18 years have to be treated as children and need your assistance and support.

What makes a person a 'child' is the person's 'age.' Even if person under the age of 18 years is married and has children of her/his own, she/he is recognised as a child according to international standards.

United Nations Convention on the Rights Of The Child

The most significant of all international laws for children is the UN Convention on the Rights of the Child, popularly referred to as the CRC. This, together with our Indian Constitution and Laws, determine what rights all children must have.

What is th UN Convention on the Rights of the Child?

Human rights belong to all people, regardless of their age, including children. However, because of their special status - whereby children need extra protection and guidance from adults - children also have some special rights of their own. These are called children's rights and they are laid out in the UN Convention on the Rights of the Child (CRC).

Significant features of the UN Convention on the Rights of the Child (CRC)

✣ Applies equally to both girls and boys up to the age of 18, even if they are married or already have children of their own. ✣ The convention is guided by the principles of 'Best interest of the Child' and 'Non-discrimination' and 'Respect for view of the child.' ✣ It emphasises the importance of the family and the need to create an environment that is conducive to the healthy growth and development of children. ✣ It obligates the state to respect and ensure that children get a fair and equitable deal in society.

It draws attention to four sets of civil, political, social, economic and cultural rights.

✣ Survival ✣ Protection ✣ Development ✣ Participation

Right to Survival Includes

✣ Right to life. ✣ The highest attainable standard of health. ✣ Nutrition. ✣ Adequate standard of living. ✣ A name and a nationality.

Right to Development includes

✣ Right to education. ✣ Support for early childhood care and development. ✣ Social security. ✣ Right to leisure, recreation and cultural activities.

Right to Protection includes freedom from all forms of

✣ Exploitation. ✣ Abuse. ✣ Inhuman or degrading treatment. ✣ Neglect. ✣ Special protection in special circumstances such as situations of emergency and armed conflicts, in case of disability etc.

Right to Participation includes

✣ Respect for the views of the child. ✣ Freedom of

expression. ✤ Acces to appropriate information. ✤ Freedom of thought, conscience and religion.

The United Nations Convention on the 'Rights of the Child' is an international statement of the civil, political, economic, social and cultural rights of children. The UN General Assembly adopted the Convention and opened it for signature on 20 November 1989 (the 30th anniversary of the Declaration of the Rights of the Child).

Guiding principles: General requirements for all rights

Article 1 (definition of the child): Everyone under 18 years of age has all the rights in this convention.

Article 2 (without discrimination): The convention applies to everyone whatever their race, religion, abilities, whatever they think or say, and whatever type of family they come from.

Article 3 (best interests of the child): All organisaations concerned with children should work towards what is best for every child.

Article 4 (protection of rights): Governments must do all they can to fulfil the rights of every child.

Article 6 (survival and development): Every child has the right to life. Governments must take necessary steps to ensure that children survive and grow up well.

Article 12 (respect for the views of the child): Children have the right to say what they think in all matters that may affect them and to have their opinion taken into account.

Survival and development rights: The basic rights to life and achieving one's full potential

Article 7 (registration, name, nationality, care): Children have the right to a legally registered name and nationality. They also have the right to know and, as far as possible, to be cared for, by their parents.

Article 9 (separation from parents): Children should not be separated from their respective parents unless it is for their own good, for example, if a parent is abusing or neglecting a child). In the event of their parents getting separated, they have the right to stay in contact with both parents, unless this might harm them.

Article 20 (children deprived of a family): If the children cannot be looked after by their own family, governments should ensure that they are looked after properly by people who respect their religion, culture and language.

Article 22 (refugee children): If children have come into the country as refugees, then it is important that they have the same rights as children born here. Also adequate steps are to be taken to make sure that these children are reunited with their families, wherever possible.

Article 23 (with disability): Every child with a disability has the right to live a decent life with dignity, independence and an active role in the community. They are entitled to special care and support to lead such a life..

Article 24 (health and health services): Children have the right to good quality health care, clean water, nutritious food and a clean environment, so that you they stay healthy.

Article 25 (review of treatment in care): Those children who are under the care of any local authority (hospital, custody etc), rather than by their parents, have the right of review of their treatment and situation regularly.

Article 26 (social security): Children have the right for help from the Government if they are poor or in need.

Article 27 (adequate standard of living): Every child has the right to an education. Primary education must be free. Secondary education must be available to every child.

Article 29 (goals of education): Education should develop your personality and talents to the maximum extent. It should encourage the child's respect for human rights as well as respect for their parents, their own and other cultures and the environment.

Article 30 (children of minorities): Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of people in the country.

Article 31 (leisure, play and culture): Children have the right to relax, play and join in a wide range of cultural and extra-curricular activities.

Article 42 (awareness of rights): The Government should make the convention known to all parents and children.

Protection rights: Keeping safe from harm

Article 19 (protection from violence): Government should ensure that the children are properly cared for and protected from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 32 (child labour): The Government should protect children from work that is dangerous, or that might harm your health or education.

Article 36 (other forms of exploitation): Children should be protected from any activities that could harm their development.

Article 35 (abduction): The Government should make sure that children are not abducted or sold.

Article 11 (kidnapping or trafficking): The Government should take steps to protect children from being taken out of their country illegally.

Article 34 (exploitation): The Government should protect children from sexual abuse.

Article 37 (detention): No child shall be tortured or suffer cruel treatment or punishment, while being detained for an offence. They can be arrested only as the last resort and that too for the shortest possible time and they are entitled to be in contact with their families during the detention period.

Article 40 (juvenile justice): Children who are accused of breaking the law, are entitled to receive legal help and a fair trial which takes into consideration their age and situation.

Participation rights: Having an active voice

Article 15 (freedom of association): Every child has the right to receive and to share information, to meet together and to join groups and organisations as long as it does not restrict the rights of others.

Article 13 (freedom of expression): Every child has freedom to say what they think and to seek and receive information of any kind as long as it is within the law.

Article 16 (right to privacy): Children have a right to privacy. The law should protect children from attacks against their way of life, their families and homes.

Article 17 (access to information from mass media): Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that they can understand, and should not promote materials that could harm them.

Constitution of India

The Indian constitution accords rights to children as citizens of the country, and keeping with their special status the State has even enacted special laws. The Constitution, promulgated In 1950, encompasses most rights included in the UN Convention on the Rights of the Child as Fundamental Rights and Directive Principles of State Policy. Over the years, many individuals and public interest groups have approached the apex court for restitution of fundamental rights, including child rights. The Directive Principles of State Policy articulate social and economic rights that have been declared to be "fundamental in the governance of the country and the duty of the state to apply ... in making laws" (Article 37). The government has the flexibility to undertake appropriate legislative and administrative measures to ensure children's rights; no court can made the government ensure them, as these are essentially directives. These directives have enabled the judiciary to give some landmark judgements promoting children's rights, leading to Constitutional Amendments as is in the case of the 86th Amendment to the Constitution that made Right to Education a fundamental right.

Constitutional Guarantees that are meant specifically for children include:

✤ Right to free and compulsory elementary education for all children in the 6-14 year age group (Article 21A) ✤ Right to be protected from any hazardous employment till the age of 14 years (Article 24) ✤ Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength (Article 39(e)). ✤ Right to equal opportunities and

facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment (Article 39(f)). ✤ Right to early childhood care and education to all children until they complete the age of six years (Article 45).

Besides, Children also have rights as equal citizens of India, just as any other adult male or female:

✤ Right to equality (Article 14) ✤ Right against discrimination (Article 15) ✤ Right to personal liberty and due process of law (Article 21) ✤ Right to being protected from being trafficked and forced into bonded labour (Article 23) ✤ Right of minorities for protection of their interests (Article 29) ✤ Right of weaker sections of the people to be protected from social injustice and all forms of exploitation (Article 46) ✤ Right to nutrition and standard of living and improved public health (Article 47)

3. Explain the Education as Fundamental Right of children - 2009 (RTE Act 2009).

Ans. Right to Education Act

What is the Act about?

1. Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act via Article 21A. The Right to Education Act seeks to give effect to this amendment.

2. The government schools shall provide free education to all the children and the schools will be managed by school Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee.

3. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

Main Features of Right to Education (RTE) Act, 2009

✤ Free and compulsory education to all children of India in the 6 to 14 age group. ✤ No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.

✤ If a child above 6 years of age has not been admitted in any school or could not complete his or her elementary education, then he or she shall be admitted in a class appropriate his or her age, the, in order to be at par with others, he or she shall have a right to receive special training within such time limits as may be prescribed. Provided further that a child so admitted to elementary education shall be entitled to free education till the completion of elementary education even after 14 years.

✤ Proof of age admission: For the purpose of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the Provisions of Birth. Deaths and Marriages Registration Act 1856, or on the basis of such other document as may be prescribed. No child shall be denied admission in a school for lack of age proof.

✤ A child who completes elementary education shall be awarded a certificate.

✤ Call need to be taken for a fixed student-teacher ratio.

✤ Twenty-five per cent reservation for economically disadvantaged communities in admission to Class I in all private schools is to be done.

✤ Improvement in the quality of education is important.

✤ School teachers will need adequate professional degree within five years or else will loss job.

✤ School teachers will need adequate professional degree within five years or else will lose job.

✤ School infrastructure (where there is a problem) need to be improved in every 3 years, else recognition will be cancelled.

✤ Financial burden will be shared between the state and the central government.

Right to Education Bill

In 2002, education was made a fundamental right in the 86th amendment to the Constitution. Six years after an amendment was made in the Indian constitution, the union cabinet cleared the Right to Education Bill. Key provisions of the Bill include, 25% reservation in private schools for disadvantaged children from the neighbourhood, at the entry level. The

government will reimburse expenditure incurred by schools, no donation or capitation fee on admission; and no interviewing the child or parents as part of the screening process. The Bill also prohibits physical punishment, expulsion or detention of a child and deployment of teachers for non-educational purposes other than census or election duty and disaster relief. Running a school without recognition will attract penal action.

The Right to Education Bill is the enabling legislation to notify the 86th constitutional amendment that gives every child between the age of sex and 14 the right to free and compulsory education.

4. What are the factors and problems that influence/ affect right to Education of children (child labour, orphans and other children).

Ans: According to the National Model Survey Organization, there are 4.2 million child labours in India. National Population Survey 2011 says that 11 million children are leading their lives as child labour. International labour organization estimated that 168 million child labour are there in the world. India has 6.5 percent in the world child labour population. The major factor that influences the right to education of children is the attitude of Indian population towards children. Education in India is centralized with some castes. Higher caste people felt that they had right on education.

Children have some rights in India. Education was made a fundamental right in 2002 by an amendment to the constitution. RTE became a fundamental right since 2009 and accepted by the parliament. This act came into force from April 2010. According to this act, children having 4-14 years of age should be given compulsory education. There are some barriers in implementing RTE act 2009.

International society proposed to implement RTE under article 21A and 86 the constitutional amendment in 2002.

Children of under 14 years of age should be avoided from child labour in all kinds of professions with some exceptions. Out of school children have been divided into the categories of street

children and child labour. There are many definitions for these two categories of children.

Some children contribute in the earnings of their parents and support their parents in their financial activities and attend school without fail. They like to spend their life in the streets. Some children don't have proper family relations and they live away from their parents.

Children living in the streets have been classified as children who are risk, children who need protection and the children who are danger.

The world child labour is not permanent. The children who are below 14 and working somewhere are called child labour, according to 1986 act.

According to ILO convention on child labour, defines as children below 18 years.

1. Children with minimum age, and doing work, cannot develop in their career. 2. Work spoils physical and mental growth of children. The work they do may be dangerous. 3. International means of child labour is nothing but slavery, illegal expert, and indebted slavery, compulsory child labour due to their parents' debts, prostitution and illegal activities.

RTE 2009

RTE is an act introduced in assembly also is an historical event. The assembly should know the barriers in the implementation of RTE.

Family members also should know the importance of education to children. Everybody should know what is a right? Do children have any rights? The children and their families may not know there are some rights to children.

There had been a long fight against child labour. The right to education was written in constitution. According to the National Population Survey 2001 and 2011 it is understood that there are many child labour in India. Many children are out of school and in different works.

The parliament made an act to control child labour and trifled to implement seriously. After that the enrolment in schools

has been increased. Parents should know the importance of education.

Teachers should understand the problems of children and educate the children and parents about the importance of education.

Recommendations for implementation

Children should be enrolled in schools. RTE can be implemented with following actions.

1. Poverty should be eradicated. Parents should lead a good livelihood and they should never depend on children's income. 2. Family should know the importance of education and family members should be educated towards their breed winning activities. 3. Act should be implemented strictly. Trained teachers should be appointed in schools. Teachers should reach the needs of their students. 4. Teachers should develop friendly nature among children and educate the children about social issues.

Actions to be taken related to child labour

1. Management should promise against child labour and they should not appoint any child as labour in their offices. 2. Fast track courts are established to controls child labour taking their an example managements should not appoint any children in their offices. 3. Salaries should be paid equal to the labourer's work. 4. Authorities concerned should visit and go for rides to punish the managements having child labour. 5. Government should provide job opportunities to the families under NREG's and SQSy. 6. State legal nodal body should be appointed to supervise NCLP system. 7. Providing job opportunities to the parents of child labour should be a social responsibility to everybody. 8. Civil society groups should work to control child labour, in the same way the people in the society should involve in the control of child labour.

5. Write about differently able children and Indian Constitution.

Ans. The disabled and the constitution:

The Constitution of India applies uniformly to every legal citizen of India, whether they are healthy or disabled in any way

(physically or mentally). Under the Constitution the disabled have been guaranteed the following fundamental rights.

1. The Constitution secures to the citizens including the disabled, a right of justice, liberty of thought, expression, belief, faith and worship, equality of status and of opportunity and for the promotion of fraternity.

2. Article 15(1) enjoins on the Government not to discriminate against any citizen of india (including disabled) on the ground of religion, race, caste, sex or place of birth.

3. Article 15(2) states that no citizen (including the disabled) shall be subjected to any disability, liability, restriction or condition on any of the above grounds in the matter of theira access to shoops public restaurants hotels and places of public entertainment or in the use of wells tanks bathing ghats roads and places of public resort maintained whooly or partly out of government funds or dedicated to the use of the general public. Women and children and those belonging to any socially and educationally backward classes or the Scheduled castes & Tribes can be given the benefit of special laws or special provisions made by the State.

4. There shall be equality of opportunity for all citizens (including the disabled) in matters relating to employment or appointment to any office under the state.

5. No person including the disabled irrespective of his belonging can be treated as an untouchable. It would be an offence punishable in accordance with law as provided by Article 17 of the constitution.

6. Every person including the disabled has his life and liberty guaranteed under Article 21 of the Constitution.

7. There can be no traffic in human beings (including the disabled) and beggar and other forms of forced labour is prohibited and the same is made punishable in accordance with law(Article 23)

8. Article 24 prohibits employment of children (including the disabled) below the age of 14 years to work in any factory or mine or to be engaged in any other hazardous employment. Even a private contractor acting for the Government cannot engage children below 14 years of age in such employment.

9. Article 25 guarantees to every citizen (including the disabled) the right to freedom of religion. Every disabled person (like the non disabled) has the freedom of conscience to practice and propagate his religion subject to proper order, morality and health.

10. No disabled person can be compelled to pay any taxes for the promotion and maintenance of any particular religion or religious group.

11. No diabled person will be deprived of the right to the language, script or culture which he has or to which he has or to which he belongs.

12. Every disabled person can move the Supreme court of India to enforce his fundamental rights and the rights to move the supreme court is itself guaranteed by Article 32.

13. No disabled person owning property (like the non disabled) can be deprived of his property except by authority of law though right to property is not a fundamental right. Any unauthorized deprivation of property can be challenged by suit and for relief by way of damages.

14. Every disabled person (like the non disabled) on attainment of 18 years of age becomes eligible for inclusion of his name in the general electoral roll for the territorial constituency to wheich he belongs.

Education law for the Disabled

The right to education is available to all citizens including the disabled. Article 29(2) of the constitution provides that no citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on the ground of religion race caste or language.

Article 45 of the constitution directs the state to provide free and compulsory education for all children (including the disabled) until they attain the age of 14 years. No child can be denied admission into any education institution maintained by the state or receiving aid out of state funds on the ground of religion race caste or language.

RTE ACT (2009) & disabled children

The right of children to free and compulsory education (RTE) Act, 2009 passed by the Indian parliament mandates free and compulsory education of all children of 6-14 years age until they complete elementary education in a neighbourhood school. However there is an important concern over implementation of RTE Act in the school system with reference to the RTE special training or instruction its modalities and execution for children admitted under age appropriate admission. The states are expected to respond to the situation arising our of the implementation of the act. States and UTs are required to pay special attention to cope with the situation in terms of appointment of qualified teachers, development of special training programmes for out-of -school children admit to age appropriate classes and preparation of relevant teaching learning materials for them. Similarly there is an urgent need of taking appropriate steps for inclusive education of children with disabilities by providing teaching learning materials, aids and appliances in accordance with nature and needs of each disability, suitable infracstructual modifications, training of regular teachers and school-based appointment of special teacher. There is also a need for organising programmes for community awareness and attitude change in order to make school for all children. Home-based education has to be given to children suffering from multi-disablities, severe and profound disability conditions.

6. Explain the attitude towards the girl child and her participation in schooling punishment, abuse and violence in schools.

Ans : Attitude towards the girl child and her participation in schooling

Under Right to Education Act (RTE), the government provides Kasturba Gandhi Balika Vidyalayas (KGBV) which are residential schools in educationally backward blocks at upper primary level for girls belonging predominantly to the schedule castes, scheduled Tribes, Other Backward Class and minority Communities. According to the MHRD (2011), KGBVs are set up in educationally backward blocks, where the female rural

literacy is below the national average (i.e. below 46.13% as per Census 2001) and gender gap in literacy is above the national average of 21.67%.

Girl child education is affected by many issues such as poverty, social values, inadequate school facilities, shortage of female teachers, and gender bias in curriculum. Access to education has been one of the most pressing demands of the womens rights movements. They have to face challenges and hindrances from familiar to societal levels. Firstly they are not sent to schools, as they are deployed in household chores. In case they are enrolled in schools, there are various issues related access, transport, safety and quality. Some parents fear to send their daughters to schools because the way to schools is not safe. The girls might have to cross highways, bridges, railway tracks, forests, etc... and if there is no escort, it is not safe for the girls. This leads to girls being drop-outs or out of school. Secondly, infrastructural facilities at schools might pose a demotivator. Inadequate toilet facilities force the girls to go in the open fields to urinate/defecate. Thirdly, inadequate female staff is also a problem. Often male teachers are insensitive and may misbehave with girl students. Girls might have to suffer overt and tacit form of discrimination embedded in school environment In case the girls are differently-abled thing s change altogether as they might be deprived from education altogether as they might be deprived from education altogether. As far as opportunities are concerned, the government makes sure to provide primary schools and an upper primary school at 1km and 3km distance respectively. Also, separate toilets for girls are made mandatory under SSA. Recruitment of female staff is also essential for schools. There are entitlements for girls children to retain them to schools once they are enrolled.

The Right of children to Free and Compulsory Education (RTE) Act, 2009, which has come into force with effect from April1,2010, prohibits 'physical punishment' and 'mental harassment' under section 17(1) and makes it a punishable offence under section 17(2). These provisions are as follows :

Section 17, prohibition of physical punishment and mental harassment ot child -

1. No child shall be subjected to physical punishment or mental harassment.

2. Whoever contravenes the provisions of subsection)(1) shall be liable to disciplinary action under the service rules applicable to such person.

Sections 8 and 9 of the RTE Act place a duty on the appropriate Government and the local authority to "ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds."

THE RTE Act does not preclude the application of other legislation that relates to the violations of the rights of the child, for example booking the offenses under the IPC and the SC and ST Prevention of Atorcities Act of 1989.

Definition of Corporal punishment

At present there is no statutory definition of corporal punishment of children in the Indian law. Definition of corporal punishment can at best be only indicative. In keeping with the provisions of the RTE act 2009, corporal punishment could be classified as

a. Physical punishment

b. Mental harassment and

c. Discrimination

Corporal punishment will also include all forms of sexual offences as per the protection of children from sexual offences act,2012.

Physical punishment

The united Nations Committee on the Rights of the child defines "corporal" or "physical" punishrnent as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Examples of physical punishment include but are not restricted to the following.

a. Causing physical harm to children by hitting, kicking,

scratching, pinching biting pulling the hair boxing ears, smacking, slapping spanking with or without any implement (cane, stick, shoe,chalk,dusters,belt,whip,giving electric shock etc...) b. Making children assume an uncomfortable position (standing on bench, standing against the wall in a chair-like position standing with schoolbag on head, holding ears through legs, kneeling etc.): c. Forced ingestion of anything (for example: washing soap mud, chalk, hot spices etc.,) d. Detention in the classroom, library, toilet or any closed space in the school.

Mental harassment is understood as any non physical treatment that is detrimental to the academic and psychological well being of a child. It includes but is not restricted to the following.

a. Sarcasm that hurts or lowers the child's dignity. b. Calling names and scolding using humiliating adjectives, intimidation. c. Using derogatory remarks for the child, including planning of slogans. d. Ridiculing the child with regard to her background, status parental occupation, caste or with regard to her health status or that of the family - especially HIV/ AIDS and tuberculosis. e. Belittling a child in the classroom due to his/her inability to meet the teacher's expectations of academic achievement. f. Using punitive measures to correct a child and even labeling him/her as difficult; such as a child with attention deficit hyperactivity disorder who may not only fare poorly in academics, but also pose a problem in management of classroom behaviour. g. 'Shaming' the child to motivate the child to improve his /her performance. h. Ridiculing a child with developmental problems such as learning difficulty or a speech disorder, such, as stammering or speech articulation disorder.

Discrimination is understood as prejudiced views and behaviour towards and child because of her/his caste / gender, occupation and region or non-payment of fees or for being a student admitted under the 25% reservation to disadvantaged groups or weaker sections of society under the RTE, 2009. It can be latent or manifest and includes but is not restricted to the following.

a. Bringing social attitudes and prejudices of the community into the school by using belittling remarks against a specific social group or gender or ability / disability. b. Assigning different duties and seating in schools based on caste, community or gender prejudices (for example, cleaning of toilets assigned by caste; task of making tea assigned by gender). c. Commenting on academic ability based on caste or community prejudices. d. Denying mid-day meal, library books, uniforms, spots facilities to a child or group of children based on caste, community, religion or gender. e. Deliberate neglect.

Constitutional Provisions

✣ Articile 21 of the Constitution of India which protects the right to life and dignity includes the right to education for children up to 14 years of age. Corporal punishment amounts to abuse and militates against the freedom and dignity of a child. It also interferes with a child's right to education because fear of corporal punishment makes children more likely to avoid school or to drop out altogether. Hence, corporal punishment is violative of the right to life with dignity.

✣ Article 21 A of the Constitution provides that "the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine." This fundamental right has been operationalised with the enactment of Right of Children to Free and compulsory Education Act, 2009.

✣ Article 39 (e) directs the State to work progressively to ensure that "the tender age of children are not abused".

✣ Article 39 (f) directs the State to work progressively to ensure that "children are given opportunities and facilities to develop ina healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment."

Protection of Civil Rights Act, 1955

Various provisions of the Protection of Civil Rights Act,

1955 can be used to prosecute a person / manager / trusteed as weel as warrant resumption or suspension of grants made by the Government to the educational institute on or hostel on the ground of untouchability.

The Protection of Children from Sexual Offence Act, 2012

The act protects children children from offences of sexual assault, sexual harassment and pornography and provides for establishment of special courts for trial of such offences and for matters connected with or incidental thereof.

India is a signatory to the United Nations Convention on Child Rights (UNCRC). Article 19 of the UNCRC states: State parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardians or any other person who has the care of the child. Thus the provisions in the RTE Act banning corporal punishment and mental harassment are in consonance with the spirit of Article 39 (f) of the constitution, the National Policy on Education and the UNCRC.

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UNIT - 3
CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES

1. Write about meaning, need and importance of Equality of Educational Opportunities.

Ans. Meaning of Equality of Educational Opportunity

The concept of equality of educational opportunity has passed through various stages of evolution in history. At present equality of educational opportunity has been interpreted as "the opportunity to start together, to benefit from staggered starts, to remain on the same track and to run or progress together".

✣ According to NPE(1986),Equality of Education means to provide for equal opportunity to all not only in access but also in the conditions for success. Equality of education opportunity has been taken as equalization of access by suitable manipulation of educational inputs (like physical facilities, equipment in schools, and quality of teachers, curriculum, and financial assistance for the poor).

✣ To others it has meant an equalization of results of education as well, that is equalization of educational achievement and benefits according from its.

✣ Till date the terms equality of educational opportunity was generally interpreted as openings of schools within walking distance for children, providing residential facilities to children, admission of children of all communities to schools, reducing the dropout rate and increasing the retention rate of children through various measures, provision of non-formal education centers for the non-attending children, grant of pre-matric and post-matric stipends and provision of various ancillary services to facilitate schooling of children. It is a common observation that such provisions have either not been fully utilized or not understood in the right perspective by the beneficiaries concerned.

✤ Economic poverty, though a major reason, is not the only constraint in the educational development of the educationally backward sections of Indian society. There are other factors, such as social and psychological restraints, lack of motivation in children vis-à-vis their education, a low self-concept of their parents, inadequate facilities in homes, the passive attitude of teacher to the educational progress of learners from backward communities and soon. Teacher's active participation in the educational development of these communities in general, and individual attention to their children in particular, will definitely pave the way for their success in education.

✤ In the independent India, one of the main concerns of the government and the educational administrators to equalize educational opportunity. This means education should go down to every citizen of India, every SC, every ST, every girl, and every rural child and to every economically poor child.

Need of Equality in Education

The need for focusing attention in equality of education opportunity is due to the following reasons.

✤ It is required for establishing a society which ensures the same equality and social justice for all. ✤ Through education, the success of democratic institution is assured. ✤ Equality of educational opportunities will ensure advancement of the nation. Education as human resource development enriches the individual and hence the whole society. ✤ Specialized abilities and talents be discovered and society at large will be benefit. ✤ Close link between manpower needs of this society and availability of skilled personnel will be established.

Importance of Equality in Education

In a democratic social system, all individual citizens should be treated as equal; they must be given equal opportunities for reaching the goals. Education is one of the most important ways of getting upward mobility. Through education, the individual aspires to achieve higher status, position and income.

Opportunities for education should hence be made available to all.

Equality of education opportunity can be viewed through four angles:

✤ Understanding of the concepts and the need of the equalization of educational opportunity. ✤ The problems faced in the provision of such opportunities. ✤ The recognition of the educational system for the achievement of the target of an egalitarian society, and ✤ The situation regarding equalization of educational opportunities in the industrialized society and its implication for Indian education.

2. Write about the provisions of equality of educational opportunities in our constitution.

a) Women b) SC/ST students c) Disabled children d) Minorities

Ans : Constitutional provisions of Equality of Educational Opportunities in India.

Provision of equality of educational opportunity is the demand of modern times. This universal demand arises mainly from two considerations. "Firstly, there is the purely ideological reason that the right of education is a Universal human right. Act 26(1) of the Universal Declaration of Human Rights mentions it as such. From this point of view, education is a fundamental right and on no ground (caste, colour, creed, race, etc) can anybody be excluded from exercising this right.

The second reason for this demand arises out of the desire people for more and more education. People believe that more education can improve their socio-economic status. Let us now discuss the provisions for promoting equality of educational opportunities with special reference to SC/ST, (Scheduled Castes, Scheduled Tribes) girls and disabled children.

a) Provision of Equal Opportunity of Education to Women

From the earliest records that we have of the Aryan civilization we find that the woman has been an equal partner

with the man in all religious and social duties. The woman plays such an important role in Hindu society because the marriage institution is a sacrament to the Hindus, not a contract.

The NPE, 1986, regarding education for women's equality states "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated distortions of the past there will be a well-conceived edge in favour of women. The National Education system will play a positive interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks the training and orientation of teachers, decision-makers and administrators and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a pat of various courses and educational institutions encourages to take up active programmes to further women's development".

The removal of women's illiteracy and obstacles inhibiting their access to and retention in elementary education will receive top priority, through provision of special support services, setting of time targets and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical, and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereotyping in vocational and professional course and to promote women's participation in non-traditional occupations as well as in existing and emerging technologies".

b) Educational Progress of SC/ST Students

According to the census, the all India literacy rates of Schedule Castes and Schedules Tribes were 21, 38 and 16 , 35 per cent respectively, as against 41, 20 per cent of the Non-Scheduled caste and Non-Scheduled Tribe population sectors. The progress of the education of women of these communities is poor. The literacy rates of women of the Schedule Castes and Scheduled Tribes were 10.30 and 8.40 percent as against 29 per

cent 43 per cent of other population sectors. The incidence of higher education in these communities is dismally low. The imbalances in educational development between different population sectors lead to many social and economic ills, in addition to the loss of human resource development in the country in general, and the non-harmonious development of the individual learners personality.

Objectives of Equalization of Educational Opportunities for the SC/ST Students.

i) Educational backwardness amongst the Scheduled Castes and Scheduled Tribes has been due to social deprivation and economic proverty meted out to these communities in the pre independence period.

ii) The inequaities in educational development between educationally backward communities and other sections of Indian society ought to be minimized by special efforts.

iii) The behavioural discrimination shown towards the children of the Scheduled Castes and Scheduled Tribes, even inadvertently, resulted in their disinterest in studies, early withdrawal and development of a low self-concept.

iv) Teachers have a special role towards the education of children of theses communities, specially the first generation learners.

v) Teachers have a role to sensitize the parents and community members of the Scheduled Castes and Schedule Tribes on the schemes and incentives for them and to motivate them to educate their children.

vi) A crash programme of universal functional literacy and teacher's whole-heated participation would bridge the gap imbalance in the education of the Scheduled Castes, Scheduled Tribes and other communities in Indian society.

Steps to be taken: The following are some important steps which should be taken by the school to facilitate the SC/ST students in their education.

i. The teacher's example in his/her own behaviour towards students belonging to Scheduled Caste and Scheduled Tribe communities is the most powerful way to build up a congenial climate.

ii. As a rule, the school staff should seek, provide and ensure non-discrimination between the children of Scheduled Castes, Scheduled Tribes and other communities.

iii. Use of caste name or derogatory words while calling roll calls or naming children should be avoided.

iv. Teachers should lead all the children equally to participate in the curricula and co-curricular activities of the school including games.

v. Frequent meetings between the staff school teachers, and parents of Schedule Casts and Schedule Tribes children should be arranged. At these meeting details of the schemes for promoting education among Schedule Castes and Scheduled Tribes should be explained. It should be impressed upon them that they must continue the education of their children. Special attention should be paid to motivating them for the education of girls.

vi. If there is an adult education centre in or around the school, teachers should suggest to illiterate parents the advantages gained by attending functional literacy classes in the centre.

c) Provision of Equal Opportunity of Education for Disabled Children-

Who are the Disabled Children?

Impairment, disability and handicap are not synonymous terms. Theses are distinct and separate terms. A child might have a physical impairment and be disabled but may not feel handicapped at al. another child who has no physical important is not disabled and is tremendously handicapped. Impairment refers to biological forces: the disability to how a culture deals with impairment and the handicap, to how the individual deals with physical impairment. It is important for the teachers to become familiar with these three distinct concepts.

Impairment: Impairment is nothing but the physical defect

of an individual. It is the biological aspect of life. It develops either due to overwork or accident or due to hereditay factors. It decreases mobility, limits the range and depth of interpersonal an social relationships which causes psychological problems.

Disability: Disability is the behaviour evolving from the impairment. Impairment imposes limitations upon an individual's capacities and levels of functioning. Frequent or prolonged periods of hospitalization, medical treatment and need for special drugs may develop disability. Disability in this senses is temporary. Disability has a cultural aspect also. How the culture of a particular society deals with impairment, determines disability. In most cases, the negative feelings and reactions from physically able children may develop a tendency towards disability. The visually impaired or the hearing impaired or the mentally retarded persons are permanently disabled. These impairments prevent them from the functioning in certain occupations.

Handicaps : Anything is a handicap, if it prevents someone from doing what he wants or ought to do. Handicap is a technical term which refers to conditions such as blindness, deafness or very low intelligence, which most people would agree are disadvantageous. But there is bound to be disagreements about where the lines is drawn between minor and real handicap and of course, there can be paradoxical cases, where real handicap is turned to advantage a beggar's livelihood from defect or deformity, a serious wound that takes the soldier away from the danger of fighting, a child's ailment that gains him special sympathy etc.

There are ten officially recognized categories of disabled children requiring special educational facilities- children who are (1) blind (2) partially sighted (3) deaf (4) partially hearing (5) educational abnormal (6) epileptic (7) maladjusted (8) physically handicapped (9) affected by speech defect and (10) delicate.

In modern sense, special type of education is prescribed to the disabled and gifted children, but not usually used with the majority of average children. Webster defines "special" as

"distinguished by some unusual quality, uncommon, noteworthy, extraordinary, additional to regular, extra or employed for a certain purpose in addition to the ordinary. "This meaning of "special" is applicable to special education, which aims at modifying school practices to help the students with unique, uncommon, unusual, quality. It also aims at the modification of school organization and instructional procedures used in general school system.

Seen from this angle, it appears that the national goals of development, integration, excellence, and equity cannot be fulfilled without ensuring that every child in the country crosses a minimum threshold of educational attainment. Even for facing the challenges of the world of today, a minimum level of education is essential for the development of individual personality, appreciation of the constraints and potentials of environment, internalizing a value system imbibing an awareness of social responsibilities and the acquisition of special capability to deal with life. In the years to come a general spread of this type of education will become crucial for survival. Hence universalisation of elementary education has to be one of the essential ingredients of national strategy.

Unless the disabled children get equal opportunity, we cannot achieve our national goal. The man goal is to bring about effective and vocational possibilities, self-sufficiency, and independence of the disabled. Parents, educators and administrators are to work hand-in hand in order to achieve the marvel of integrated programme, for psycho-special adjustment of the disabled into the society.

Recommendations of the NPE 1986 on Equal Opportunity of Disabled Children.

The NPE 1986 states, the objective should be to integrate the mentally handicapped with the general community as equal, partners, to prepare them for normal growth and to enable them to fact life with courage and confidence. The following measures will be taken in this regard.

i. Wherever it is feasible, the education of children with

motor handicaps and other mild handicaps will be common with that of others.

ii. Special schools with hostels will be provided, as far as possible at district headquarters, for the severally handicapped children.

iii. Adequate arrangements will be made to give vocational training to the disabled.

iv. Teacher's training programmes will be reoriented, in particular for teachers of primary classes, to deal with handicapped children and with their special difficulties.

v. Voluntary effort for the education of the disabled will be encouraged in every possible manner.

d) Minorities Education

The Constitution of India-the charter of India's freedom is a unique and rare blueprint of democracy. As it embodies India's full self-expression and mirrors the hopes and aspirations of people. It is but natural that education should find an honoured place in the document. Therefore the framers of the Constitution made some vital provisions for the spread of education in this country. The constitution provides adequate safeguards for the educational and cultural interests of the minorities. Article 29 of the Constitution guarantees the rights of the minorities and state that "any section of the citizens residing in the territory of India or any pat thereof, having a distinct language, script or culture of its, own, shall have the right to conserve the same". And it further declares that no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of the state funds, on grounds only of religion, race, caste, language or of them.

Article 30 of the Constitution reads that "all minorities, whether based on religion or language, shall have right to establish and administer educational Institutions of their choice", and adds that "the State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground

that it is under the management of a minority, whether based on religion or language".

To develop secular outlook among the people Article 28 guarantees freedom of religion in general, and of worship in particular. However, it directs that "no religious instruction shall be provided in any educational institution wholly maintained out of State funds" and also provides that " no person attending any educational institution recognized by the State or receiving aid out of the State funds, shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious instruction that may be imparted in such institution or in any religious worship that may be conducted in any such institution or in any remises attached thereto, unless such person, or, if such person is a minor, his guardian has given his consent thereto".

Article 350(A) provides opportunity for institution in mother tongue at the primary level.

It shall be the endeavour of ever 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 provisions of such facilities.

According to 1981 census, the religious minorities constitute about 17.4% of the population of which Muslims are 11.4% Christians 2.4%, Sikhas 2% and Buddhists 0.7% and Jains 0.5%. Ministry of Home Affairs have identified Muslims and Neo-Buddhists as educationally backward at national level. It was agreed that the State governments may also identify other groups which are educationally backward at the state level. Special efforts need to be taken to bring theses educationally backward minorities on par with the rest of the society and make them participate fully in the national developmental activities.

The National policy on Education 1986 states the following regarding education of minorities vide para 4.8 of the document:

" Some minority groups are educationally deprived or backward, Greater attention will be paid to the education of theses groups in the interest of equality and social justice. This will naturally include the constitutional guarantees given to them to establish and administer their own educational institutions, and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of textbooks and in all school activities, and all possible measures will be taken to promote and integration based on appreciation of common national goals and ideals, in conformity with the core curriculum.

Ways and Means of Achieving Equality in Education

In the Independent India, one of the main concerns of the government and the educational administrators is to equalize educational opportunity. This means education should go down to every citizen and to every economically poor child.

But this was not the case with the traditional society. In the traditional society, education was denied to SC, ST, to girls and to the rural folk. Education in the traditional society was only for a chosen few. This discrimination is to be rectified. This is why measures are taken to give equal access to education to all. This is democratic commitment.

E.L. Thorndike remarked, :It is a crime to be illiterate in a democratic society". Education is a prerequisite for democracy. Democracy cannot function in an illiterate society. So democracy requires everybody to be educated. It is not only a democratic concern but also a need for the economic and social development of India.

3. Write about Inepuaity in schooling

a) Public -Private Schools b) Rural - Urban schools c) Mass - elite schools d) Single teacher schools

Public Schools: The concept of public schools is colonial in nature aiming at providing education to children of haves. They are not within the reach of a common man. In 1856 the Bishop Cotton School the first public school was established by the British Government in Simla. The Bishop Cotton School laid foundations

for other public schools like Maharani Gayathridevi Public Schools in Jaipur. Hyderabad Public School in Hyderabad, Delhi, Public School, Delhi etc.

Special Features of Public Schools

✤ Admission are based on written test and oral interview ✤ They charge heavy tution fee and capitation fee ✤ They are totally residential reflecting home atmosphere for all students ✤ Teachers are pad better scales of pay and service conditions ✤ Moral values, self discipline are inculcated along with alertness, courage, co-operative living.

Criticism against public Schools

✤ Public schools are totally meant for rich and upper classes of the society. Good education, instead of being available to all children, or at least to all the able and talented children from every section of society is available only to a small minority who have got the capacity to pay. ✤ Economically privilegded people are encouraged to "buy" education for their children. ✤ By segregating their children such privileged parents prevent their children from sharing and experiencing the realities of life.

Kothari Commission while pointing out the demerits of public school concept emphasizes whatever its past history may be, such a system has no valid place in the new democratic and socialistic society. We desire to create.

Private Schools: To fulfil the educational needs of people even from the British period the private enterprises has a biggest contribution in the field of secondary and higher education. Basing on the recommendations of Wood's Dispatch, the government is allotting huge grants for theses private schools. The number of private schools has been expanding during the last three quarters of the 20th century. The private schools are serving more than 69% of secondary school going population. The private schools occupy an important place in the filed of education and sharing the responsibility of expanding education with the government. Private schools are managed either by a single person or by a managing committee.

Advantages of private schools:

1. In these schools the staff is directly answerable to management. So, they do their work with good responsibility. 2. The private schools have the opportunity to change some rules and regulations regarding administration and other matters according to their need. 3. Proper discipline will be developed both in the staff and students. 4. They try their level best to raise the educational standards. 5. Proper recognition will be given for individual efficiency. 6. Education will be imparted through efficient teaching staff. 7. Teachers are solely responsible regarding students behaviour and standards. 8. They pay due attention to various types of co-curricula activities. 9. Individual attention will be paid in these schools. 10. Management supervises very frequently the work of the staff thereby the staff will be alert in discharging their duties.

Disadvantages

1. Majority of the schools appoint unqualified persons as teachers. 2. Teachers are ill paid 3.parents are forced to pay donations 4. They collect more fees. 5. They follow short cuts pass their students in examinations. 6.Service conditions of the staff are not good. Staff may not have retirement benefits. 7. Teachers pupil ratio may not be as per the rules. 8. Classrooms are crowded with more number of students and this causes frustration among the staff members 9. Unnecessary interference of management in all matters causes frustration among the staff members. 10. Partiality will be shown in these schools on some staff. 11. These schools do not have proper supervision by the government. 12. One may not find good physical conditions in al private schools like laboratories, library, play materials 13. These schools always pay their attention towards the public examinations and may not pay due attention on the overall development of the personality of the child. 14. In appointing staff also they follow their own methods.

b) Rural Vs Urban School :

There are many difference to provide good facilities and

opportunities between rural and urban area primary and high schools. The following issues will be expressing the rural and urban area school in various states in India through the research.

Rural education has been still developing in India, not completed, because of the reason that the rural schools are still in poverty. There are no basic amenites to reach the rural area schools for the students. They have to go on fast. We can observe some of the schools have no basic amenites. Basic amenities, like drinking water, are not provided in some of the schools in rural areas.

There is no qualitative education. We can identify some reasons like low salary, negligence and abscond. Government has done many programmes and activities to develop the school education. But there was no change.

Comparison of Rural vs Urban schools in India.

1. More schools in towns and cities, but less schools inrural areas. 2. Transport facilities are available in urban areas but rural area students have to go on foot miles of distance. 3. Basic amentias, like drinking water, are available in a few schools in rural areas. 4. Qualitative education is available in urban area. But we can't notice in the rural area schools. 5. Computer education is given high importance in urban areas whereas very few schools in villages give computer training. 6. Video aids and audio aids are available for urban area schools, but not available in rural area schools. 7. Physical facilities, like furniture, area available in urban area schools, Minimum facilities are also not available in rural area schools. The students sit on the floor. 8. Modern facilities, like computer, internet, are available in urban area. 9. Teachers have been using laptops, printers and notes while teaching, but no such facilities for rural area students. 10. Apart from the course curriculum, urban schools are able to involve pupils in other activities like sports, games, debate, quiz, etc. so the urban area students will be developed. 11. If we develop these activities the students will be developed as "all - rounders".

C) MASS - ELITE SCHOOLS : Individuals who are from wealth section of the society always have the privilege to reach out for better schools and institutions. While those from the deprived section are prone to lower quality, in the process the system contributes to deepening chasm. On the other hand, the educationally enlightened group gains more access to political and economic system turning them to be favourable to suit their interest of their own kinds. Such a structure has an adverse effect n the deprived section affecting them from multifarious direction. It is evident from the observation that if educational inequalities can be decimated, a huge change will follow in the social structure. However, to obtain the very change educational disparity, impetus from political and economic sector is inevitable.

The gradual change in the economy of the country has influenced education in diverse way. Government has taken extensive initiatives to develop the system to be holistic and equally delivering. The gap is being created by the private players that have turned education to a lucrative business. The equation of investment to create profit has rendered private education a competitive edge. This competition to provide quality in education has taken some of the institution to heights with global standard. In the same time, this also has an adverse effect creating more spaces dividing privileged and under privileged education.

D) SINGLE TEACHER SCHOOLS:

CONCPT OF SINGLE TEACHER SCHOOL

In old days the concept of a single teacher school was different from what we have today. There used to be one teacher and ten to fifteen students at different levels of learning. His task was slightly easier at the group was manageable enough and he could distribute his time and pay attention t each and every individual. Each student was a class in himself and monitors (Seniors) were a great help to him.

But now with the introduction of class system, the concept has radically undergone a change. One teacher has to handle

1st to 5th classes having as many students as possible in the same class. There may be all types of students, i.e., intelligent or dull or average. He is to handle to entire class in such a way that every one follows him. And then he has the handle from 3 to 5 classes. His job is, thus, more difficult. It is made cumbersome by the fact that he is also to look after the official or ape work and devoted himself entirely to teaching learning process and had rarely the worries of his home being a brahmachari in a majority of cases. Of course, monitors may help the teacher here also, but the urchins being in large number in a class may not obey them.

Advantages and Reasons for Existence of Single Teacher Schools.

1. Expansion of primary education can be effected by opening only single teacher schools, particularly at those places where the children of school going age are comparatively less. We cannot ignore their education simply because they are not lage in numbers and as such they do not deserve a school. Backward areas are reached through these only.

2. Meeting old loyalties : In good old days, single teacher schools met what we call family loyalties, i.e., guru would be the teacher of the entire family for years to come. There was hereditary association with a teacher or a family of a teacher and only to those teachers parents would send their children. It had, thus, a sentimental background and it was, thus a matter of faith and those teachers in return come up to the expectations of parents. The standard of education was, thus, high. It may be a reason today.

3. Cordial : Relations between a pupil and a teacher in a single teacher school are most intimate. Individual attention can be satisfactorily paid.

4. Monitorial system : Single teacher school system gave to us the monitorial system which had its own advantages.

5. Economical : The single teacher school system is economical also. We have one teacher instead of the usually three or four even at the elementary stage.

6. Easy to start : Our difficulty of recruiting large number of people willing to serve in villages is also satisfactorily overcome when we have to only look for one person who may be willing to go there to work. It is comparatively easier task.

7. One teacher who will be overall incharge of the school (in the old sense, of some pupils) was held and can be held responsible in place of 4 or5 for poor results or for any other mishappening in the school, for everybody's responsibility is no body's responsibilities.

8. Unemployment solved : Single teacher school is one approach to meet the unemployment problem.

9. Punishment to errant teachers: As a matter of punishing an errant teacher we must have such schools where such teacher can be sent who deserves some punishment. The tragedy is that he may prove more harmful there as he will play with the lives of the children uninterruptedly. But it is a fact that the very thought of being posted at a lonely place will act as a preventive in the case of many mischievous ones.

10. Makes teacher earnest etc : Working in a single teacher school makes the teacher earnest, resourceful, tactful, ,am of courage and initiative. It will teach him how to handle and overcome any odd and demanding (sometimes unpleasant) situations.

11. Minority needs : Single teacher schools very well meet the needs of minorities, e.g. if in a student population of 2,000 there are 40 who want their education in a different language, we can start a single teacher school for them.

12. Greater individual attention can be pad in this system.

Disadvantages of single teacher school(Why this failed?).

1. Can not stand pressure of children : Single teacher school cannot stand the pressure of large number of children seeking education. As such, it cannot do in cities. We have to open multi-teacher schools.

2. Poor quality of education : Quality of education in single teacher schools was horrible. The teacher himself was ill-educated. Further, in the single teacher schools in good old days there was absolute lack of any syllabus or curriculum and that made the things worst. Even if syllabus was prescribed - who bothered? Teaching five classes and keeping five classes busy are two different thins. A teacher cannot teach five classes simply.

3. Poor Pupil - Teacher contact : Because of large number of students now in single teacher school, individual contact stands lost. This is true even in the case of multi-teacher schools.

4. Teacher's misusing their powers: Some of the teachers teaching in single teacher schools took these schools as their own kingdoms and misused, being little Hitlers, the power and the public trust vested in them. They indulge sadly enough, the homosexual and other undesirable activities either deliberately or as a result of boredom which they experience at a lonely place or under pressure. It is a bad reflection on teaching community but it is painfully true.

5. Poor respect for monitor: Monitor, who was the right arm of the teacher and who made this system a success in good old days, is no longer respected. The system is not effective now. In old days only the intelligent ones will be the monitors but now a healthy lad who has physical muscles and has nuisance value or has failed once or twice or is a tout of the teacher will be made a monitor in the class. Naturally sensible students rebel against him.

6. Corruption in promoting children: from one class to another is one reason which led to the downfall of this system.

7. By remaining away from link of activity or away in the far flung places, intellectually decay sets in quickly in the teacher.

8. Introduction of classes with graded curricula also led to their downfall.

But as we have already discussed in this History of this

Single Teacher schools, we cannot do without these. It is true that every coin has got two sides and same is the case with single teacher schools. Why look to the bad side? The movement thus stands revived again and it has a large number of problems associated with it. We shall now have a look at those problems, suggest solutions which may lead to improvement in working of the single teacher schools.

4. Write about positive Discrimination & its issues in India?

Ans. Meaning: Positive Discrimination on action intended for the benefit of special categories of people or people belonging to weaker sections. These are the sections discriminated in legislative measures and social practices. The social dimension of the problem is not opposed by the equality dimension of justice. It is natural that positive discrimination is needed to the sections of the people who underwent neglect and injustice in the earlier times.

Positive Discrimination Programmes in India. Despite mixed results, India's positive discrimination (PD) programme ensures a minimum level of inclusiveness for disadvantages group and keeps discrimination issues in public view.

PD was instituted in India in the mid of 20th century. Its normative justification was that historically marginalized disadvantages groups could not compete on equal terms and required guarantees to create background conditions of equality.

PD serves the SCs, STs, other backward classes (OBCs) and Musilms. Programmes provide affirmative action of these groups in public employment, central and state legislatures and higher education.

PD, policies are rooted in the country's complex cultural diversity, composed of multi-layered identities encompassing language, religion. It has been viewed as an interim compensatory discrimination measure that would eventually help entrench Universalist norms of citizenship. While PD's reservation (quota)

system has increased the number of disadvantaged working in the public sector, jobs, most of these jobs are concentrated in the lower level of bureaucracy.

Other Observations :

1. While more SCs are receiving higher education, SC representation in higher level position has not increased commensurately.

2. SCs elected to "quota" legislative seats have never filled the majority of theses seats. The number of SCs elected to unreserved seats remains small. Local legislative results are promising: The number of women and caste members entering local legislative bodies often exceeds the legislated 33 percent quota.

3. Political mobilization of caste groups has increased: political parties representing caste groups are gaining strength and numbers.

4. Caste identities have recently undergone fragmentation and entrenchment. Intra-group differences among OBCs have surfaced, as has upper-caste resentment against the reservation policy.

5. The middle class has expanded somewhat to include lower castes. However, SCs still have much lower landholdings than the rest of the population: they do not display the level of occupational mobility of other groups.

6. PD has failed to address the economic disadvantages of the vast majority of SCs and STs. Between 1983 and 2004-05, the number of below the poverty line has increased substantially.

5. Explain the quality concerns and issues of schooling :

a) Universal Access b) Universal Enrollment c) Universal Retention d) Universal Success.

a) Universal access: Universal access to education is the ability of all people to have equal opportunity in education, regardless of their social class, gender, ethnicity background or

physical and mental disabilities. Universal access to quality education is not a privilege- it is a basic human right. The term is used both in college admission for the middle and lower classes, and in assistive technology for the disabled.

Universal access to education encourages a variety of pedagogical approaches to accomplish the dissemination of knowledge across the diversity of social, cultural economic, national and biological backgrounds. Initialy developed with the theme of equal opportunity access and inclusion of students with learning or physical and mental disabilities, the themes governing universal access to education have now expanded across all forms of ability and diversity.

Universal access is to be envisaged in physical, social, cultural and economic terms - all interwoven in a common concept. This calls for a redefinition of some of the basic features of the Indian school. For instance, it is not sufficient to provide physical access to an orthopaedically disabled child. I is equally critical that the disability of such a child is no seen in medical terms alone. The moment a barrier free physical access is provided, this child's disability disappears and she becomes as capable as the rest of her peers. In this sense, the disability is a social contract and the matter does not end by solving the problem at the physical level alone but demands a change in the mindsets of her classmates, teachers and the curriculum planners or text book writers. Similarly, in the case of a dalit child, access is as much a cultural question as it is one of a school being available in the neighbourhood. There are touching accounts of how alienating and humiliating school experience can be for children of the deprived sections of society. This kind of alienation is equally visible in gender discrimination as it operates as a 'hidden curriclum' all the time a an extension of patriarchy embedded in society. In these circumstances, children don't just drop out voluntarily but either they are pushed out or even walk out in protest. It is only when the school is able to create a new cultural ambience and a child friendly curriculum that universal access

would begin to mean more than just concrete, black boards or even computers.

In 2009 the House of Indian Parliament and the President of India both signed and approved a bill that would grant free law mandated education ages six to fourteen. It was a great step towards universal education for all.

b) Universal Enrolment: After looking to the provisions of school facilities in rural and urban areas, the next step is the universalisation of enrolment. This means that al children between the age group 6-14 be enrolled by the primary schools. T he Kothari Commission feels that the problem of enrolment in class I is of great significance. In all advanced countries the enrolment in class I is homogeneous and almost all children of the prescribed age groups are there in this class. But in our country, the picture is entirely different. Enrolment in class I has always been extremely heterogeneous, i.e., this class consists of children of different age groups. Its heterogeneity is being reduced very slowly.

c) Universal Retention: After the enrolment of the student in school is over, it is essential to see that they progress regularly from year to year. In other words, we must see that there is no stagnation in the school. Again we must see that the child does not leave the school before the completion of a prescribed course, so that there is no wastage.

Problems related to Retention:

1. Lack of interest regarding education among parents due to illiteracy. 2. Unattractive school environment. 3. Unattractive, unutilitarian curriculum. 4. Economic benefit from child after 9th year if stops education. 5. Faulty educational surveys regarding enrolment and retention of school children. 6. Low achievement and failure of children in examinations leading to wastage. 7. Frequent absence of children to school due to ill - health which causes failure and this leads to stagnation or wastage. 8. Social traditions and practices. 9. Non implementation of Child Labour ACT. 10. Because of lack of special schools for mentally and

physically retarded children, they are joining in general schools. But they are unable to adjust themselves with behaviour of normal children and this leads them to leave the school in the middle without completing primary education.

In solving the problems related to retention , the teachers and schools managements should take proper care.

d) Universal Success: To achieve universal success it is high time thatall children, regardless of their gender, socio-economic background or circumstances, have access to free, compulsory and quality education.

So, teacher's commitment, competence and creativity is important to the success of children. Hence the conditions of services of teachers, salary are to be taken care of for the improvement of quality of learning environment is to be provided, continuous supervision should i.e., taken, up. Primary education is to be evaluated continuously as so to improve and maintain quality.

Student who is admitted into primary schools should be able. To complete primary education from 1st to 5th classes within the scheduled period of 5 years. All must all children attending primary school should achieve the minimum levels of leanring. No student should be retained in the same class for more than one year. Of all the students could complete the primary education within 5 years and if all children could get the minimum levels of learning. It leads to universal success.

Following attempts should be undertaken to improve the status of the teachers:

i) Remuneration of the teachers should be enhanced to attract better persons to the profession. The National Policy on Education, 1986 has also endorsed the review by stating that, "The pay and service conditions of teachers have to be commensurate with their social and profession a responsibility and with the need to attract talent to the profession".

ii) To make education universal the state must find resources

to provide ancillary services such as school health, mid day meals, free supply of text books, writing materials, school uniform etc.

iii) The primary school curriculum should be covered through well planned projects.

iv) The Governments should provide suitable building to al the primary schools. For this purpose, village community should be persuaded to provide all the school facilities such as furniture's, chalks and blackboards etc. NPE, 1986 has pledged to provide essential school facilities to the primary schools over the country on priority basis, calling it as :Operation Black Board".

v) There should be Village School Committee in each village. Such a committee would look after the construction and maintenance of buildings, playground and school garden, provision for ancillary services, the purchase of equipment etc. To discharge the duties, the committee will have sufficient funds by way of donations and grain-in-aid from the state government.

Thus schools have to be able to offer comfortable environments / settings in order to stimulate the leaning experience of all pupils, for example countries' infrastructure, sufficient school buildings, adequate teachers, learning materials, interesting educational content, basic utilities such a electricity, water and sanitary facilities. Moreover, it is also important to give proper training and support for teachers.

UNIT - 4
UNDERSTANDING EXCLUSION IN SCHOOLING

1. What is the meaning and Nature of Exclusion in schooling?

Ans. Exclusion means keeping individuals or groups away form all educational activities on the basis of political, social, Nationality, Caste, Gender aspects. In the society even now some sections of people are being kept a way from education.

NATURE OF EXCLUSION

All pupils in a school benefit when behaviour is good. High standards of behaviour are important in helping children to feel safe and learn, well, and parents and carers play a key part in this.

The government advises schools to focus on promoting positive behaviour, helping to build self-discipline and encouraging respect for others.

Exclusion form school is widely used as a disciplinary response to misbehaviour by students in the school system and the rate of exclusions is far higher during the secondary phase than the primary.

But schools also need sanctions to deter pupils from misbehaving. One of those sanctions is the use of exclusions.

There are two types of exclusions: Fixed Term Exclusions and Permanent Exclusions.

Exclusions is when a student is told they cannot come to school, either for a fixed term, that is, for a certain period, which could be anything from a few hours up to 45 days in one school year. The length of time for a fixed term exclusion should be for the shortest time necessary, as it becomes more difficult for children to come back into school after few days of exclusion.

Pupils can also be excluded permanently, because of their behaviour. But it is oftern the end of a long road, and should

never be used lightly by a school. Schools have to kept to very strict rules about how and when they exclude students.

Permanent exclusion is a very serious move, and is generally a last resort, if all else has failed. A child can be permanently excluded because of a first offence if the offence is very serious, for example:

✤ Serious actual or threatened violence against another pupil or a ✤ Member of staff ✤ Supplying illegal drugs ✤ Carrying an offensive weapon such as a knife: or ✤ Sexual misconduct.

2. Explain the forms of Exclusion

a. physical Exclusion

b. Psychological Exclusion

FORMS OF EXCLUSION

a. Physical exclusion : This means that some types of students are not allowed to be educated in normal schools. This is called physical exclusion. Some children who have been suffering from mental disorders are excluded from general schools. Children with moderate mental retardedness also called as trainable mentally retarded need special schools to meet their special needs (Environment friendly schools) with specially trained and special leaning material (ex. Books in Braille Script) provided to them. Students with other disabilities, example, deaf and dumb crippled and other disorders are excluded from general schools. The children suffering from these types of disabilities are excluded from the general schools.

b. Psychological exclusion: A classroom consist of hetero geneous group of people. All may not have the equal talent or potentiality. Basing on the IQ level, students are classified into three groups, namely below average, average and above average or extraordinary. Classroom comprises of students coming from rural or urban areas, students from rich or poor families, literate or illiterate parents, students with physical or psychological problems etc. All the children in the classroom irrespective of the differences mentioned above or irrespective of their caste, colour, and sex should be treated equally. All should be given equal opportunities to take part in curricular or co-curricular activities.

If anyone is denied this opportunity on any one ground, student cannot continue in the school further, This leads to psychological exclusion of students which further leads to drop out of the students from the school.

3. What are the different types of differently abled children? What is the nature of the problems and their impact on learning?

Ans. In 1995 Act, recognized the following classification of differently abled children.

1. Visually Handicapped 2. Hearing Handicapped (deaf) 3. Speech and Hearing Handicapped (Dumb) 4. Locomotor Handicapped (Physically handicapped) 5. Mentaly Handicapped.

Each of the above categories are further divided into four groups based on the severity of the handicapped.

1. Mild 2.Moderate 3. sever 4. profound or total handicapped .

1. Visual impaired : According to dictionary "blind" means absence of sight or inability to see.

Signs: ✤ impaired vision, ✤ vision loss

Education of the visually Impaired: ✤ Special equipment for teaching and learning of the blind ✤ The child can learn about the size, shape, proportion, hardness of etc of an object through touching them. Teacher has to provide units of experience, their explanation and sequencing.

2. Hearing Handicapped (Deaf): Persons with handicapped Act 1995 defines hearing impaired as inability of the person even in the better ear sounds above 60db.

Signs: ✤ Muffled hearing ✤ Difficulty understanding what people are saying, especially when there are competing voices or back ground noise.

Educating hearing impaired children: ✤ Inclusion ✤ Mainst reaming ✤ Segregation ✤ Exclusion

3. Mentally Disabled children: Mental handicapped can be broadly defined in terms of growth of the brain and dev elopement of mental abilities.

Signs: ✤ lack of curiosity ✤ Inability to concentrate

Educating mentally disabled children:

✤ More importance is to be given the training of household skills

✤ They must be trained in oral communication skills.

4. Loco -Motor Disabilities: Loco Motor disability is defined in the persons with disabilities Act 1995, as disability of the bones, joints or muscles leading to substantial restriction of moment of the limbs or any form cerebral palsy.

Signs: ✤ Paralysis ✤ Poor muscle control ✤ Loss of limb

Educational programmes to the loco motor handicapped

✤ Transport facilities are to be provided ✤ Special rooms for physical the ropy should be provided.

4. How do you measure to address the issue of learning of differently abled children? Narrate the professional preparedness of institutions?

Ans: People who would conventionally be categorized as disabled, use phrases like "differently abled" to refer to disabled people. This phrase is used because it supposedly humanizes disabled people by focusing on our abilities rather than on our impairments.

Barriers for children with disabilities - Many children with disabilities do not have the choice to attend their local community school, and may have to attend residential special schools far from their families and local community to receive any education because the local community school does not accept children with disabilities.

Children may be denied the opportunity to lea because teachers lack adequate competency and traditional teaching methods are not suitable or accessible to many children with disabilities.

Schools may only accept a limited number of children with disability, and may refuse entry to older children and those with more significant disabilities.

Well developed system of special schools may be resistant to inclusive education and may feel threatened by the proposed changes.

Lack of coordination across all education providers reduces the opportunities for children with disabilities to attend school and wastes valuable financial and human resources.

Measure to address the Issue of learning of differently by abled children?

1. Recommendations for action by stake holders providing education : Government should provide education for all categories of children with disabilities who should be able to attend any regular school, and be accepted in the regular school, no matter what disability they have

2. Schools, parents and community: Schools should work with parents of children with disabilities as partners in providing education and should involve them closely in the development and implementation of their children's learning programmes, including individualized education plans where appropriate.

3. Enacting Legislation: Legislation is an important step in the process of turning educational policy into mandated provisions which must be carried out with in the school system.

Professional preparedness of institutions : In accordance with the National policy on inclusive education, institutions such as Jawaharlal Nehru University (New Delhi), Osmania University (Hyderabad) have started providing different types of equipments including computer software, books in Braille, wheel chairs and hearing aids to the differently abled students. The university of Delhi and few other institutions in India have committed themselves to provide all possible facilities to the differently abled irrespective of visual, hearing orthopedic, or other kinds of impairment.

5. How do you understand the different forms of socio - cultural and economic exclusion in schooling ? Explain with reference to caste, class, gender minority and other. Marginalized sections of the society.

Ans. Indian primary schools had originated as vehicles to prepare local populations for caste mandated occupations. The primary school curriculum never intended to prepare students for secondary school.

After attainment of independence, more changes occurred in educational policies and curriculum.

In the six decades after adopting the Indian constitution, children's access to primary level education has increased very much.

Caste: Sociological complexity of Indian life is the population's caste consciousness. Social inequality continues to be wide spread.

Example: Caste based discrimination in schools and classrooms.

Class: Class refers to economic class. The phrases lower class, middle class and upper class tend to be associated with employment status and income. Class in India is birth related. It is inherited from parents status and it determines future opportunities. Sometimes people may move from one class to another with in some times one's life time.

Gender differences: In India gender based discrimination and exploitation including female in fanticucle, dowry deaths, unequal wages, high levels of female Illiteracy, chronic diseases are wide spread.

This disproportionate percentage of un schooled girls in an ongoing challenge to India's progress to wards literate population.

Minorities Education : The framers of the constitution made some important provisions for the spread of education in the country. The constitution provides some safeguards for the educational and cultural interests of the minorities. The National policy on education also stressed the need to pay more attention to the education of the minorities in the interest of equality and social justice.

Marginalized groups as a factor in Exclusion: Marginalized people might be socially, economically, politically and legally ignored, excluded or neglected and, therefore vulnerable.

UNIT - 5
SECONDARY EDUCATION : CONCERNS AND ISSUES

1. Explain the linkages of secondary school stage with primary and higher secondary stages of education?

Ans. Secondary stage of education plays an important role in our educational system this is a key stage for both primary and higher stages. If it is strengthed properly then the whole system of education is strengthed. This is a fact not only in our country but also in all parts of the world.

The secondary stage of education is a link for primary and higher stages of education. For the following reasons.

1. There is a close relationship between primary and secondary stages of education. The quality of primary teachers depends upon the standards of education of secondary stage. 2. The students who got good education at secondary stage will shine in the higher stage. 3. The secondary stage of education is associated with the real life of the people in many countries.

The secondary stage of education became weak for the following reasons:

1. The extensive expansion of secondary education made the standards getting low. 2. The funds allotted to this stage of education is not sufficient to achieve the educational objectives. 3. This stage of education could not produce the teachers of good standards. 4. There is no importance for vocational education in this stage.

2. What are the aims of secondary school stages of education?

Ans. The secondary stage of education covers 3 years of academic study i.e from 8th to 10th classes. This stage occupies

a strategic position in our educational system. It is a link between primary and higher stages of education.

The following are the aims and objectives of secondary education that are formulated from the recommendations of various education commissions.

Aims of secondary education according to secondary education commission (1952-53):

1. To bring all round development among the learner. 2. To train the young mass of the country to be good citizens who will be competent to play their part effectively in the social and economic development of the country. 3. To promote social virtues, intellectual development and practical skills of students.

3. Narrate the sociological understanding of universalisation of secondary school stages of education with respect to the following aspects. (a) Quantitative expansion. (b) Qualitative consolidation. (c) Equity perspective.

Ams : Quantitative consolidation: The Quantative expansion of secondary education does not depend simply on the number of schools but on the facilities provided in those schools. The Quantative expansion depends on the following aspects.

a. Affective organisation of midday meal scheme.

b. Distribution of free books and uniform to students.

c. Providing scholarships.

d. Proper functioning of school educational committees.

Qualitative improvement of secondary education: In the field of secondary education emphasis was laid on qualitative improvement, vocationalization and control on quantitative growth. It is proposed that new schools should not be opened without proper planning, secondary schools should be runin uniform pattern. Some new programmes like socially useful productive work, better way of language teaching as a means of communication, teaching of mathematics and science,

participation of students in social service, adult education programmes and literacy activities etc have been emphasized.

Vocationalization of secondary education: During this plan period much emphasis had been laid on vocationalization of secondary education for the post school suitability of the students.

Enrolment: It is proposed to achieve better enrolment by utilizing the present secondary schools properly instead of opening new schools.

Finance: In the sixth five year plan Rs.300 crores have been allotted for secondary education. The seventh plan (1985-90) reoriented the education system to prepare the country to meet the challenges of 21st century.

Equity perspective: Equity in education has two dimensions. The first is fairness, which basically means making sure that personal and social circumstances for example-gender. The second is inclusion, in other words ensuring a basic minimum standard of education for all. For example that every one should be able to read, write and do simple arithmetic. The two dimensions are closely intertwined.

4. Discuss the following issues in secondary school stages of education.

a. privatization b. vocationalization.

Privatization: Privatization is the change of hands of managements, commitments and assessments from government-state establishments to private organisations.

According to Barbara Lee and John Nellis privatization is the general process of involving private sector in the ownership or operation of state owned enterprise.

United declaration of Human Rights declared its importance first in 1948, then in 1966 stating that "Primary education shall be free and compulsory and available to all".

Objectives of privatization in secondary school stages of education:

✤ promotion of technological advancement. ✤ providing quality education. ✤ Meet the education for international standards. ✤ Reducing gap between industry and education.

Privatization being recommended in education due to following reasons: Article 45 of the Constitution is meant for education of all children between the age group of 6 to 14 years.

✤ At the level of secondary, higher secondary and the college and university as well, public sector has played a dominant role in the development of education system. ✤ It is, therefore, being felt that the private sector be inducted in education. So that it can share the burdens of the state in funding education. ✤ At the elementary levels of education, the state-sponsered schools have been responsible for the spread of literacy, more especially in rural areas, but even in urban areas, bulk of the schools are state run or aided by the state.

Merits of privatization:

✤ The talent of students and teachers are recognized and rewarded. ✤ They can identify the hidden talents among children and develop creativity. ✤ Private institutions by providing transport facilities are coming to the door steps of the people.

Demerits: ✤ There won't be job security to the teacher. ✤ Education is not accessible to all because fee will be heavy for common people.

Vocationalization of Secondary Education: The UNESCO, it its recommendation of 1974 on technical and vocational education, defined vocational education as a "Comprehensive term embracing those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understandings and knowledge relating to occupations in the various sectors of economic and social life. Such an education would be an integral part of general education and means of preparing for an occupational field and an aspect of continuing education.

Vocationalisation of higher secondary education aims at increasing employment potential of the people through education for self-employment with emphasis on agriculture and related occupations. Including miniature, small, cottage and agro-industries and through preparation for specific competencies in different vocations.

Vocationalisation of Education is Needed: ✤ To prepare required level of man power. ✤ To provide the general educational attainments and to impart skills needed for employment.

Reasons for vocationalization of education: ✤ Vocational education is the only hope of the children with lower intelligence. ✤ To make the education economically self-sufficient. ✤ Vocational education bridges the gulf in the society. * Educative efforts become purposeful.

5. What are the curricular, pedagogical and examinations reforms in secondary school stages of education.

Ans. Reforms in Secondary School Stages Education : Curriculum

Curriculum is a set of planned activities which are designed to implement well defined educational aims in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered, together with statement of criteria for selection of content, and choices in methods, materials and evaluation. Curriculum is a source of everything that is done in classrooms and schools towards children's education. It tells us what is worth teaching, how much should be taught and in what sequence, with what methods and materials, how learning should be assessed, teachers must be prepared schools monitored, curriculum is the source of all works related to education.

Curricular reforms is the regular activity. As we are living in a dynamic society, the dynamism should reflect in curricular reforms. Reforms should be based on certain directions. **The**

following are some of the major directions in deciding curricular reforms.

RTE 2009 and quality aspects :

1. Conformity with constitutional values 2. Allround development of the child 3) Building of the child's knowledge, potentiality and talent 4) Development of physical and mental abilities to the fullest extent 5) Learning thorough activities, discovery and exploration in a child friendly and child centered manner. 6) Making the child free of fear, trauma and anxiety and helping the child to express views freely, no punishments, child abuse etc. 7) Comprehensive and continuous evaluation of child's understanding, knowledge and the ability to apply them. These factors can be deemed to provide a comprehensive coverage of the indicators of a child centered curricular policy for the school education.

According to National Curriculum Framework 2005 - Guiding Principles include the following aspects:

✤ Connecting knowledge to life outside the school, ✤ Ensuring that learning is shifted away from rote methods, ✤ Enriching the curriculum to provide for overall development of children rather than remain textbook centric, ✤ Creating multiple tests from given text, ✤ Teacher role from teaching to facilitator * Sharing ideas and collaborative learning * Scope must be given for divergent responses in place of as single answer.

Learning must be multidisciplinary :

✤ Child must be an active participant rather than a recipient of information ✤ Learning must provide variety and challenge, and be interesting and enjoyable ✤ Learning takes place both within and outside school. Learning is enriched if these arenas interact with each other ✤Children learn in a variety of ways; through experience, making and doing things, experimentation, reading, discussion, asking questions, listening, thinking and reflecting, expressing oneself in speech, movement of writing - both individually ad collaboratively ✤ All children are naturally

motivated to seek and are capable of learning ✤ Making examinations more flexible and integrated into classroom life and ✤ Nurturing an over riding identify informed by caring concerns within the democratic polity of the country.

State Curriculum Frame Work - Perspectives :

✤ From Teacher centered to learner centered. ✤ From Teaching to Learning. ✤ From Textbook oriented to experiential oriented. ✤ From Lecture method to activity based. ✤ From memorizing the knowledge to construction of knowledge. ✤ Cooperative, collaborative and communicative classroom and learning. ✤ Continuous and comprehensive evaluation becomes part and parcel of learning and recording learner development continuously. ✤ Child is given importance and the curriculum is learner centered learning through engagement of children in challenging activities, projects. ✤ Focus on learning environment and on student learning outcomes. ✤ Assessment is continuous and comprehensive, focus on assessment for learning, evaluation system de-emphasis memory. ✤ Life skills to be reflected in the competencies. ✤ Values to the integrated with classroom activities. ✤ To develop teacher made test papers and implement formative assessment and help child to improve learning. ✤ Use of ICT in classrooms. ✤ Teachers work collaboratively breaking the style of working in isolation and take up whole school based programs. ✤ Curriculum and text books reflecting our democratic and secular heritage.

B. Reforms in secondary school Stages Education : Pedagogical

The National Curriculum Frame work - 2005 has made several radical proposals to revisit the very character of knowledge, shift to a new pedagogical approach and change the entire examination system. Such changes are urgently required to make sure that the nation is freed of this phenomenon of "mass scale failure".

Contemporary pedagogical practices are characterised

largely by lectures where students are passive listeners. Such kind of processes contribute at test to lower order cognition, memorization and fragile learning; together, they make grand nexus for large -scale failing in examination. Students lack problem - solving ability, higher order thinking and cognition and creativity. Most importantly, they miss out on 'learning to know' or learning to learn. If the new generation secondary education sets its targets for students to be able to think critically solve problem individually and collectively, be creative, teaching- learning must undergo a paradigm shift. Pedagogy must bring students at the centre of stage where they primarily learn to learn through peer interaction, problem solving, experiential learning,. Research as a tool for learning is quite common all over the world; introduced even at the pre-primary stage. Indeed, by the time students, are in the 9th 10th standards they should become researchers to be able to crack problems, contemplate solutions, explore and experiments alternative and creative ways of problem-solving.

C. Reforms in Secondary School Stages Education : Examinations

Universalisation of Secondary Education gives opportunity, to move towards equity. In order to meet the challenge of Universalisation of secondary Education, there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are : Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects.

The performance of students in examinations within the government school system suggests that teaching and learning in classrooms is weak across States. In the model that is currently practiced in classrooms, instruction upholds rote learning and memorization. Class sessions consist of teachers lecturing from the text book and asking closed questions requiring answers from the textbook.

The low participation rate of students in rural areas in the science stream is a significant concern and as mentioned earlier,

indicates students' lack of confidence in learning science (possibly due to weak upper primary education) and weak instruction in classrooms. In this scenario, positioning would not involve a revision of curricular or examination content. Here the subject content knowledge of teachers and the introduction of a clear accountability frame work would be important.

Conventionally, education system, particularly school education is guided and controlled by concern for results in examination irrespective of the quality of learning whether fragile or sustainable. The competition though artificial, for securing percentage of marks in the final examination creates unusual stress in the students leading often to mental break does and suicides. This must change. Change in the mechanics of examination will be too simplistic a solution, amounting to treating the symptoms, not the disease itself. Examination - Stress is directly related to facing the challenge of examination with 'fragile' learning due to memorizing huge stock of information. To manage the stress factor in examination it swill be necessary to ensure sustainable learning which the function of instruction process is. Yet, it will be necessary to reconstruct and redesign examination system with attributes like flexible time frame and accumulate credits; eliminating power tests (fixed duration), adopt continuous and comprehensive evaluation. The practice of mark sheets indicating marks in certain subjects must be replaced by a portfolio that would accommodate a student's performance in a variety of domains like life skills, academic/nonacademic and vocational subjects, personal qualities, etc. The portfolio should be comprehensive, revealing of the total being of the student.

6. What are the goals and policy intervention for quality secondary school stages of education of Rashtriya Madhyamika Shiksha Abhiyan (RMSA).

Ans : Rashtriya Madhyamika Shiksha Abhiyan (RMSA): Rashtriya Madhyamika Shiksha Abhiyan is a central government sponsored programme. This is implemented in our state from 2009-2010 academic year. This will be implemented up to the academic year 2019-2020.

Goals: To face the challenge of the universalization of secondary education, there is a need to change the conceptual design of secondary education. For this, universal access, equality, social justice, curriculum, the related structural aspects and development are the guiding principles. The universalisation of secondary education provides an opportunity to move towards equity. Encourage the concept of common school. If all these values are to be established in the system, all the schools including the private unaided schools should contribute to the concept of universalisation of secondery education. For this, adequate number of admissons should be given to the children of under previleged society and the children of below poverty line familes.

1) Establishing secondary school within the radius of 5 km. 2) Achieving 75% access by 2010 - 2013 and 100% access by 2017-2018. 3) By 2020, acheiving 100% retention. 4) Providing necessary infrastructural facilities, teaching and non-teaching staff to each secondary school. 5) To see that no student shall be lost the opportunity of admission into the secondary education by gender disparity social and financial reasons, disability and any other such reason.

Vision : Availability of quality education for all the children between 14 - 18 years of age and there should be a facility of admission. The under mentioned issues should be acheived through this vision.

1) Providing secondary school at a reasonable distance from any residential area. The secondary schools should be within 5 km distance and the higher secondary schools should be with 7 - 10 km distance. 2) By 2017 the universal access of secondary education should be 100% and by 2020 there will be universal retention. 3) To provide admission into the secondary schools for the children of economically backward in the society, educationally backward, the girl who are living in the village areas, handicapped, SCs, STs and other backward castes are educationally backward minorities.

Objectives : The above points are translated into the objectives.

1) Create the physical facilities and staff in all the government, local organizational and aided secondary schools with the financial assistance. This will be done with the pre-determined minium standards. These will be established with suitable machinery in other schools also. 2) Provide admission to secondary schooling accordng to the norms - nearby location (secondary schools within 4 km, higher secondary schools within 7 - 10 km distance), efficient and safe transport facilities/ residental facilities including open schooling based on the local circumstances. In hilly areas and other difficult places, these norms may be relaxed. In those places, residential schools may be established. 3) To ensure that no child is deprived of secondary education of satisfactory quality due to gender disparity, social, financial, handicaped and other barriers. 4) To improve the quality of secondary education as result of enhanced intellectual, social and cultural learning. 5) All the students who are receiving secondary education should receive quality education. 6) Achievement of the above objectives may also signify the sufficient progress in the direction of the common school system.

Activities taken up by RMSA

1) Construction of additional classrooms : To improve the Quality in the school infrastructure, school buildings are strengthened.

2. Laboratories: Construction of integrated laboratories of physics, chemistry, biology and mathematics for quality learning.

3. Laboratory equipment: Providing equipment for the newly constructed laboratories. To provide financial assistance to the equipment in already existing laboratories.

4. Supply of furniture and equipment: Supply the equipment for the head master's room, office, computer room, Art/craft and library.

5. Providing drinking water facility and separate toilets for boys and girls in all the secondary schools.

6. Annual grants for schools: Annual grant of Rs.50,000/- will be given to all schools for the purchase of teaching learning material, games equipment, music, drawing, art education material and maintenance.

7. Grants for minor repairs: Every secondary school having own building will be given Rs.25,000/- for minor repairs of the school annually.

8. Grants for major repairs: The secondary school which is having own building worth 2 sections will be given maximum of Rs. 2 lakhs for major repairs and a maximum of Rs. 4 lakhs to the school which is having 4 sections.

9. Laboratory maintenance grants: Rs. 25,000/- of grant will be given for the purchase of laboratory equipment and maintenance.

10. Library and news paper grants: Library books worth of Rs. 1 lakh would be provided for every secondary school. Annually Rs.10,000/- would be provided for the purchase of news papers, magazines and new books.

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