

PREFACE

In a bid to standardize higher education in the country, the University Grants Commission (UGC) has introduced Choice Based Credit System (CBCS) based on five types of courses viz. *core, generic, discipline specific elective, ability and skill enhancement* for graduate students of all programmes at Honours level. This brings in the semester pattern which finds efficacy in sync with credit system, credit transfer, comprehensive continuous assessments and a graded pattern of evaluation. The objective is to offer learners ample flexibility to choose from a wide gamut of courses, as also to provide them lateral mobility between various educational institutions in the country where they can carry their acquired credits. I am happy to note that the university has been recently accredited by National Assessment and Accreditation Council of India (NAAC) with grade “A”.

UGC (Open and Distance Learning Programmes and Online Programmes) Regulations, 2020 have mandated compliance with CBCS for U.G. programmes for all the HEIs in this mode. Welcoming this paradigm shift in higher education, Netaji Subhas Open University (NSOU) has resolved to adopt CBCS from the academic session 2021-22 at the Under Graduate Degree Programme level. The present syllabus, framed in the spirit of syllabi recommended by UGC, lays due stress on all aspects envisaged in the curricular framework of the apex body on higher education. It will be imparted to learners over the six semesters of the Programme.

Self Learning Material (SLMs) are the mainstay of Student Support Services (SSS) of an Open University. From a logistic point of view, NSOU has embarked upon CBCS presently with SLMs in English / Bengali. Eventually, the English version SLMs will be translated into Bengali too, for the benefit of learners. As always, all of our teaching faculties contributed in this process. In addition to this we have also requisitioned the services of best academics in each domain in preparation of the new SLMs. I am sure they will be of commendable academic support. We look forward to proactive feedback from all stakeholders who will participate in the teaching-learning based on these study materials. It has been a very challenging task well executed, and I congratulate all concerned in the preparation of these SLMs.

I wish the venture a grand success.

Professor (Dr.) Subha Sankar Sarkar
Vice-Chancellor

Netaji Subhas Open University
Under Graduate Degree Programme
Choice Based Credit System (CBCS)
Subject : Honours in Education (HED)
Course : Contemporary India and Education
Course Code : GE-ED-11

First Print : March, 2022

Netaji Subhas Open University
Under Graduate Degree Programme
Choice Based Credit System (CBCS)
Subject : Honours in Education (HED)
Course : Contemporary India and Education
Course Code : GE-ED-11

: Board of Studies :

Members

Dr. Atindranath Dey

Director, SoE, NSOU Chairman (BoS)

Swapan Kr. Sarkar

Associate Professor, SoE, NSOU

Dr. Debasri Banerjee

*Professor, Dept. of Education,
University of Calcutta*

Dr. Kutubuddin Halder

*Professor, Dept. of Education,
University of Calcutta*

Dr. Dibyendu Bhattacharyya

*Professor, Dept. of Education,
University of Kalyani*

Dr. Sanat K. Ghosh

Professor, SoE, NSOU

Dr. Sumanta Chattaraj

Professor, SoE, NSOU

Dr. Papiya Upadhyay

Assistant Professor, SoE, NSOU

Dr. Parimal Sarkar

Assistant Professor, SoE, NSOU

: Course Writer :

Dr. Rajib Saha

Assistant Professor, WBUTTEPA

: Course Editor :

Dr. Sumanta Chattaraj

Professor, SoE, NSOU

: Format Editing :

Dr. Parimal Sarkar

Assistant Professor, SoE, NSOU

Notification

All rights reserved. No part of this Self-Learning Material (SLM) may be reproduced in any form without permission in writing from Netaji Subhas Open University.

Kishore Sengupta

Registrar



**NETAJI SUBHAS
OPEN UNIVERSITY**

**UG : Education
(HED)**

Course : Contemporary India and Education

Course Code : GE-ED-11

Module 1

Unit 1	☐ Universalization of Elementary Education	7-34
Unit 2	☐ Rashtriya Madhyamik Siksha Abhijan (RMSA)	35-58
Unit 3	☐ Rashtriya Uchcharar Siksha Abhiyan (RUSA)	59-84

Module 2

Unit 4	☐ Education for Sustainable Development	85-114
Unit 5	☐ Education and Social Issues	115-147
Unit 6	☐ Education for the Marginalized	148-186

Unit 1 □ Universalization of Elementary Education

Structure

- 1.1 Objectives**
- 1.2 Introduction**
- 1.3 Universalization of Elementary Education**
 - 1.3.1 Concept of Universalization of Elementary Education**
 - 1.3.2 Aims and Objectives of Universalization of Elementary Education**
 - 1.3.3 Importance of Universalization of Elementary Education**
 - 1.3.4 Strategies for Achievement of Universalization on Primary Education**
- 1.4 Constitutional Provisions of Elementary education**
 - 1.4.1 Right to Free And Compulsory Education Act 2009**
 - 1.4.1.1 Concept of Right of Children to Free and Compulsory Education Act, 2009**
 - 1.4.1.2 Achievements of Right to education Act 2009**
 - 1.4.1.3 Limitations of Right to Education Act 2009**
- 1.5 Roles of DPEP, SSA and SSM**
 - 1.5.1 District Primary Education Programme (DPEP)**
 - 1.5.2 Sarva Shiksha Abhiyan (SSA)**
 - 1.5.3 Sarva Shiksha Mission (SSM)**
- 1.6 Summary**
- 1.7 Self-Assessment Questions**
- 1.8 References**

1.1 Objectives

After reading this unit, you will be able to—

- describe the concept of elementary education;
- describe the concept of universalization of elementary education;

- discuss about the constitutional provisions of elementary education;
- describe the provisions of universalization of elementary education in RTE 2009;
- discuss the role DPEP in the universalization of elementary education;
- discuss the role SSA in the universalization of elementary education;
- discuss the role SSM in the universalization of elementary education.

1.2 Introduction

India, after attaining independence on the 15th of August in 1947, education system of the nation was a matter of priority of the first government as well as the successive governments of the nation. Though the first education commission in India was the University Education Commission led by Dr. Sarvapalli Radhakrishnan, elementary education occupied one of the most prioritized sector on the successive days in the hands of the successive governments. The law makers of our nation, especially the constitution-builders of our nation had made a provision that free and compulsory elementary education would be provided to all children up to 14 years of age within a period of ten years from 1950. The logic behind such a provision was that to make all the citizens of the nation literate to nurture a better democracy by producing effective members of the society. Elementary education is generally provided to the children of the age group of 6-14 years. This is the most important and formative period in a child's life. Apart from imparting a child the basic skills of reading, writing and arithmetic, necessary care is taken to foster all round development of the personality through curricular and co-curricular activities. Elementary education can make a person self-reliant, sensible and productive citizen of the country. World Bank research says that even a one year primary schooling has appeared to be evident in increasing output sustainability of the labour force. The importance of elementary education is very crucial not only for the country but also for all the citizens of the country. It is true that the first aim of the constitution to bring all under the umbrella of elementary education within 1960 could not acquire successfully, the successive governments have prepared several provisions and policies for the universalization of elementary education in India.

The present Unit will have detail discussion about the concept of universalization of elementary education in India.

1.3 Universalization of Elementary Education in India

1.3.1 Concept of Universalization of Elementary Education

Universalization of Elementary Education (UEE) means the expansion of elementary education in every nook and corner of our country. It can also be said that elementary education must be made available to every child in the age group of 6-14 years irrespective of caste, colour, creed, sex, religion etc. The need for universalization of elementary education is so pressing that Article 45 of the Constitution of India highlights the concept in very beautiful words as “the state shall Endeavour to provide within a period of ten years from the commencement of the constitution for free and compulsory education for all children until they complete the age of 14 years.”

Universalization of education means availability of education everywhere according to the specific need of the children and place.

The school education of India can be broadly classified under following stages:

Preschool : 3-6 years of age.

Elementary : Primary (I-V): 6-11 years of age.

: Upper Primary (VI-VIII) : 11-14 years of age.

Secondary: (IX-X) : 15-16 years of age.

Higher Secondary : (XI-XII): 17-18 years of age.

Elementary education covers under its jurisdiction the primary (6-11 years) and upper primary (11-14 years) age group. In most of the Indian states, this refers to the successful completion of befitted educational requirements till Class VIII. The essence of the goal is for every 14-year old to have acquired foundation skills such as the ability to read and write with fluency, numeracy, comprehension, analysis, reasoning and social skills such as teamwork. Equally, elementary education should

input in children confidence, courage, curiosity, independence, resourcefulness, patience, resilience, and understanding. There is certain reason to believe that education till 14 years of age is the basic minimum requirement for the child to have effectively absorbed the aforementioned abilities. Apart from it being a Constitutional objective in India, child development studies support going beyond the primary age of 11 years. Piaget, for instance, opines that two important ingredients for thought to proceed in a cogent and scientific manner—hypothetico-deductive reasoning and propositional thought—appear in the average child only after the age of 11 years. Other important skills like elaboration, i.e. the memory strategy of creating a relation between two or more items that are not members of the same category, rarely appear before age 11 (Schneider and Pressley, 1989). Kail (1991) has shown that there is an age-related gain in basic information processing resources. As a result of this, and through several empirical studies, he has also shown that the rate of decrease in time taken to process basic cognitive tasks begins to taper off by age 14 years and no sooner. Essentially, the age-related gain in basic information processing resources permits the cognitive systems of older children to hold on to more information at once, as a result of which they can scan the information more quickly and generate better responses in a wide range of situations. The facility to do so does not develop until after the age of 11 years.

1.3.2 Aims and Objectives of Universalization of Elementary Education

Universalisation of Elementary Education (UEE) has been accepted as a national goal in India. Central and all the State governments are making strenuous efforts to achieve this goal. The Article 45 in the Directive Principles of State Policy in the Constitution of India mandated the State to endeavour to provide free and compulsory education to all children up to age fourteen in a period of ten years.

The primary objective of Universalization of Elementary Education is that elementary education must be made available to every child in the age group of 6-14 years irrespective of caste, colour, creed, sex, religion etc. It should be made free and compulsory to all the children of the age group of 6-14 Years.

Universalisation of Elementary Education in India basically evolves three important things:

- Universalisation of provision
- Universalisation of enrolment and
- Universalisation of retention.

1.3.3 Importance of Universalization of Elementary Education

The features that have characterized elementary education, since the country achieved its independence are still prevalent in the present existence. These continue to describe the elementary education and have been stated as follows: (Shiva Kumar, & Rustagi, 2010).

Enrolment—Since the initiatives in 1990, India has witnessed a steady increase in the enrolment rate in elementary education. The policymakers introduced a number of schemes which have led to a positive increase in the enrolment ratio, these are, recruitment of local teachers, having an increase in the proximity of the schools, providing mid-day meals and incentives and scholarships for the students. One of the most important factors is, people have begun to recognize more and more the significance of education. They came to realize that with education, they will be able to flourish in their lives. If the parents still feel disinterested in sending their children to schools or if the children think of discontinuing their education, this is because, the teaching-learning processes are not up to the mark, there are not proper availability of creative activities, the management of the schools is not carried out in an appropriate manner and the environmental conditions of the schools are not suitable. Therefore, to lead to an increase in the enrolment rate, it is vital to make improvements in all these areas.

Equity—The country has witnessed numerous improvements in education at all levels. In spite of these improvements, there is even an increase in the inequalities in basic education. Discrimination between the regions, genders, castes, class, ethnicities, religions and other marginalized sections of the population still continue to exist and caters to be the biggest challenge for the policy makers and the educationists. The levels of successful educational attainment vary across the regions. Though the average literacy rate for India was 65.4 percent in 2001, the proportion

of the population who could read and write varied from 48 percent in Bihar and 91 percent in Kerala. Such indicators were observed in the provision of school education as well. There has been an increase in the school drop-out rate amongst the deprived, marginalized and socio-economically backward sections of the society due to various reasons. In addition, there are differences on the basis of gender amongst the Scheduled Castes, and Scheduled Tribes, regarding the children who are in between six to fourteen years of age. Measures should be initiated to eliminate gender differences and equal opportunities should be made available to all the individuals.

Quality—Quality of elementary education is considered to be an imperative aspect. The quality of the schools may be improved by making use of meaningful and worthy curriculum and instructional methods, materials and equipment, technology, physical environmental conditions, libraries and resources. Some of the elementary schools have limited materials and equipment available, insufficient to meet the needs and requirements of the students. Therefore, the vital measures to be undertaken to enhance the quality of elementary education are:

- i. making provision of proper teaching-learning methods;
- ii. effective communication between the teachers and the students;
- iii. availability of materials, books, articles, swings, playthings and other resources.

These should contribute not only in the learning of the students, but will also generate awareness among them regarding different areas. Teachers should also focus upon making such concepts available to the students that would make them better citizens with values, norms, standards, principles, and etiquettes. Teachers are there to play the most crucial role in enhancing the quality of the schools, especially in rural areas, where they are the sole representatives of the education system. They are the main people who contribute an important part in the management of the school. Efficiency in the management process leads to an improvement in quality.

Effectiveness—There are various systemic and structural deficiencies that characterise the functioning of the government or government-aided or sponsored schools. The effectiveness of the schools is characterized by proficiency and expertise in performing the managerial functions of planning, organizing, leading, directing, recruiting and controlling. These functions are applicable to both students and the

members of the staff. The teachers have to play an important role in maintaining effectiveness of the schools. They need to be supportive and encouraging towards the students. On the other hand, high rate of absenteeism amongst the teachers, ineffective teaching methods, engagement of the teachers on frequent basis in non-teaching work and use of intimidating and uninteresting methods of teaching are the ways that lead to an increase in the drop out of students. Teachers are expected to enrich the learning and understanding of the children. Within the classroom setting, there are various forms of biases and discriminations. In order to promote effectiveness within the elementary education, the primary factors are to treat all students equally, providing them equal opportunities, encouraging operative teaching-learning methods, and creative activities, having proper materials and equipment, and improving the physical environmental conditions of the schools, and effective communication processes. All the members of the schools and students should work in collaboration towards implementation of these factors.

1.3.4 Strategies for Achievement of Universalization on Primary Education

In order to solve the problems of universalization of primary education the government both central and state level have undertaken some of the strategies which are as follows:

- i. The constitution (Eighty third Amendment) Bill, 1997 was introduced in the Rajya Sabha on 28th July, 1997 to make right to free and compulsory education for 6-14 years of age a Fundamental Right. Accordingly the Lok Sabha, on November 28, 2001, unanimously passed a constitution amendment making education for children in the age group of 6-14 years of fundamental right.

In this regard the parliament passed the 262nd “ Amendment Act, 2002 to make elementary -education a Fundamental Right for children in the age group of 6-14 years.

- ii. In order to create parental awareness and community involvement, a new scheme SarvaShikshaAbhiyan was evolved to pursue universal elementary education in a mission mode.

- iii. It is essential to ensure appropriate economic incentives like free uniforms, free learning materials and compensation to the families of children to economically and socially backward sections of the society, scheduled castes and scheduled tribes.
- iv. The scheme of operation Blackboard was launched in 1987-88 with the aims of providing improved infrastructure in schools.
- v. District Primary Education programme was launched in 1994 as a major initiative to achieve the objective of Universalization of Primary Education.
- vi. A National Programme of Nutritional support to primary education commonly called the Mid-Day-Meal (MDM) scheme launched on 15 August, 1995 is aimed at improving enrolment, attendance and retention in primary classes.
- vii. The scheme of Non-formal education (NFE) was introduced in 1970-80 to target out of school children in the age group of 6-14 years who had remained out-side the formal schooling.
- viii. Steps were taken to check the wastage and stagnation in primary education level.
- ix. Universal Provision of girl's education would be a major step forward to the attainment of universal compulsory primary education councils for the Welfare of women and children both at the centre and stake levels should contribute their best efforts in this direction.
- x. ShikshaKarmi and ShikshaSahayak Project aim at universalization and qualitative improvement of primary education on remote and backward areas.

1.4 Constitutional Provisions of Universalization of Elementary Education

Elementary education constitutes a very important part of entire structure of education system. Universalisation of elementary education has been one of the most important goals of educational development in India since independence.

Article 45 of the Indian constitution directed states to Endeavour to provide within a period of 10 years from the commencement of the constitution (1950) free

and compulsory education to all children up to the age of 14 years. This resolved to be fulfilled by 1960. In spite of concerted efforts by the centre as well as state governments in promoting elementary education, the target of Universalisation of elementary education has not been achieved till date.

Article 45 reads:

Provision for free and compulsory education for children-states shall endeavour to provide, within a period of 10 years from the commencement of this Constitution, for free and compulsory education for children until they complete the age of 14 years.

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

Another development is Supreme Court judgment which interpreting the constitutional provision declared basic education as a fundamental right of every citizen requiring the state to make necessary provisions as a basic obligation. This

was followed by a framework of partnership between the centre and the state governments on a massive scale through a number of centrally sponsored schemes such as District Primary Education Programme, LokJumbish Project, Mid Day Meal Scheme SarvaShikshaAbhiyan, Education Guarantee Scheme, Alternative and Innovative Education, ShikshaKarmi Project, Janshala Programme etc. All these programmes aims at Universalisation and qualitative improvement of primary education in remote and socio-economically backward areas by increasing enrolment, attendance and retention and also improving nutritional status of children in primary classes. There are some problems of elementary education such as:

- out of school children
- working children, or child labourers
- parents ignorance
- family's poor financial conditions
- attitude of parents towards girl's education
- distance of the school from the place of residence
- lack of provision of basic infrastructure
- lack of women teachers in the school

To bring out of school children in the fold of elementary education child wise planning should be undertaken, child labour should be minimized, fund for primary education should be increased and part-time and alternate schools should be opened in large number. Nevertheless, unless efforts to attract the children to schools and to retain them in schools by making both parents and children feel that schools are worthwhile, the success of elementary education may remain a distant dream in country's developmental programmes.

1.4.1 The Right of Children to Free and Compulsory Education Act, 2009

1.4.1.1 Concept of Right of Children to Free and Compulsory Education Act, 2009

In August 2009, Parliament passed the historic **Right of Children to Free and Compulsory Education (RTE) Act, 2009**. The new law must be observed from the

viewpoint of children. It provides a justifiable legal background that permits all children between the ages of six to fourteen years to an education of rational worth, based on principles of justice and non-discrimination. It provides for children's right to free and compulsory admission, attendance and completion of elementary education. More essentially, it provides for the child's right to education that is free from anxiety, pressure and apprehension.

There are several provisions in the Act, including, necessities segregating corporal punishment, detention and dismissal which need to be fore-fronted to ensure that one proceeds towards a system that, as the National Policy on Education states, makes provision of a sincere, hospitable and encouraging approach for children engaged in learning. The most important aspect, however, is to ensure that the teaching and the learning process is free from pressure and apprehension (Sec. 29), with apparent inferences for curricular reform. Testing and school grading systems need to be revised to stimulate children to expand and broaden their learning. The RTE Act also lays down the responsibilities of the teachers. Teacher accountability systems would need to ensure that children are learning and that their right to learning in an environment is free from stress and anxiety (Chapter I, n.d.).

The RTE Act provides for: (Chapter I, n.d.).

The right of children to free and compulsory education till they have completed their elementary education in the school that is located in the neighbourhood.

It explains that compulsory education means responsibility of the suitable government to make provision of free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child within the age group of six to fourteen years. 'Free' means that no child shall be responsible to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.

It makes provisions for a non-admitted child to get admitted within the school to a class that is appropriate to his age. This applies to children who have dropped out of school at an early age or who have never been enrolled in school before.

It identifies the duties and the responsibilities of suitable Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and the State Governments.

It lays down the norms and standards relating to, inter alia, Pupil Teacher Ratios (PTRs), buildings and infrastructure, school working days, and working hours of the teachers.

It makes provision for rational deployment of the teachers by ensuring that the identified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is essentially no urban-rural disparity in teacher placements. It also forbids the deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

It makes provision for the appointment of teachers, who are appropriately trained. The teachers with the requisite training and academic qualifications are preferred. Teaching is considered to be a professional job and individuals are required to possess essential training and qualifications.

The children who are within the age group of six to fourteen years, to them there are certain areas that need to be prohibited. These are, physical punishment and mental harassment, screening procedures relating to their admission, capitation fees, giving private tuitions by the teachers and functioning of schools without any kind of recognition.

The penalties that have been implemented have been stated as, the charging of capitation fee, the fine up to ten times the capitation fee is charged. For resorting to screening process during admission, Rs 25,000 for first contravention, Rs 50,000 for each subsequent contravention, and for functioning of the school without acknowledgement. Fine up to Rs one lakh, and in case of continuing contravention, Rs. 10,000 for each day during which the contravention continues.

It provides for the development of the curriculum in accordance to the standards and the principles that have been stated in the Constitution of India. The formulation of the curriculum should focus upon the all-round development of the child. It includes, enhancement of knowledge, proficiency, potentiality, skills and abilities and making the child feel relieved from any kind of pressure or anxiety. This can be done by creating a stress free, child centred and a child friendly learning environment.

It provides for safety and observing of the child's right to free and compulsory education and redress of grievances by the National and State Commissions for Protection of Child Rights, which shall have the powers of a civil court.

The Act comprises several provisions that are required to be put into place to make sure its appropriate implementation, including, inter alia systems for enrolment that is in accordance to the age, devices for school and habitation mapping, recruitment and re-deployment of teachers to ensure that the pupil teacher ratio is sustained in every school, enhancing the quality of the entire teacher workforce to a common national standard and training of ‘untrained’ teachers, revising the material and process of curriculum, undertaking ongoing and continuous evaluation, instituting school management committees and ensuring management, administration and supervision of the schools with support from the community.

1.4.1.2 Achievements of Right to Education Act, 2009:

- The RTE Act has successfully managed to increase enrolment in the upper primary level (Class 6-8);
- Stricter infrastructure norms resulted in improved school infrastructure, especially in rural areas;
- More than 3.3 million students secured admission under 25% quota norm under RTE;
- It made education inclusive and accessible nationwide;
- Removal of “no detention policy” has brought accountability in the elementary education system;
- The Government has also launched an integrated scheme, for school education named as **Samagra Shiksha Abhiyan**, which subsumes the three schemes of school education:
 - Sarva Shiksha Abhiyan (SSA)
 - Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
 - Centrally Sponsored Scheme on Teacher Education (CSSTE).

1.4.1.3 Limitation of Right to Education Act, 2009:

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

- There is no focus on quality of learning, as shown by multiple **ASER reports**, thus RTE Act appears to be mostly input oriented.
- Five States namely Goa, Manipur, Mizoram, Sikkim and Telangana have not even issued notification regarding 25% seats for underprivileged children of society under the RTE.
- More focus is being given over statistics of RTE rather than quality of learning.
- Lack of teachers affect pupil-teacher ratio mandated by RTE which in turn affects the quality of teaching.

1.5 Role of DPEP, SSA and SSM

1.5.1 District Primary Education Programme (DPEP)

The National Policy on Education, 1986 and the Programme of Action-1992 reaffirmed the national commitment that free and compulsory education of satisfactory quality should be provided to all children upto the age of 14 years before we enter 21st Century. Since independence, the country has been striving to achieve the target of universalisation of elementary education (UEE). But this target still remains unachieved. One of the reasons for this is that the planning or the attainment of UEE has been mainly at the national and state levels. This has resulted in regional imbalances with regard to progress towards the attainment of UEE. This situation demands that the planning process should be decentralised and made participatory with a view to addressing the access for girls and disadvantaged groups.

With this background in view, the District Primary Education Programme (DPEP), a centrally-sponsored programme, was launched in 1993 providing special thrust to achieve Universalisation of Primary Education (UPE). The overall goal of the programme is to reconstruct primary education as a whole in selected districts instead of piecemeal implementation of various schemes. For realising the goal, the DPEP envisages district specific projects, with specific activities, clearly defined responsibilities, definite time schedule and specific targets. Each district project framework is tailored to the specific needs of and possibilities in the district. The

goals of each project include reduction of existing disparities in educational access, provision of alternative systems of comparable standards for the disadvantaged groups, a substantial improvement in quality of schooling facilities, obtaining genuine community involvement in running of schools and building up local capacity. The DPEP is contextual and has a marked gender focus. The specific targets of the programme are to provide access to primary education for all children, reducing drop-out rate to less than 10%, increasing learning achievement of primary school students by at least 25% and reducing the gap among different gender and social groups to less than 5%. The programme had covered 163 districts in 15 states upto 1998. The objective of the programme is to gradually extend the coverage of all educationally backward districts with female literacy below the national average; and also the districts where Total Literacy Campaigns (TLCs) have been successful leading to enhanced demand for elementary education. District plans under DPEP are formulated with the active association of the community, NGOs, teachers and teacher educators. Appraisal of the plans is done with reference to the criteria of equity, participative processes, feasibility, sustainability and replicability.

The objectives of the programme are:

- i) to provide access to all children to primary education through formal primary schools or its equivalent through alternatives;
- ii) to reduce overall dropouts at the primary level less than 10 percent;
- iii) to increase achievement levels by 25 percentage points over and above the measured baseline levels;
- iv) to reduce disparities of all types to less than 5 percent.

The focus of each plan may vary depending upon the level of development of primary education in the selected district. In some districts, the priority may be more on access; in certain cases the focus may be on retention; and in still other cases the focus may be on achievement. Only a close scrutiny of the districts in a more disaggregated fashion can provide us a clue regarding the areas of emphasis.

The criteria to identify districts under the programme are : i) educationally ward districts with female literacy below the national average; and ii) districts where TLCs have been successful leading to enhanced demand for primary education (Department of Education: 1993). It is quite possible that these two categories of districts can be

from the same state. The priorities and planning concerns may be different in these two category of the districts.

The problematic of multilevel planning in general and district planning in particular lies in the satellite imagery view i.e. looking at the people and their problems from above (Misra: 1991). The common practice of decentralized planning in India confirms to this pattern. The usual practice is preparing plans for the district at the state level. The district plans are generally seen as a process of regionalisation of national and state plans. And the effort invariably is to work out the implementation implications of the state plan.

The DPEP is an attempt to initiate a process of planning from below. The framework of the programme envisages initiating and completing the process of planning first at the district level. The state level intervention strategies and plans are meant to facilitate the successful implementation of the district plans. It can be seen that looking at linkages between state and district plans in this framework changes the relative roles to be played by agencies at different levels. This process of planning ensures that state plans cannot be prepared unless and until the district plans are complete and the state level plans are nothing but efforts to achieve district level targets.

Programs of District Primary Education Programme (DPEP)

Some of the programs of activity under this plan are as below.

1. To develop the teaching aids and instruments for a child's education,
2. To provide special facilities for drinking water and sanitation for the girl students,
3. Also, to involve the community people in this plan of activity,
4. To make provision of education for children who were engaged in some other work,
5. To make provision for pre-primary school for children of the age group of 3 to 6 years for their all-round development,
6. Also, to make arrangements for child gathering, an exhibition of dolls, and a child's picture exhibition,
7. To establish co-ordination and co-operation between pre-primary and primary education.

Planning Process under DPEP: National Level

District Primary Education Programme (DPEP) is conceptualised and concretised on the basis of varied experience and expertise the country has gained in the process of planning and implementing national programmes, state level programmes and externally funded programmes in education in India. The DPEP made a serious effort to translate the idea of decentralization into an operational practice through various steps: (i) the programme identified district as the unit for initiating decentralized educational planning. Selection of the unit for planning, namely, a district is in line with the understanding that India had arrived at as per the recommendations of various Committees. (ii) the programme attempted to alter the pattern of resource decisions from state level to local levels; (iii) the programme attempted to strengthen the planning process to make it more consultative, participatory and transparent; (iv) it tried to provide professional resource support to academic activities through new organisational arrangements like the BRCs and CRCs; (v) it attempted to provide support to schools through providing contingency grants of Rs.2000/- to each school and Rs.500/- to every teacher annually; (vi) the planning process tried to create local level capacity both at the district and sub-district levels. These efforts, in the initial stages, were supported through the existing administrative arrangements and professional bodies. The decentralized planning efforts were mostly initiated through providing professional support to the state and district levels by national institutions.

The programme design and guidelines were initially formulated by the Government of India in February, 1993. A National Core Team was formed to guide and facilitate district level planning process and preparation of state level documents. The National Core Team consisted of 12 functional areas. These areas were; i) District Planning ii) Teacher Training iii) Curriculum Transaction iv) Early Childhood Education v) State Finances vi) Gender Issues vii) Tribal Education viii) Text Book Production and Distribution ix) School Effectiveness x) Baseline Assessment Studies xi) Non-Formal Education and xii) Management Information System.

Each of these functional areas was headed by a senior faculty from the National Institutions like NIEPA and NCERT and each of these functional areas constituted a group of specialists. There was a meeting of National Core Team Members in April, 1993 to orient the members of the National Core Team towards DPEP and its major

concerns. After this orientation programme each of the groups of the functional areas developed an outline listing issues and concerns to be incorporated in the district plans. The district planning process made a serious effort to incorporate various issues related to class-room practices, school processes, gender issues, tribal issues, community participation etc.

The overall co-ordination of district planning activities and activities of the National Core Team was carried out by the Department of Education, MHRD. One member of the National Core Team was requested to co-ordinate district planning activities in each of the states.

From May, 1993 the National Core Team Members visited states and DPEP districts. These meetings were organised primarily to provide the necessary professional support to prepare district plans and to incorporate varying concerns identified by different functional areas. The effort was more to provide guidance than to incorporate any national level concern in a mechanical fashion in any district plan. These visits and meetings with the State and District level people were very helpful in broadening the basis of district planning and also in providing professional and technical support to prepare plans, draw schedules to prepare plans and also to identify activities which will ultimately lead to preparation of district plans.

The draft district plans which were prepared were sent to the members of the National Core Team. Once the plans were received these plans were sent to the concerned heads of functional areas to closely examine whether the plan proposals cover aspects related to each functional area. The District Planning Group of the National Core Team had developed a check list to help examine and evaluate the district plans. The comments from each of the functional area was consolidated and sent to the respective states. Based on these comments the State Government and district authorities were requested to revise the draft plans which were further scrutinised by National Core Team Members and Members of the preparatory mission which came to India in July, 1993. Members of the National Core Team also visited the states and districts as part of the preparatory mission.

Various state specific and district specific studies were initiated during this period to make district plans more realistic and local specific. In general studies

were initiated in the areas of Learner Achievement, Teacher Motivation, Gender Issues, Tribal Education, Text Books and State Finances. Findings of these studies were incorporated into the district plans when the plans were revised and finalised. The Mission made a closer scrutiny of the draft district plans and made suggestions for further improvement. After the wrap-up meeting of the preparatory mission, there was a meeting of the DPEP Bureau and members of the National Core Team. During this meeting it was felt that preparation of district plans requires more professional support. For this purpose NIEPA organised a workshop in September, 1993. Participants from the DPEP Districts came with their draft plans. During this workshop comments given on these plans by National Core Team and Mission Members were discussed and directions for further revision of the plans were clearly specified. The participants went back to their respective districts and revised the plans which were submitted to the pre-appraisal mission in October-November, 1993.

During the pre-appraisal stage it was realised that while the medium term plan preparation reached a level of completion, the annual work plans were not clearly elaborated. The next effort was to finalise the medium term plans and to prepare annual work plan for the year 1994-95. To provide professional support at this stage, NIEPA organised another workshop in February, 1994 where participants from the districts and state level participated. Based on the deliberations in the workshop district plans were further revised and finalised and annual work plan proposals were developed. This revised document was submitted for appraisal.

Parallel to these professional activities associated with preparation of plan documents, sanctions and approvals of the programme were sought at various levels. For example the DPEP guidelines formulated in February were revised in April, 1993. The union cabinet approved the programme in December, 1993 and planning commission approved it as a centrally sponsored programme in January, 1994. Expenditure and Finance Committee of India approved it in May, 1994 and the programme was formally launched in November, 1994 with the release of Rs.352.9 million to the state implementation societies of the seven states covered under the programme in its first phase. It needs to be noted that management structure to implement the programme was also created in all the states during this period.

1.5.2 Sarva Shiksha Abhiyan (SSA)

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

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

SarvaShikshaAbhiyan (SSA) is a programme for Universal Elementary Education. This programme is also an attempt to provide an opportunity for improving human capabilities to all children through provision of community-owned quality education in a mission mode. It is a response to the demand for quality basic education all over the country.

Main feature of SSA:

- Programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic.
- An expression of political will for universal elementary education across the country.
- A partnership between the central, state and the local government.
- An opportunity for states to develop their own vision of elementary education.
- An effort at effective involving the Panchayati Raj Institutions, school management Committees, village and urban slum level Education Committees, parent's Teachers' Associations, Mother-Teacher Associations, Tribal Autonomous councils and other grassroots level structures in the management of elementary schools.

Aims of SSA:

- To provide useful and elementary education for all children in the 6-14 age group by 2010;

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

Objectives of SSA:

- All children complete five years of primary schooling by 2007;
- All children complete eight years of schooling by 2010;
- Focus on elementary education of satisfactory quality with emphasis on education for life;
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010;
- Universal retention by 2010.

Structure for Implementation:

The Central and State governments will together implement the SA in partnership with the local governments and the community. To signify the national priority for elementary education, a National Sarva Shiksha Abhiyan Mission is being established with the Prime Minister as the Chairperson and the Union Minister of Human Resource Development as the Vice Chairperson. States have been requested to establish State level Implementation Society for DEE under the Chairmanship of Chief Minister Education Minister. This has already been done in many States.

The Sarva Shiksha Abhiyan will not disturb existing structures in States and districts but would only try to bring convergence in all these efforts. Efforts will be made to ensure that there is functional decentralization down to the school level in order to improve community participation. Besides recognizing PRIs/Tribal Councils in Scheduled Areas/including the Gram Sabha, the States would be encouraged to enlarge the accountability framework by involving NGOs/teachers, activists/women's organizations etc.

Coverage and Period

The SSA will cover the entire expanse of the country before March 2002 and the duration of the programme in every district will depend upon the District Elementary Education Plan (DEEP) prepared by it as per its specific needs. However, the upper limit for the programme period has been fixed as ten-years.

Strategies Central to SSA programme

- **Institutional reforms**—As part of the SSA, institutional reforms in the States will be carried out. The states will leave to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already effected institutional reforms to improve the delivery system for elementary education.
- **Community ownership**—The programme calls for community ownership of school based interventions through effective decentralisation. This null be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.
- **Improving mainstream educational administration**—It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches, and by adoption of cost effective and efficient methods.
- **Community based monitoring full with full transparency**—The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community based information from micro planning and surveys. Besides this, every school will have a notice board showing all the grants received by the school and other details.
- **Accountability to community**—SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency.

- **Education of girls**—Education of girls, especially those belonging to the scheduled castes and scheduled tribes, will be one of the principal concerns in Sarva Shiksha Abhiyan.
- **Focus on special groups**—There will be a focus on the educational participation of children from SC/ST, religious and linguistic minorities disadvantaged groups and the disabled children.
- **Pre Project phase**—SSA will commence throughout the country with a well-planned pre project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system.
- **Thrust on quality**—SSA lays a special thrust on making education at elementary level useful and relevant for children by improving the curriculum, child centred activities and effective teaching methods.
- **Role of teachers**—SSA recognizes the critical role of teachers and advocates a focus on their development needs. Setting up of BRC/CRC, recruitment of qualified teachers, opportunities for teacher development through thorough participation in curriculum related material development, focus on classroom process designed to develop the human resource among teachers.

Components of SSA

The components of Sarva Shiksha Abhiyan includes appointment of teachers, teacher training, qualitative improvement of elementary education, provision of teaching learning materials, establishment of Block and Cluster Resource Centres for academic support, construction of Classrooms and school buildings, establishment of education guarantee centres, integrated education of the disabled and distance education.

Requirement of Financial Resources for UEE

According to broad assessments made by the Department of Elementary Education & Literacy, nearly Rs. 60,000 crores additional resources are required from the budget of the Central and the State level Departments over the next ten years. Since SSA is a programme for universalisation of elementary education, the actual requirement of funds can only be worked out after the District Elementary Education

Plans are finalized. Sarva Shiksha Abhiyan (SSA) has two aspects-1) It provides a wide convergent framework for implementation of Elementary Education schemes; II) It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education. While all investments in the elementary education sector from the State and the Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE.

Financial Norms

- The assistance under the programme of Sarva Shiksha Abhiyan could be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 thereafter between the Central government and State governments. Commitments regarding sharing of costs would be taken from State governments in writing.
- The support for teacher salary appointed under the SSA programme could be shared between the central government and the State government in a ratio 85:15 during the IX Plan. 75:25 during the X Plan and 50:50 thereafter.
- All legal agreements regarding externally assisted projects will continue to apply unless specific modifications have been agreed to in consultation with foreign funding agencies.
- District Education Plans would inter-alia, clearly show the funds/resource available for various components under schemes like JRY, PMRY, Sunishchit Rozgar Yojana, Local Area development fund of MPs/ MLAs. State Plan, foreign funding and resources generated in the NGO sector.
- All funds to be used for upgradation, maintenance, repair of schools and Teaching Learning Equipment and local management to be transferred to VECs/School Management Committees.
- Other incentive schemes like distribution of scholarships and uniforms will continue to be funded under the State Plan. They will not be funded under the SSA programme.

1.5.3 Sarva Sisksha Mission (SSM)

Sarva Shiksha Mission (SSM) is one of the biggest robust educational programme after independence of India and initially the duration of the programme was for eight years from 2002 to 2010 with the financial involvement rising from Rupees 499.8 crore of 2001-02 to Rupees 13100 crore of 2008-09. After successful implementation of District Primary Education Programme (DPEP) though all districts were not covered by this programme, hence both the primary and upper primary classes were taken into account under SSM.

1.6 Summary

The need for universalization of elementary education was felt long before the independence of India though, proper planning has been conducted after the independence. It was advocated that all the children of the age group of 6-14 years should be brought under the arena of education. They should be enlightened with the light of knowledge and thereby the nation may be enlightened by increasing the educated labour force of the nation. Several plans and programmes were also taken in the last 75 years to make the dream a true. It's true that we are still some paths away from the desired goal of putting 100 percent children into school for having elementary education; there are still gaps like drop out, child labour, enrolment, retention, etc. are existing but the policies have developed the situation a lot too.

The most important plans among all the plans and policies taken by the government have been discussed above. DPEP or District Primary Education Programme has been very much effective in the concept of universalization of elementary education. The objectives and nature of their planning have been discussed in detail. SarvaSikshaAbhiyan and SarvaSiksha Mission have been proven to be most effective for universalizing elementary education. The success of SSA and SSM has led the government to introduce RMSA and RUSA for the development of MadhyamikSiksha and Higher Education respectively.

In the first unit the detail of universalization of elementary education has been discussed alongwith the roles of DPEP. SSA and SSM. The constitutional provisions have also been discussed here which will enrich the students to be aware of the

concept of universalization of elementary education as well as the role of DPEP, SSA and SSM in this regard.

1.7 Self-Assessment Questions

1. What do you mean by universalization of elementary education? Also state the various steps for materializing the dream of UEE.
2. What are the aims and objectives of universalization of elementary education?
3. Discuss in detail the importance of universalization of elementary education in India.
4. What are the Constitutional provisions of universalization of elementary education in India?
5. What is Right of Children to Free and Compulsory Education Act, 2009? How does it contribute to the universalization of elementary education in India?
6. What are the achievements and limitations of Right to Education Act 2009?
7. What is DPEP? Discuss in detail the programmes and planning of DPEP?
8. How does DPEP contribute to the universalization of elementary education in India?
9. What is Sarva Siksha Abhiyan in India? Discuss the constitutional background of Sarva Siksha Abhiyan in detail?
10. How does Sarva Siksha Abhiyan work to universalize the elementary education in India?
11. What are the financial concerns of SarvaSikshaAbhiyan in reference to elementary education?

1.8 References

Aggarwal, Y. (1998) Access and Retention under DPEP: A National Overview. Unpublished research report. New Delhi: National Institute of Educational Planning and Administration [NIEPA]. Available from: <http://www.dpepmis.org/downloads/ar98.pdf>

- Census of India (1991). C series Data: Social and Cultural Tables. New Delhi: Office of the Registrar General & Census Commissioner. Census of India (2001). C series Data: Social and Cultural Tables. New Delhi: Office of the Registrar General & Census Commissioner.
- Gopalan, K. (1998) *Indian Strategies to Achieve Universalisation of Elementary Education*. Indira Gandhi : National Centre for the Arts: New Delhi
- Govinda, R. (2008) Literacy and Elementary Education in India: Regional Imbalances and Social Inequities. In: Prakash, V. & Biswal, K. (ed) *Perspectives on Education and Development. Revisiting Education Commission and After*. pp.157-201. New Delhi:Shipra/NUEPA.
- Govinda, R. and Biswal, K. (2006) *Elementary Education in India: Promise, Performance and Prospects*. Background paper for the Mid-Term Assessment of the Tenth Plan. New Delhi: Human Development Resource Centre, UNDP.
- J.B.G. (2000) Why Do Some Children Never Go to School in Rural India? *Kurukshetra*. October. Annual Issue, 49(1): pp. 55-59.
- PROBE. (1999) *Public Report on Basic Education in India*. New Delhi: Oxford University Press.
- Sinha Shabnam (2004) "Elementary Education in India". in J.S. Rajput (Ed.) *Encyclopaedia of Indian Education*. National Council of Educational Research and Training: New Delhi
- Sinha, A. and Sinha, A.K. (1995) *Primary Schooling in North India: A Field Investigation*. Centre for Sustainable Development, Mussoorie: Lal Bahadur Shastri National Academy of Administration.
- Tilak, J.B.G. (1996) How Free is Primary Education in India (Parts I and II). *Economic and Political Weekly*, 31(5 and 6): pp. 275-82 and 355-66. Tilak,
- UNDP. (2004) *Human Development Report 2004. Cultural Liberty in Today's Diverse World*. New York: UNDP.
- UNDP. (2007) *Human Development Report 2007/2008. Fighting Climate Change: Human Solidarity in a Divided World*. New York: UNDP.
- UNESCO Institute for Statistics. (2005) *Children Out of School: Measuring Exclusion from Primary Education*. Montreal: UNESCO Institute for Statistics.

UNESCO. (2004) Education for All Global Monitoring Report 2005—The Quality Imperative. Paris: UNESCO.

UNICEF. (2004) Mapping India's Children: UNICEF in Action. New Delhi: UNICEF.

UNICEF. (2005) The State of the World's Children 2006: Excluded and Invisible. New York: UNICEF.

Unni, J. (1995) Returns to Education by Gender Among Wage Employees in Urban India. Working Paper No. 63. Ahmedabad: Gujarat Institute of Development Studies.

Unit 2 □ Rashtriya Madhyamik Siksha Abhijan (RMSA)

Structure

- 2.1 Objectives**
- 2.2 Introduction**
- 2.3 Universalization of Secondary Education: Aims, Objectives and Significance**
 - 2.3.1 Secondary Education System in India**
 - 2.3.2 Types of Secondary School**
 - 2.3.3 Aims and Objectives of Secondary Education**
 - 2.3.4 RTE Act 2009 and Secondary Education**
- 2.4 Role of RMSA in Universalization of Secondary Education**
 - 2.4.1 Concept of RMSA**
 - 2.4.2 Objectives of RMSA**
 - 2.4.3 Physical Facilities of RMSA**
 - 2.4.4 Quality Interventions of RMSA**
 - 2.4.5 Equity Interventions provided in RMSA**
 - 2.4.6 Implementation Mechanism of RMSA**
- 2.5 Problems of Secondary Education in India and its Solution**
 - 2.5.1 Problems of Secondary Education**
 - 2.5.2 Suggested Solutions to the Problems of Secondary Education**
- 2.6 Summary**
- 2.7 Self-Assessment Questions**
- 2.8 References**

2.1 Objectives

- To explain the concept of universalization of secondary education;
- To describe the universalization of elementary education and emerging concerns for secondary education;

- To define RMSA and describe its issues and concerns;
- To analyse the issues and concerns in secondary education;
- To elaborate the Government of India (GOI) initiatives towards Universalization of Secondary Education;
- To discuss the problems of secondary education in India;
- To suggest the way out of the problems of secondary education in India.

2.2 Introduction

Secondary Education in India comprises of Class IX and X. it covers the age group of 14-16 years generally. After the completion of the elementary education up to age 14 years a child enters into the arena of secondary education. Secondary education may be considered to be a bridge between elementary education and higher education. The universalization of elementary education in India has brought with it the necessity to widen the arena of secondary education as well as higher education. On the other hand, to nurture the proper democratic nature of our country, the citizens should not only be limited in having universal elementary education. Moreover, the success of the SSA and SSM along with DPEP and the positive impact of RTE 2009, led the thinkers of India as well as the policy makers of the nation to have the idea of the universalization of secondary education in India. Different policies and programmes have come in their mind to implement the thought of universalization of secondary education.

The success of SarvaSikshaAbhiyan and SarvaSiksha Mission led the thinkers to prepare such programmes for secondary education too. And the result is the introduction of RasthriyaMadhyamikSikshaAbhiyan or RMSA. RMSA was introduced with the aim of bringing all the children of the age group of 14-16 years under the umbrella of the secondary education. Policy was introduced, design was ready and the funds were also in the flow to bring the success of the mission of the universalization of secondary education.

It is true that the post independent system of secondary education has been facing a number of issues and challenges in the way of the progress or bring the universalized quality education at secondary level in India. Different committees and

commissions have cited several problems of quality secondary education. They have also cited possible solutions of those problems too. Problems have been found in the form of policy implementation, structure, curriculum, teaching method, teachers, text books, finance, etc.

In this unit, we will discuss in detail the nature of the universalization of secondary education in India as well as the role of RMSA in universalizing secondary education. This unit will also focus on the issues and challenges of secondary education in India and some ways out to meet the challenges.

2.3 Universalization of Secondary Education

2.3.1 Secondary Education System in India

Education in India has always been a significant instrument for social and economic transformation. Educated and skilled population not only drives national and economic development but also ensures personal growth. The challenge to ensure education for all requires concerted efforts to strengthen education system at all levels—elementary, secondary and higher secondary, higher and professional education. Keeping in view the Education—Vision and Goals (MHRD, 2009-10), i.e. “to realize India’s human resource potential to its fullest in the education sector, with equity and inclusion”, the Ministry of Human Resource Development (MHRD), the Department of School Education and Literacy; and the Department of Higher Education have taken several new initiatives like Sarva Shiksha Abhiyan (SSA), Mid Day Meal Programme and National Literacy Mission (NLM). Implementation of the Right of Children to Free and Compulsory Education (RTE) Act, 2009 is also a direction in this regard.

Secondary Education (classes IX and X) is a crucial stage in the educational hierarchy as it prepares the students for higher secondary education and also for the world of work. Harvey (1990) found that secondary education plays a critical role in addressing the emerging human development concerns in Countries, engaged in building knowledge societies, for staying connected to the globalization process. It is, therefore, absolutely essential to strengthen this stage by providing greater access and also by improving quality in a significant way. Besides providing general

education up to secondary level, it is imperative to impart vocational education and other relevant skills to students at this level so as to compete in the job market.

Secondary education occupies a very strategic position in the educational pattern of the country. It is the link between primary education and higher education. Primary education is intended to provide minimum requirements for survival whereas secondary education enables an individual to become a full members of the complex society.

After independence our country achieved a great remarkable changes in the field of secondary education. The Government of India, Soon after attainment of independence appointed a number of committees and commissions to review the system of secondary education.

The various committees recommended certain suggestions for the improvement of secondary education both quantitatively and qualitatively. Tara Chand Committee in 1948 suggested the multipurpose type of secondary schools without discouraging the unipurpose schools.

The university education commission 1948-49 which was appointed under the chairmanship of Dr. S. Radhakrishnan, remarked that “our secondary education remains the weakest link in our educational machinery and needs urgent reform.” The landmark in the reconstruction of India’s secondary education is the secondary education commission report 1952-53.

The commission was appointed by the Government of India, on September 23, 1952, under the chairmanship of Dr. A. LakshmanswamiMudaliar to review the existing defects in the secondary education and made some suggestions regarding the improvement of secondary education.

2.3.2 Types of Secondary School

Variety and multiplicity of the aims and purposes have naturally made secondary schools many and varied in their nature, structure, and functions. Therefore, a brief outline of them may be presented below.

High and Higher Secondary School

High schools and Higher Secondary schools give education to boys and girls for 10 years and 12 years’ time respectively. They cover the age group from 13-14 years

to 17-18 years of adolescence. The bulk of Secondary education in our country is largely constituted of these two types of schools. Their main objectives are to develop a range of knowledge, to diversify the course of study, to train in vocational efficiency, and also to prepare students for higher studies. This level of education is mainly responsible for training in middle-level manpower resources of the country.

Multipurpose School

In accordance with the recommendations of the Mudeliar Commission of 1952-53 this type of secondary school has come into being. A Multipurpose school provides varied types of courses to students with diverse aims, interests, and abilities. It gives a suitable opportunity for individual pupils for the development of his innate aptitude for special courses of study. Also, this type of school aims at removing the sense of differentiation, distinction, and complexes from the mind of students towards the vocational subjects and promote the sense of democracy and harmony.

Technical School

According to Mudeliar Commission, the objective of this type of school is to give an all-round training in the use of tools, machines, and processes that are mainly responsible for turning the wheels of civilization. It is intended not to produce some artisans only. Normally students after completion of high school use to get admission here. But by making somewhat relaxation the students who have studied up to class VIII are also given to undertake the course of its study. Subjects of study include Applied Mathematics and Geometrical Drawing, Elements of Mechanical and Electrical Engineering, and Workshop Technology. This type of school at present has immense scope to serve the technological needs of modern society.

Army School

Secondary students who are physically and mentally fit and competent are given the opportunity of special education in this type of school. They may receive education in defense that includes army, navy, and air force training along with the general course of study. Army school education is effective in training the sense of national discipline and loyalty to secondary students. On completion of their study provisions are also made for their appointments. Besides, this type of school is residential in character.

Central School

Central Board of Secondary Education under the Central Government has run this type of secondary school spread over the whole country. The Second Pay Commission has suggested for setting up of this type of secondary school specifically for those government officers and workers and the army who are subject to transfer of their services. The medium of education is English and Hindi. The curriculum and examination system is designed and conducted on all India bases. Although this type of school could not satisfy the local educational needs of people.

Navodaya Vidyalaya

The concept of Navodaya Vidyalaya as a secondary school system is comparatively new. The National Education Policy of 1986 has formulated a pace-setting school for secondary education in the country. Its broad objectives are the maintenance of quality and excellence and the establishment of social justice and equity. Children with special talent and aptitude are provided the opportunity of good quality education irrespective of their capacity to pay for it. Therefore, this kind of Navodaya Vidyalaya has been established in various districts of the country to promote equality of educational opportunity to all meritorious students. It can provide scope to them to live and learn together and develop full potential. It is a residential type of school free of charges.

Public School

As a deviation from the general system of education Public school system has been developed in our country. Ironically Public-school education is not easily available for the general public. The system and its tradition have been imported from England during the British rule. It maintains the high tradition of upper-class people in society and their sophisticated way of life. Also, public school is a boarding school of high standards meant for boys and girls up to 18 years of age. Therefore, this type of school is independent of state management and constitutes the education of a special class of its own. Its policies and principles are not in keeping with the democratic traditions of society. Further, the public school gives quality education of high standards and is capable of forming a strong personality in the students.

School for Physically and Mentally challenged

In view of maintaining equality and social justice through education attention has been given at present for the school of the physically and mentally handicapped

children. Owing to physical shortcomings and intellectual inability the handicapped children are unable to receive education given to normal children in school. Although physically handicapped are not necessarily low in their intelligence. They need separate educational environments for development. There are separate institutions growing up for them, the major objective of which is to help them attain economic self-sufficiency in life.

2.3.3 Aims and Objectives of Secondary Education

Number of committees have recommended their valuable suggestions regarding the aim and objectives of secondary education after independence.

They are as follows:

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

1. To bring all round development among the learners;
2. To train the youth of the country to be better citizens who will be competent to play their role effectively in the social and economic development of the country;
3. To promote social virtues, intellectual development and practical skills of students;
4. To train the character of students to make them enable to participate creatively as citizens in the emerging social order;
5. To improve practical and vocational efficiency of the students;
6. To develop a scientific attitude of mind to think objectively;
7. To inculcate the qualities necessary for living harmoniously and efficiently with one's fellowmen;
8. To develop artistic interests and cultural interests which are essential for self-expression and development of all round personality of pupils.

Objectives of secondary education according to Indian Education Commission (1964-66):

1. The main objective is “national reconstruction by raising the standard of living of our people.”

2. The education is to meet the needs of a modernizing democratic and socialistic society.
3. It would promote productivity.
4. It would strengthen social and national integration.
5. It would consolidate democracy to adopt as a way of life.
6. It would accelerate the pace of modernization.
7. It would enable students to participate in productive work in school, home, workshop, form and factory etc.
8. It would develop social, moral and spiritual values among the students.

As per the recommendations of Indian Education commission, education was reconstructed for the economic and cultural development of the country. Importance was given on qualitative development of secondary education by relating education with the real life situations of the students. The NPE, 1986 and the Revised NPE, 1992 have discussed about the aims and objectives of education in general out of which some are relevant to secondary education.

They are as follows:

1. Secondary education is meant essentially for all round development, material and spiritual.
2. It develops manpower for different levels of the economy, ultimately promoting self-reliance.
3. It develops a sense of good citizenship among the learners.
4. It would inculcate democratic values, rights and duties in a democratic set up among the students.
5. It would strengthen the “whole world as one family” view and motivates, the younger generations for international co-operation and peaceful co-existence.
6. It should provide equality of educational opportunity for all not only in access, but also in the conditions for success.
7. It would inculcate in children scientific temper and independence of mind.

8. Minimum Levels of Learning (MLL) would be laid down and steps need by taken for fostering among students an understanding of a diverse cultural and social systems of the people.
9. It enables to develop physical health through physical education among the students.

Besides these, the secondary education should be based on a national curricular frame work which contains a common core along with other components that are flexible.

The common core would include the history of India's Freedom Movement the constitutional obligations and the other content essential to nature and national identity. Promotion of vocational efficiency should form an integral part of secondary education.

2.3.4 RTE Act 2009 and Secondary Education

The Right of Children to Free and Compulsory Education Act, (RTE Act, 2009) describes the modalities of the importance of free and compulsory education for children between 6 to 14 years in India under Article 21A of the Indian Constitution. The law came into effect in the entire country except the state of Jammu and Kashmir from 1st April 2010. RTE Act, 2009 recommended some major changes in the elementary system of education like making education free and compulsory, construction of curriculum as per constitutional values, ensuring quality of teachers, defining norms for schools, pushing for social reform, protection of child from academic fears and punishments, making admission and transfer procedures more simple, handing over the power and responsibility to hands of people, participation of non-officials and civil society people in the school management, removal of traditional system of examinations and implementation of continuous comprehensive evaluation.

RTE Act lays emphasis on free and compulsory education, student-centred learning, fearless learning environment, progressive curriculum etc. The policies laid down at any stage of education like primary, secondary or higher has a direct or indirect impact on other stages of education because various stages of our education are inter linked and provide base for one another. Since Free and Compulsory

Elementary Education has become a Constitutional Right of Children in India, it is absolutely essential to push this vision forward to move towards Universalization of Secondary Education, which has already been achieved in developed and developing countries as well.

Secondary Education becomes the means of social transformation in education. Secondary education needs to be reconstructed in the context of today and tomorrow (CABE Report, 2005). A successful completion of Elementary Education is the precondition for taking the first step towards Secondary Education. RTE Act provides strength to elementary education through its various provisions. It also supports secondary education to fulfil its various objectives indirectly. It emphasizes on hundred percent enrolment and retention of students at elementary level, which has spontaneously increased enrolment at secondary level. The RTE Act emphasizes curriculum as per constitutional values. This step helps the administrator to construct curriculum at secondary level according to the educational, social, psychological and physical requirements of the students. The RTE Act, also emphasizes on quality of teachers i.e. they should be well qualified and competent. If the teachers are well qualified and professionally trained they will help in developing students who can perform better at secondary level.

Such qualified teachers also provide guidance and counselling to students while choosing their subjects and career for themselves after completion of secondary education. The RTE Act lays emphasis on the infrastructure facilities of educational institution and the learning environment facilitates students to achieve the objectives of education at elementary level. This helps the learners to continue secondary education in a smooth manner. This Act focuses on association of parents and community members for the development of school at elementary level of education. Through this process, a positive attitude is developed towards schooling and elementary education among the learners, which creates a platform for them to express their ideas and thoughts in a better way at secondary level. The RTE Act stresses on a friendly environment between students and teachers through which students can reduce their doubts and problems, and as a result of this habit they can also perform better at the secondary level.

2.4 Role of RMSA in Universalization of Secondary Education

2.4.1 Concept of RMSA

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is a centrally sponsored scheme of the Ministry of Human Resource Development, Government of India, for the development of secondary education in public schools throughout India. It was launched in March 2009. The implementation of the scheme has started from 2009-2010 to provide conditions for an efficient growth, development and equity for all. The scheme includes a multidimensional research, technical consulting, various implementations and funding support. The principal objectives are to enhance quality of secondary education and increase the total enrolment rate from 52% (as of 2005-2006) to 75% in five years, i.e. from 2009-2014. It aims to provide universal education for all children between 15-16 years of age. The funding from the central ministry is provided through state governments, which establish separate implementing agencies. RashtriyaMadhyamikShikshaAbhiyan or popularly known as RMSA is an initiative of the Government of India, in partnership with State governments, which seeks to universalize enrolment in grades 9 and 10 across the country. It supports the expansion of existing schools, the building of new schools to reach underserved areas, investments in quality improvement, and contributions to recurrent and capital costs. The goal is to universalize entry into secondary school by the end of 2017 and achieve universal completion of grade 10 by 2020.

RMSA responds to the fact that no more than 60% of all Indian children complete secondary school and net enrolment rates are little more than 40%. Around half of those completing secondary school fail to acquire high level Board qualifications and demonstrate mastery of the national curriculum. In the Northern states, less than half of all children make the transition to secondary school. Those from Scheduled Tribes and Castes and other educationally marginalised groups are especially disadvantaged. Only 11% of children in the lowest quintile of household expenditure are likely to reach secondary school whilst almost all of those in the highest quintile complete grade 10.

2.4.2 Objectives of RMSA

- The scheme envisages achieving a gross enrolment ratio of 75% from 52.26% in 2005-06 for classes IX-X within 5 years of its implementation, by providing a secondary school within reasonable distance of any habitation;
- Improve the quality of education imparted at secondary level by making all secondary schools conform to prescribed norms;
- Remove gender, socio-economic and disability barriers;
- Provide universal access to secondary level education;
- Enhance and universalize retention by 2020.

2.4.3 Physical Facilities of RMSA

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

2.4.4 Quality Interventions of RMSA

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

2.4.5 Equity Interventions provided in RMSA

- i. special focus in micro planning ;
- ii. preference to Ashram schools for upgradation ;
- iii. preference to areas with concentration of SC/ST/Minority for opening of schools;

- iv. special enrolment drive for the weaker section;
- v. more female teachers in schools; and
- vi. separate toilet blocks for girls.

2.4.6 Implementation Mechanism of RMSA

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

Revision of Certain Norms of the Scheme

The Government of India has approved the following revised norms of RMSA, with effect from 01.04.2013:

- To permit State/UT Governments to use State Schedule of Rates(SSOR) or CPWD Rate, (whichever is lower) for construction of civil works permissible under the RMSA.
- To increase the Management, Monitoring Evaluation and Research (MMER) from 2.2 percent to 4 percent of the total outlay under the programme, with 0.5 percent of the 4 percent earmarked for national level and the rest of the 3.5 percent as part of the State allocation. In cases of States where even with this enhanced allocation of 3.5 percent MMER would not be adequate and would hamper the activities under the head, within the 3.5 percent of the overall State MMER component; variations across State/UTs can be approved by the PAB, subject to a maximum of 5 percent of the outlay in any particular State/UT.

2.5 Problems of Secondary Education in India and its Remedies

2.5.1 Problems of Secondary Education

Different scholars as well as different committee and commissions have found out several problems of secondary education in India. Their listing of the problems

was almost a time specific listing of problems of secondary education in India. They have suggested some solutions to the cited problems in their recommendations. Some problems have been met and some were left aside. Some new problems came in the way as a result of the demand of time and technological development, the changed need of the generations. So there are several problems which may be cited here. Some are listed in the following to bring forth the contemporary problems of secondary education in India.

Learning Gaps from Elementary Education

Many of the students at the secondary level lag behind on elementary-level competencies. For example, the 2017 Annual Status of Education Report found that only 43 percent of the children surveyed at the secondary level were able to perform basic arithmetic operations such as division. This presents a huge learning gap that is only intensified when advanced curriculums are introduced in secondary school in preparation for the board exams. Students are left behind from day one, and don't have the opportunity for one-on-one instruction to catch up, and just fall further and further behind.

High Stakes Associated with Board Examination

Board examination results continue to be the metric of success in secondary education in India given that performance on these exams determines higher education and career choices for most students. However, the exams themselves are tailored towards rote-based learning and do not correlate with the competency-based learning of the elementary grades.

As a welcome shift, India has recently announced its participation in Programme for International Student Assessment 2021. Measuring ourselves against global benchmarks is a great first step towards reforming our education systems. However, the testing approaches of these exams are very different from the board exams in India and tend to have a heavier emphasis on conceptual learning. While state and central government board examination systems themselves must undergo reform, they continue to remain the yardstick of success in the short term. Until that changes, teaching pedagogies will need to balance conceptual learning with board exam success.

School-Facing Challenges

In addition, schools themselves are faced with several issues that affect the quality of the education they provide, such as 1) a shortage of skilled teachers, 2) lack of IT infrastructure, and 3) an absence of life skills training for students in this age range.

Teacher Availability and Competency

According to findings from the All India Survey of Higher Education (AISHE) released in July of 2019, substantial teacher posts remained vacant: 21.6 percent of sanctioned posts for grades IX and X and 26.5 percent of posts for grades XI and XII. Filling these teacher vacancies across the country has been particularly difficult due to the subject specialisations required at the secondary level. Further, improving quality and building expertise among ‘in-service’ teachers is also a major challenge in secondary schools. The institutional structures needed in schools to help teachers are sorely lacking and there is very little coordination across primary, secondary, and teacher education programmes.

Poor IT Infrastructure

Computer aided learning could be a useful teacher tool, given low teacher competency and availability. The secondary schools are not equipped with adequate IT infrastructure, namely adequate number of computers, projectors, power backups and internet connectivity. Available EduTech solutions are usually in English language and are not designed for students coming from low income backgrounds.

Absence of Life Skills Training

Adolescent kids need support with life skills in various areas. However, our school system does not provide any support for school teachers to fill these gaps. Teachers struggle with dealing with these issues in their classrooms, further leading to poor academic performance.

Determination of Aims

Secondary schools in India were established by the Britishers to prepare and train educated officials and clerks for conducting administrative work. Unfortunately the aim continued to remain more or less the same for a long time. Except preparing the students for entrance into the university, the secondary education had got no definite aim.

After the recommendations of S.E.C. secondary education is being treated as self-sufficient and independent unit in itself and not merely complementary to university education. For the first time this commission prescribed certain aims for secondary education keeping in view the needs of the independent and democratic India.

It is expected that the secondary education should therefore, seek to fulfil all these various aims of education by inculcating in students the qualities of democratic citizenship and leadership, and developing their faculties as complete units so that they might make their own contribution to the prosperity and enrichment of national life in all possible respects.

But it is most depressing that most of the present secondary schools are not fully conscious of their essential duties and fall short of the expectation in fulfilling these aims. Neither the students nor the teachers are very much serious in fulfilling these aims. Hence it is of primary importance that the teachers must realize the supreme and magnitude of those aims at the time of imparting instruction to the students, lest everything will be fruitless.

Deterioration of the Standards of Education

Since the introduction of the compulsory education the enrolment at the elementary level of education has increased to a considerable extent. As a result of this, the number of students reading in high schools has been enormously increasing. Thus the increase in the number of students is bound to affect the quality of education in general and secondary education in particular.

Teachers, educational administrators, parents and politicians have been complaining that the standard of education at different stages of education has been going down in recent years and secondary education is no exception to it.

The other factors responsible for the low standard of education are: low salary of teachers, growing discontentment among the teachers towards their profession, the lack of necessary requirements and equipment's in the school, inefficiency of the managing bodies and their interference in the internal affairs of the institutions, negligence of the education department, the wretched financial condition of the institutions, growing lack of the sense of responsibility among the teachers and their attitude of negligence towards their duties, indifference of the guardians and the general public towards the numerous educational problems.

To improve the present backward condition of education in the country the expansion of education is no doubt desirable but it should not be at the cost of 'quality' education. Each secondary school should be well-equipped with regard to teachers and instructional materials in order to maintain the standard and quality.

The basis of admission should be on merit. Therefore, in the expansion of secondary education proper correlation between enrolment and standard should be maintained. Adequate scholarship facilities should exist for poor but meritorious students. The problem requires proper solution and immediate measures should be taken to produce such young person's as might prove ideal future citizens of the country in all respects.

Inappropriate Curriculum

In order to meet the various problems of the secondary education, it is the responsibility of the educational planners to attack the problems from all the sides. They will have to modify the school curriculum in order to keep with the urgent educational needs of future development. The scientific knowledge is advancing so rapidly that the present curriculum may not be relevant to the present needs of the students.

Many political, economic and technical changes are taking place in the country at different intervals, but the education in general and secondary education in particular is unable to keep pace with the changing limes. Though steps have been taken at the later stage to introduce diversified curriculum at the secondary stage yet the difficulty lies in relating it to the real and practical life of the child and his environments.

As much emphasis is given on the external examination, the students follow the curriculum mechanically without curiosity, understanding or appreciation, as the immediate aim is to get through the examination and be admitted to higher class. Various commissions pointed out the defects of the curriculum at different times but the problem has not been tackled radically.

The recent trend is to give the curriculum vocational and scientific bias by introducing certain vocational and technical subjects, so that the students should be encouraged and trained to choose subjects according to their ability, interest and aptitude. Nearly 82% of the population of India lives in rural areas.

Hence, the curriculum should be so formulated as to be related to the main rural occupation, i.e. agriculture, dairy, animal husbandry, and other rural industries. Whatever is added or deleted in the curriculum, it must be individually meaningful and socially relevant. It must create a thirst for knowledge among the students.

Methods of Teaching:

The curriculum has intimate connection with the method of teaching. The method followed by most of the secondary teachers is stereotyped, obsolete and unpsychological. Modern activity-centred methods are not applied by the teachers. Many of them are not familiar with these methods and as such they fail to attract the attention of the students.

As a result the lessons become unproductive and the effects are far from satisfactory. There are practical difficulties also in way of applying modern methods of teaching in our school situations. Many schools are not properly equipped with laboratory and library facilities, necessary teaching aids and appliances.

Most of the secondary schools are overcrowded, ill-staffed and suffer from inadequate number of teachers and accommodation. The average teacher-pupil ratio is 1: 50. But for effective and creative teaching it should be 1: 30. There is little scope for tutorial work. No fruitful teaching is possible without personal contact between the teacher and the taught.

Text Book Problem:

Next comes the problem of text-books which is also intimately connected with the problem of curriculum and methodology of teaching. Many students suffer from want of text-books which are very costly. Text-books are often changed. This has added fuel to the fire. 45% of the population in our country lives below the subsistence level, and it is not possible for them to purchase text-books for their children and to supply necessary stationery needed for educational purposes.

They cannot bear other educational expenses of their wards. It might have been better if text-books could be supplied free of cost. In many socialistic as well as capitalistic countries text books are supplied free of cost upto secondary level. But our educational system has not yet been nationalised and the budgetary provision for education is very less. Under the circumstances, the Govt. should give financial assistance to the private publishers so that the prices of text-books may be kept at

reasonable level. Due to competition the private publishers also will be forced to maintain the reasonable quality or standard.

The Lacuna of Private Management and Administration

At present secondary schools are controlled and managed by different types of bodies, i.e. Government, local board (District Council's Municipal Board) as well as private managing committees at places. There is no uniformity in management of the schools and it varies from state to state. So far as the private management is concerned this state of affairs is far from being satisfactory. Majority of the schools under private management suffer from financial crisis.

They have neither good building nor other physical facilities. Keeping aside the low standards of education there are certain conspicuous defects prevalent in these institutions which are detrimental and pernicious for the growth of secondary education in the country. To some extent the weaknesses in the management of institutions are owing to the laxity and inefficiency of the officials of the education department and specially those belonging to the inspecting group.

Their slackness amounts to inefficiency. At present school inspection has become a routine work and mainly confined to show and paper work with no impact what so ever. But it is expected that the supervision of school should be regular and effective and must result in improving the quality and standard of education.

The entire system of education is vitiated by examination. The educational achievements of students are measured by the single measuring tool known as examination. The prevailing essay-type examination dominates the educational arena. But it has developed a large number of defects and as such it is no longer regarded as the only measuring tool for determining the academic achievements of students.

The main charge against the essay-type examination is that it is vitiated by subjectivity. For this reason, along with essay-type examination which has its own intrinsic merits objective type tests and short-answer type tests have been introduced. But the latter two are not entirely free from defects.

It is true that these have improved the examination process and made the system more scientific and reliable. We cannot reject the essay type examination altogether. But it should be reformed in the desired channels. Some reforms are needed after careful thinking and a good deal of research.

The Radhakrishnan Commission, the Hartog Committee, the Mudaliar Commission and the Kothari Commission all have made important recommendations and observations in respect to examination reform. Many of these have been put into operation and still many are under consideration. External examination alone should not be accepted as a tool for measuring the academic achievements of students.

Internal evaluation throughout the year by the internal teachers should also be used for examining the students. Bi-weekly or monthly tests of the students should also be considered for assessing their academic achievements. Instead of percentile marks abilities of students should be measured in grades. For this purpose a five point scale (A, B, C, D, E) may be used. Along with essay type questions at least 30 percent of the total marks should be assigned to objective tests.

Meagre Finance

Meagre Finance is the greatest hurdle for the expansion of secondary education in the country. Though education at this level is bit expensive even then it should not be confined within a selected few. Interest is evinced for secondary education and the establishment of new schools is essential for meeting the educational needs of the increasing student population. In every part of the country there is a tremendous hunger for education.

For meeting the demand a large amount of money is required. But our economic condition is not likely to be in a position to provide the needed educational opportunity at this level. So it is a challenge to the educational planners, because they will have to work under the constraint of growing numbers and limited resources made available for education.

To overcome the financial limitations partly and to solve the problems of mounting numbers the shift system may be tried out in the existing schools instead of spending large amount on new buildings. The society should bear a substantial part of additional burden for educating the increasing number of students.

2.5.2 Suggested Solutions to the Problems of Secondary Education

Improvements in secondary education are critical. And while we have a rudimentary understanding of the issues that secondary students and schools face, we know we have a lot to learn. But what we know for sure is that without addressing

the issues that lie within the current system, we risk losing the advancements that have been made in elementary education. Given that, it's imperative that we begin the process of both understanding the challenges and identifying workable solutions. As with all of our work in elementary education, we know that this will require us to listen and learn to effectively arrive at a template that will work in different contexts. The success of our efforts and the ability to see genuine, sustainable improvements in the quality of secondary education will rely on solutions that are able to deliver system transformation at scale.

2.6 Summary

After going through the whole unit, we now have the detail concept of the nature of secondary education in India. It has come clear that secondary education begins just after the completion of the elementary education at the age of 14. And secondary education generally covers the age group of 14-16 years. The necessity of the universalization of secondary education has also been discussed in detail. We have also come to know about the aims, objectives and importance of secondary education in India. The constitutional provisions and the introduction of new programmes and policies have also been brought under discussion. The concept of RTE 2009 has also been discussed in relation to universalization of secondary education in India.

RasthriyaMadhyamikSikshaAbhiyan or more popularly RMSA has also been discussed in detail with the aims, objectives, nature, plan of action, etc. and every point have been discussed in reference to the universalization of secondary education in India. It has also been mentioned that how the success of Sarva Siksha Abhiyan has put forward the concept of RMSA to bring universalization of secondary education.

The last section of this unit has dealt with the issues and challenges of secondary education in India, which appears to be hindrances in the way of universalization of secondary education. The issues includes the structure, the curriculum, the social issues, the teaching method, the teachers, the finance of the secondary education and many more. We concluded the unit with a note that how we can reduce down the challenge for quality improvement in secondary education.

2.7 Self-Assessment Questions

1. What do you know regarding the system and structure of secondary education in India?
2. “Secondary Education is the bridge between elementary education and higher education in India.”—Put your comment in reference to the theme of the statement.
3. What should be the contemporary objectives of secondary education in India?
4. Discuss about the importance of different types of schools in universalizing secondary education in India.
5. Do you think that universalization of secondary education is a continuation of the concept of universalization of elementary education?
6. What is RTE Act 2009? How does it initiate the idea of universalization of secondary education in India?
7. What is Rashtriya Madhyamik Shiksha Abhiyan (RMSA)? What are the specific objectives of Rashtriya Madhyamik Shiksha Abhiyan (RMSA)?
8. How does Rashtriya Madhyamik Shiksha Abhiyan (RMSA) work? Comment on the structure of Rashtriya Madhyamik Shiksha Abhiyan (RMSA).
9. How does Rashtriya Madhyamik Shiksha Abhiyan (RMSA) contribute to the universalization of secondary education in India?
10. What are the problems of secondary education identified for the present day education system?
11. Do you think that the political intervention in the autonomy of secondary education actually affects the desired quality of secondary education?
12. What are the probable solutions to the contemporary problems of secondary education in India?

2.8 References

Aggarwal, J.C. (2010). *Development of Education System in India*. New Delhi: Shipra Publications.

- Ansari, M.M. (1988). Determinates of Costs in Distance Education. In Koul, B. N., Singh, B. and Ansari, M.M. *Studies in Distance Education*, New Delhi: AIU &IGNOU.
- Bhatnagar, D., Dewan, A., Torres, M. M., & Kanungo, P. (n.d.). *Empowerment case studies: Female secondary school assistance project, Bangladesh* (Project Brief).
- Budget-Recommendations-for-FY2018-19.pdf
- CABE (2004). Central Advisory Board of Education Report, 2005. New Delhi: Govt. of India.
- Campaign for Popular Education (CAMPE). (2005). *Education watch report 2005* (pp. XXXVI-XXXVIII). The State of Secondary Education—Quality and Equity Challenges. Retrieved from <http://www.campebd.org/page/Generic/0/6/18>
- Carnoy, M. (2000). Globalisation, Educational Trends and the Open Society.
- CPD. (2018). *State of the Bangladesh economy in FY2017-18 second reading*. CPD's Budget Recommendations for FY2018-19. Retrieved from [https://cpd.org.bd/wpcontent/uploads/2017/10/Paper-on-IRBD-CPD per centE2 per cent80 per cent99s-](https://cpd.org.bd/wpcontent/uploads/2017/10/Paper-on-IRBD-CPD%20per%20cent80%20per%20cent99s-)
- Dash, M. (2004). *Education in India: Problems and Perspectives*. New Delhi: Atlantic Publishers.
- Dreze, J., & Sen, A. (2013). *An uncertain glory* (125 pp.). London, UK: Penguin Group.
- Dreze, Jean & Amartya Sen (2002). *India Development and Participation*. New Delhi: Oxford University Press.
- Education watch report 2007* (pp. XXIX-XXX). The State of Secondary Education—Quality and Equity Challenges. Retrieved from <http://www.campebd.org/page/Generic/0/6/18>
- Govt. of India (2009). *The Right of Children for Free and Compulsory Education Act, 2009*. New Delhi: Govt. of India.
- Harvey, D. (1990), *The Condition of Post-modernity: An Enquiry into the Origins of Cultural Change*, Blackwell: Oxford.

- Khan, Z. (2015). Qualitative Improvement of Primary Education in India. Retrieved from the website: <http://www.yourarticlelibrary.com/education/qualitative-improvement-of-primary-education-in-india/45174/>.
- MHRD (2009-10). Report to the People on Education, 2009-10. New Delhi: MHRD.
- MHRD (2014). "Rashtriya Madhyamik Shiksha Abhiyan". National Informatics Centre. New Delhi: Government of India.
- MHRD (2014). *Education for All—Towards Quality with Equity*. New Delhi: National University of Education Planning and Administration.
- MHRD (2014-15). Annual Report, Ministry of Human Resource Development, Govt. of India.
- Open Society Institute—Education Support Programme. School of Education, Stanford University.
- Sharma, H.I. (2013). Universalisation of Elementary Education under Sarva Shiksha Abhiyan in Manipur. *Voice of Research*, 1(4), 14-17.
- Sharma, S. (2013). *What is RTE?* Department of Elementary Education. New Delhi: NCERT.
- Tilak, J. B. G. (2002). *Building human capital in East Asia: What others can learn* (p. 38). The World Bank. Retrieved from <https://siteresources.worldbank.org/WBI/Resources/wbi37166.pdf>
- Tomasevski, Katarina (2003). *Education Denied*, London: Zed Books.
- UNESCO. (2016, April 21). *Universalizing secondary education in India*. International Institute for Educational Planning (IIEP). Retrieved from <http://www.iiep.unesco.org/en/universalizing-secondary-education-india-3531>
- Washington DC: The World Bank. Retrieved from http://siteresources.worldbank.org/INTEMPowerment/Resources/14828_Bangladesh-web.pdf
- World Bank (2006). *Secondary Education in India: Investing in the future*. Human Development Unit, South Asia Region, World Bank, draft, April 2006.
- Zaidi, S.M.I.A. et. al. (2012). *Secondary Education, Planning and Appraisal Manual*. New Delhi: NUEPA.

Unit 3 □ Rashtriya Uchchatar Siksha Abhiyan (RUSA)

Structure

- 3.1 Objectives**
- 3.2 Introduction**
- 3.3 Role of Higher Education in India**
 - 3.3.1 Higher Education in India**
 - 3.3.2 Objective of Higher Education**
 - 3.3.3 Ministries and Agencies in Higher Education**
- 3.4 Report of the Knowledge Commission and RUSA**
 - 3.4.1 Report of the National Knowledge Commission**
 - 3.4.2 Rashtriya Uchchatar Siksha Abhiyan or RUSA**
- 3.5 Problems of Higher Education in India and Suggestions**
 - 3.5.1 Problems of Higher Education in India**
 - 3.5.2 Opportunities in Higher Education**
 - 3.5.3 Suggestions Improving the System of Higher Education**
- 3.6 Summary**
- 3.7 Self Assessment Questions**
- 3.8 References**

3.1 Objectives

After going through this unit the learners will be able to

- Know the system of higher education in India;
- Know about the different ministries related to higher education in India;
- Understand the objectives of higher education in India;
- Discuss about the report of the National Knowledge Commission;
- Discuss the objectives of RUSA;

- Discuss the role of RUSA in expanding higher education in India;
- Point out the issues and challenges to higher education in India;
- Know about the suggestions of meeting up the issues of higher education.

3.2 Introduction

In the earlier two units, you have come to know about the universalization of elementary education and the universalization of secondary education in India. It has also been mentioned that secondary education bridges the gap between the elementary education and higher education. In the present unit, we are going to have discussion regarding the higher education. Higher education comes after the school education. Higher education consists of Graduation course of three years and parallels and above. In the present unit, the learners will come familiar with the system and structure of higher education in India. The present Gross Enrolment Ratio (GER) also needs to be increased to develop the nation up to the level of international standard.

The success of Sarva Siksha Abhiyan and Rashtriya Madhyamik Siksha Abhiyan in the field of school education to universalize the elementary education and secondary education in India, the educational thinkers along with the policy makers of the nation to introduce Rashtriya Uchchatar Siksha Abhiyan (RUSA) for the development of higher education. This unit will discuss in detail the aims, objectives, nature of work, funding procedure of RUSA for the development of higher education in India.

It is true that even after almost seventy five years of independence, the higher education has not reached to the desired level. Even there is the compromise in the concept of quality of higher education too. There are so many issues and challenges in the way of higher education such as political interference, funding, enrolment, teaching and research, etc. The present unit will also discuss about the problems of higher education and some suggestive solutions. Thus, this unit will help you understand the different issues of higher education.

3.3 Role of Higher Education in India

3.3.1 Higher Education in India

The Indian higher education system is viewed as a sun rising sector due to the growing population. Both central and state governments share a concurrent responsibility towards inclusive and sustainable development of higher education. The expectations can be achieved only when the knowledge workforce is accelerated towards global economy with interdisciplinary approach as shown in Figure 1 (‘The future of Indian Higher Education, 2012’). The universities are broken into discipline themed schools, where in the ‘inter‘ emphasizes the importance of relationships among academic and collaborative approach across nations.

Higher education deals with the tertiary level of education. Under-graduate colleges, Post-graduate college. Universities and centres, of advanced studies are coming under scope of higher education. As on 27.07.2021, there were 1003 Universities including 54 central Universities, 435 state Universities, 126 deemed Universities and 388 private universities.

The Indian higher education system is robust and complex with the presence of different types of universities and colleges. As per the annual All India survey of higher education (AISHE, 2018), there are totally 49964 institutions categorized as 903 universities, 10011 stand-alone institutions and 39050 colleges. The total Enrolment of higher education is 36.6 million students with Gross Enrolment Ratio (GER) of 25.8 %. The undergraduate programme (29.06 million) has high intake with distributed enrolment in each faculty of discipline as arts and humanities (36.4%), science (17.1%) followed by equal share in Engineering and Commerce (14.1%). The GER of higher secondary schools is 62.5 % with approximate enrolment of 13.5 million students per year. The country is expected to meet higher education GER as 30% by 2020, with the accounted growth of 7% in the last decade. Still there will be a huge qualified higher secondary school students, will find difficulty in higher education access (Sharma, 2018). The current tertiary education enrolment will get expanded five times in the coming years and expect the expansion of institutional capacity with three times (—India’s Education Policy, 2018).

The number of colleges and universities in rural area is 60.48 % and 47 % respectively. However, there is a large disparity in enrolment ratio between rural and urban population. The dropouts are high in rural population due to family circumstances and lack of support. Most of the rural institutions are also failed to impart quality higher education due to faculty shortage, poor infrastructure and limited funding. There is also a wide disparity in gender and community distribution of rural and urban. As per the human development index report (2018), the country moves upward towards education. However, the women empowerment to be highly concentrated as there is a sluggish improvement in gender development index. Also, there is a need of improving public expenditure on socioeconomic development including education sector. The reservation policies improve the community participation; still it requires additional attention to achieve inclusive growth.

India's higher education system is the world's third largest in terms of students, next to China and the United States. In future, India will be one of the largest education hubs. India's Higher Education sector has witnessed a tremendous increase in the number of Universities/University level Institutions & Colleges since independence. The 'Right to Education Act' which stipulates compulsory and free education to all children within the age groups of 6-14 years, has brought about a revolution in the education system of the country with statistics revealing a staggering enrolment in schools over the last four years. The involvement of private sector in higher education has seen drastic changes in the field.

Today over 60% of higher education institutions in India are promoted by the private sector. This has accelerated establishment of institutes which have originated over the last decade making India home to the largest number of Higher Education institutions in the world, with student enrolments at the second highest (Shaguri, 2013). The number of Universities has increased 34 times from 20 in 1950 to 677 in 2014. Despite these numbers, international education rating agencies have not placed many of these institutions within the best of the world ranking. Also, India has failed to produce world class universities. Today, Knowledge is power. The more knowledge one has, the more empowered one is. However, India continues to face stern challenges. Despite growing investment in education, 25 per cent of its population is still illiterate; only 15 per cent of Indian students reach high school, and just 8.15 per cent graduate (Census 2011). The quality of education in India whether

at primary or higher education is significantly poor as compared to major developing nations of the world. As of 2018, India's post-secondary institutions offer only enough seats for 25 per cent of India's college-age population, 25 per cent of teaching positions nationwide are vacant. As of 2021, there are 3550 degree-granting engineering colleges in India with an annual student intake of 1400000 plus almost 2500 polytechnics with an annual intake of 1050000. Despite these challenges higher education system of India equally have lot of opportunities to overcome these challenges and have the capability to make its identity at international level. However, it needs greater transparency and accountability, the role of universities and colleges in the new millennium, and emerging scientific research on how people learn is of utmost important. India provides highly skilled people to other countries therefore; it is very easy for India to transfer our country from a developing nation to a developed nation.

3.3.2 Objective of Higher Education

The University Education Commission 1948-49 have made a number of significant recommendations on various aspects of higher education.

1. Wisdom and knowledge:

Since education is both a training of minds and training of souls, it should give both knowledge and wisdom. No amount of factual information would take ordinarily into educated men unless something is awakened in them. Therefore, there should be inculcation of wisdom and knowledge.

2. Aims of the social order:

Our education system must find its guiding principle in the aims of the social order for which it prepares. Unless we preserve the value of democracy, justice, liberty, equality and fraternity, we cannot Preserves our freedom.

3. Love for higher values of life:

The greatness of a country does not depend on the extent of its territory, the length of its communication or the amount of its wealth, but on the love for higher values of life. We must develop thought for the poor and sufferings, regards and respect for women, faith in brotherhood regardless of race, colour, religion etc.

4. Training for leadership:

One of the important aims of higher education is the training for leadership in the profession and public life. It is the function of universities to train men and women for wise leadership.

The Indian Education Commission (1964-66) has made the following recommendations:

1. To seek and cultivate new knowledge, to engage vigorously and fearlessly in the spirit of truth and to interpret old knowledge and beliefs in the light of new needs and discoveries.
2. To provide the right kind of leadership in all walks of life, to identify gifted youth and help them develop their potential to the full by cultivating physical fitness, right interests, attitudes and moral and intellectual values.
3. To provide society with competent men and women train in agriculture, arts, medicine, science and technology and various other professions, who will also be cultivated citizen individuals imbued with a sense of social justice.
4. To strive to promote equality and social justice and to reduce social and cultural differences through diffusion of knowledge.
5. To foster in the teachers and students and through them in society generally the attitudes and values needed for developing the good life.

The National Policy on Education—1986 viewed higher education as follows:

“Higher education provides people with an opportunity to reflect on the critical, social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialized knowledge and skill. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system.”

The National Education Policy 2020 viewed higher education as follows:

“Higher education plays an extremely important role in promoting human as well as societal well-being and in developing India as envisioned in its Constitution—a democratic, just, socially-conscious, cultured, and humane nation upholding liberty, equality, fraternity, and justice for all. Higher education significantly contributes towards sustainable livelihoods and economic development of the nation. As India

moves towards becoming a knowledge economy and society, more and more young Indians are likely to aspire for higher education.”

3.3.3 Ministries and Agencies in Higher Education

It is worth mentioning that higher education in India is not the exclusive responsibility of the Ministry of Education. There are many other ministries and agencies directly involved in higher education.

❖ **Ministry of Human Resource Development:**

The Department of Secondary and Higher Education of the Union Ministry of Human Resource Development (MHRD) is the major agency concerned with higher education. The Ministry operates normally through the UGC. The UGC is a quasi-independent body set up to discharge the responsibility of coordinating and maintaining standards in the fields of higher education.

❖ **Ministry of Agriculture:**

The ministry of Agriculture has assumed responsibility of the agricultural education in India. All the Agricultural Universities function under this ministry. In agricultural education, the Ministry operates through the Indian Council of Agricultural Research (ICAR). The agricultural universities are established by the Ministry, in co-operation with the state governments.

❖ **Ministry of Health:**

The Ministry of Health looks after medical education. The Medical Council of India (MCI) and the Indian Council of Medical Research (ICMR) assist the Ministry in the planning and development of medical education. The MCI determines the minimum standards of medical education necessary for granting medical degrees.

❖ **Ministry of Law:**

The legal education is under the Ministry of Law. The Bar Council of India (BCI) is concerned with legal studies in India. Generally BCI is concerned with the first degree in law, while the post-graduate and research studies are under universities, and hence these come under the purview of the UGC.

❖ **Specialised agencies for promotion of research:**

A number of bodies have been set up outside the framework of the university system to direct and support research. The Council of Scientific

and Industrial Research (CSIR), under the Department of Science and Technology, is a planning and coordinating body operating through a chain of national laboratories and institutions. The Council undertakes and supports pure and applied research, provides junior and senior fellowships, funds research projects and maintains a record of scientific and technical personnel. Similar functions are performed by Indian Council of Social Science Research (ICSSR) in the field of Social Science; Indian Council of Historical Research (ICHR) in the field of historical studies; Indian Space Research Organisation (ISRO) in the area of space research, etc. Among the above agencies, ICSSR has a few branches at the regional level also.

3.4 Report of the National Knowledge Commission and RUSA

3.4.1 Report of the National Knowledge Commission

The report to the Nation 2006, produced by the National Knowledge Commission (NKC) deals with most of the concerns on Indian higher education system along with general prescriptions for dealing with them. A large number of such prescriptions have been advanced more elaborately during the past six decades, but with disappointing results. There are several new disturbing trends that are not considered in the report, but will have a significant bearing on the effectiveness of the recommendations. The range of issues in the higher education covered by the report may be broadly grouped under (i) expansion and structural configuration, (ii) curricular concerns, (iii) governance and (iv) finance.

Expansion and Structural Configuration

The report suggests an increase in the number of universities nationwide to around 1,500 by 2015 with a focus on new universities and also some formed by clustering of the existing affiliated colleges. The deleterious effect of the affiliation system on the Indian higher education system has been recognised since 1966, when the Kothari Commission [GoI 1966] dealt with this issue at considerable length. Some universities have as many as 600 affiliated colleges. Of the nearly 17,700 colleges 7,650 are under unaided private management and another 5,750 are under

aided private management and there are only 4,300 government colleges [Agarwal 2006]. Consequently, during the past five years the increase in enrolment in the government and aided colleges is a mere 4 per cent compared to 77 per cent in private unaided colleges.

Until the affiliation system is eliminated or contained severely, there is no scope for ensuring quality of higher education. The suggestions in the report to deal with this problem require deeper reflection on the enormous range of issues relating to their size, location, programmes, ownership and governance. Now is the opportunity to wipe out this problem in the higher education system within a fixed time frame, of say, five years.

Most of our universities are of relatively recent origin – there were 120 in 1983 and as many as 367 in 2006 (see the figure). The increase during the last 20 years has been predominantly in the private sector. The table shows the different categories of the universities.

The ambivalent status of the private institutions – permitted to operate under the cloak of “charitable” institutions, but in fact, are de facto profit-oriented commercial establishments—is inimical to national interest. The concerns about private participation relate to the collection of exorbitant capitation and other institutional fees, much of it as unaccounted money manipulation of entrance results and admission processes to maximise illicit payments and the absence of predictable norms in matters of faculty salary and service conditions.

Hence in the expansion process care must be taken to avoid such trends. The NKC report suggests that “it is essential to stimulate private investments in higher education as a means of extending educational opportunities”. At the same time, it is necessary to make unambiguous, transparent and mandatory provisions for the establishment of private institutions, similar to the practices in advanced countries.

They should be categorised as: private not-for-profit institutions, established and funded by truly charitable trusts and societies consisting of prescribed broad-based membership other than the members of the family of investors; and private for-profit institutions, established and funded as commercial ventures by individuals, their families and friends. The latter category may be free to follow their own norms for admission and fee structure. Their programmes should be accredited by one of the nationally recognised accreditation agencies.

Curricular Concerns

The report contains a compendium of curricular concerns relating to the quality of higher education. This includes such aspects as a rigid and compartmental curricular structure, outdated teaching, learning and evaluation practices; obsolete course contents; lack of mobility within and outside the institutions; and so on. Despite widespread realisation of such maladies for decades, no significant improvement has taken place. This is the time to look at the impediments behind the laxity and ways to overcome them. Our premier institutions for half a century have effectively practised the credit system and yet only a very small number of institutions follow the system. This situation is mainly due to the absence of determined policy to transform the evaluation practices.

The suggestion in the report to have central and state boards of undergraduate education ostensibly to separate the academic and administrative functions of colleges and provide quality benchmarks would unfortunately result in opposite effects such as regimentation of curriculum, rote learning for examinations, rigidity in the course and credit systems and massive increase in tutorial colleges.

On the other hand, the Knowledge Commission can help persuade the policymakers to establish a national curricular framework for higher education dealing with the key curricular concerns enforceable with a time-bound implementation strategy. Such a framework will enhance the scope for “pluralism and diversity” rightly emphasised in the report. The universities and colleges should have the functional autonomy within the framework to innovate curriculum, forge links with other institutions and deal with the sponsoring and funding agencies.

Erosion of University Autonomy

At this point of time when the university system in India is subjected to harsh criticism, it would be worthwhile to examine the underlying processes that influence the functions of our universities. The Kothari Commission recognised the imperatives of university autonomy and cautioned that “only an autonomous institution, free from regimentation of ideas and pressure of party or power politics, can pursue truth fearlessly and build up in its teachers and students, habits of independent thinking and a spirit of enquiry unfettered by the limitations and prejudices of the near and the immediate which is so essential for the development of a free society”.

There is a high degree of propensity to put the blame on the university system itself for all the maladies. While the university system cannot absolve itself of the responsibilities for certain amount of deterioration in standards of teaching and research, it is indeed regrettable that there are clever and concerted efforts to hide the ill-effects of external interference.

The report of the Knowledge Commission recognises this phenomenon. It states that “the autonomy of universities is eroded by interventions from governmental and intrusions from political processes”. It further adds that, “experience suggests that implicit politicisation has made governance of universities exceedingly difficult and much more susceptible to entirely non-academic interventions from outside. This problem needs to be recognised and addressed in a systematic manner within universities but also outside, particularly in governments, legislatures and political parties.” It stops short of elaborating the steps to reduce the non-academic interventions.

Form and Mode of Interference

The erosion of university autonomy is caused mainly through manipulating the two key instruments of governance, namely, the governing boards and appointment of key functionaries such as vice chancellors (VCs) and registrars. Further erosion is caused by competition to get political control of student and faculty bodies. The institutions in the country that are free from such intrusions have demonstrated their capability for superior performance. Unless the political and bureaucratic intrusions are eliminated, no amount of reforms in other functions will yield results.

It can be seen that the best universities/institutes in India are those that have competent and autonomous governing boards. The Radhakrishnan Commission [GoI 1949] had suggested “the inclusion of wisely chosen external members of its governing body and then to leave it free from interference”.

The governing boards of centrally-sponsored and funded university-level institutions, such as the central universities, centrally-funded deemed universities and institutions of national importance such as IITs, IIMs, etc, consist of only two or three persons from the central bureaucracies in addition to outside experts who have sufficient academic and professional credibility, besides the institutional members.

In the state-funded universities, the governance structure varies considerably from state to state and even within a state. With some rare exceptions they are all

faced with severe interference effects from the political system and bureaucracy. There are several known instances of incompetent persons, nominated to the governing boards/syndicates mainly on the basis of the personal relationships or political patronage or illicit financial consideration.

In the case of private universities, those sponsored by respectable philanthropic or corporate organisations, interested in protecting their reputation, seek to constitute governing boards with well-known and respected persons. However, there are many private universities established by individuals or families with sole profit motivations, which seek to formulate the governing boards with docile persons.

Presently political consideration dominates the process of selecting VCs in a majority of cases. For more than 50 years, there have been many discussions on the processes for appointing VCs [AIU 2000]. The Kothari Commission [GoI 1966] suggested appointment of persons who can stand for “the commitment of the university to scholarship and pursuit of truth and can ensure that the executive wing of the university is used to assist the academic community in all its activities”. The University Grants Commission (UGC) has established detailed guidelines for selection of VCs [UGC 1993].

In violation of the spirit of these guidelines, there are recent trends whereby the state governments sanctify the deviations through legislative actions. Some states expressly mandate the chancellor (the governor of the state) to obtain the concurrence of the chief ministers before choosing the name from the panel of names for the VCs submitted.

This situation is ignored whenever the quality and excellence of Indian universities are compared to world-class institutions abroad. The report laments the fact that “the gap between our universities and those in the outside world has widened. And none of our universities rank among the best, say fifty in the world”. The relevance of many of the parameters, such as the presence of Nobel laureates in the faculty, enrolment of foreign students and foreign faculty, used for ranking universities by various foreign agencies are irrelevant in the Indian context. What is forgotten is that our universities have not been provided with the same functional environments as the eminent institutions elsewhere. On the contrary, they suffer from an extraordinary intensity of outside interferences.

It is time to establish a set of enforceable national norms for the constitution of governing boards and selection and appointment of vice chancellors/directors in public as well as private universities along with an indigenous system of ranking to promote competitiveness valid for our society.

Regulatory Systems

There is a tendency to blame the regulatory system exercised by the statutory bodies for the maladies of the higher education system. The NKC has proposed the stripping of the regulatory roles of the statutory bodies like the UGC, All-India Council for Technical Education (AICTE), Medical Council of India (MCI), etc, and establish a super regulatory body called Independent Regulatory Authority for Higher Education (IRAHE). When eminent persons occupied advisory and policy-making positions in these bodies, the regulatory system commanded a great deal of respect and dignity for contributions to higher and professional education.

However, one main problem of the statutory bodies is the packing of their policy organs with persons, not quite suited for the job, based on political considerations.

Financing Higher Education

Compared to the centrally-funded institutions, the state universities are generally starved of funds. Consequently, they resort to running correspondence courses and self-financing programmes causing diversion of talents from the core functions. Some states have also put a ban on recruitment of teachers for a decade or more due to financial constraints resulting in accumulation of unfilled teaching positions and use of junior and inexperienced staff on ad hoc basis out of funds generated by correspondence and self-financing courses. Consequently, many state universities are unable to initiate any new programmes of study and research. There is insufficient recognition of the extraordinary commitment and dedication of the majority of the faculty in the universities, especially those in the non-metropolitan towns, to maintain the academic activities in the face of severe financial crunch.

The NKC report advocates that “the government support for higher education should be at least 1.5 per cent, if not 2 per cent of GDP from a total of 6 per cent of GDP for education”. Similar recommendations have been made earlier by several committees. It is important to realise that there should be a normative, rational and

predictable funding for higher education to plan ahead and not be stifled by vagaries for year-to-year funding. Similar norms for state funding should be established.

The report emphasises that the “Universities must become the hub of research once again to capture synergies between teaching and research that enrich each other”.

The report of the NKC has prescribed approaches to revamp the higher education system. It has dealt with issues relating to expansion, curricular concerns, governance and financing. What is needed at this stage is to reflect on the causes for the disappointing results on these and similar suggestions by several eminent commissions and committees during the past decades, if this report may not see the same fate.

3.5 Rashtriya Uchcharat Shiksha Abhiyan or RUSA

Keeping in view the recommendations of the Planning Commission, the need for reforms in the State Higher Education sector, using Central funds in a strategic to ensure holistic planning at the State level and enhancement of allocations for the state institution, a new Centrally Sponsored Scheme is proposed. The Scheme would be spread over the two plan period (XII and XIII), and would be an over-arching scheme for funding the State Universities and Colleges in order to achieve the aim of equity, access and excellence. The scheme is called the Rashtriya Uchcharat Shiksha Abhiyan (RUSA). The scheme has the following salient features:

- It is an umbrella mission mode project scheme that would subsume other existing scheme in the sector
- The Central funding would flow from MHRD to institutions, through the State Councils of Higher Education
- The funding to States would be made on the basis of critical appraisal of the State Plans for Higher Education. The Plans would describe each State’s strategy to address issues of equity, access and excellence in higher education
- All funding under the RUSA would be norm based and future grants would be outcome dependent. Certain academic, administrative and governance reforms will be a precondition for receiving funding under RUSA.

The key objectives of RUSA are to improve access, equity and quality in higher education through planned development of higher education at the state level. Such planning will include creating new academic institutions, expanding and upgrading the existing ones, developing institutions that are self-reliant in terms of quality education, professionally managed, and characterized by greater inclination towards research and provide students with education that is relevant to them as well the nation as a whole.

The Approach to RUSA

The project will require the project institutions to implement academic and non-academic reforms for their self-conceived development programmes that focus on quality and relevance, excellence, resource mobilization, greater institutional autonomy with accountability, research and equity. The project will lay major emphasis on monitoring and evaluation. The primary responsibility of monitoring will lie with the institutions themselves. The management structure at the institutional level i.e. the Board of Governors (BoG) will monitor the progress of institutional projects on a regular basis and provide guidance for improving the performance of the institutions in project implementation. The information from project institutions will be collected through a scalable web-based Management Information System (MIS). State governments will also regularly monitor and evaluate the progress of institutions. The Project Appraisal Board (PAB) at the national level in MHRD will review the project annually. The monitoring will be based on action plans prepared by each project institution and achievements made with respect to a set of norms, which are defined in the Institutional Development Plans.

Goal of RUSA

The objectives of RUSA would be to achieve the target of GER in Higher Education of 32% by the end of XIII Plan, which the central Government has set for itself. Government of India aims to improve the quality of State Universities and colleges and enhance their existing capacities so that they become dynamic, demand-driven, quality conscious, efficient and forward looking and responsive to rapid economic and technological developments occurring at the local, state, national and international levels. The salient objectives of the scheme can be enumerated as follows:

- Improve the overall quality of existing state institutions by ensuring that all institutions conform to prescribed norms and standards and adopt accreditation as a mandatory quality assurance framework.
- Usher transformative reforms in the state higher education system by creating a facilitating institutional structure for planning and monitoring at the state level, promoting autonomy in State Universities and improving governance in institutions.
- Ensure academic and examination reforms in the higher educational institutions.
- Enable conversion of some of the universities into research universities at par with the best in the world.
- Create opportunities for states to undertake reforms in the affiliation system in
- Order to ensure that the reforms and resource requirements of affiliated colleges are adequately met.
- Ensure adequate availability of quality faculty in all higher educational institutions and ensure capacity building at all levels of employment.
- Create an enabling atmosphere in the higher educational institutions to devote themselves to research and innovations.
- Expand the institutional base by creating additional capacity in existing institutions and establishing new institutions, in order to achieve enrolment targets.
- Correct regional imbalances in access to higher education by facilitating access to high quality institutions in urban & semi-urban areas, creating opportunities for students from rural areas to get access to better quality institutions and setting up institutions in un-served & underserved areas.
- Improve equity in higher education by providing adequate opportunities of higher education to SC/STs and socially and educationally backward classes; promote inclusion of women, minorities, and differently-abled persons.

Scope of RUSA

All State Universities and colleges (both 12B and 2(f) compliant and non-12B and non-2(f)) from all states and Union Territories (UTs) across the country would be eligible to be covered under RUSA. Subject to eligibility, an estimated 306 state universities and 850099 colleges will be covered under this initiative to improve the learning outcomes and employability of graduates and to scale-up research, development and innovations. The project will also support these institutions to improve their policy, academic and management practices. RUSA will fund the institutions under a few key components. The yardstick for deciding the quantum of funds for the states and institution will be the norms that will reflect the key result areas (access, equity and excellence), in addition to other monitoring and capacity building functions. The State Higher Education Councils will be the key institution at the state level to channelize resources to the institutions from the state budget.

Strategic funding of state institutions must ensure that the issues of quality and access are addressed in an equitable manner. This would entail encouraging the states to prepare State Higher Education Plan duly keeping the following aspects in mind:

- Spatial and regional planning after due mapping
- Programme and discipline planning
- Mandatory accreditation and quality improvement
- Reforms – governance and academic
- Infrastructure saturation
- Review of the affiliation system
- Transparent and norm-based funding
- Outcome-based reimbursements
- Faculty planning
- Equity interventions
- Focus on research and innovation

RUSA will be implemented through the Ministry of Human Resource Development (MHRD) of the Government of India as a “Centrally Sponsored Scheme” with matching contribution from the state governments and Union Territories (UTs).

3.5 Problems of Higher Education in India and Suggestions

3.5.1 Problems of Higher Education in India

Higher Education in India has a long historical past. Universities like Taxkshila, Nalanda, Bikramshila were well known all over the world. These institutions of ancient India are also attested by significant developments in intellectual fields like literature, literary criticism, philosophy, logic, medicine, mathematics and astronomy. After the advent of British the aim and objectives of higher education in India have been changed. They imposed upon India a English model of education. Aims and objectives of higher education is British India was to produce English knowing Indians for doing the subordinate government service and clerical jobs.

After independence the earlier institution could now become a part of the general system and the effort was now made to convert the entire system of education to the national pattern. Indian higher education system has undergone many important changes in the recent past and the most significant being its unprecedented growth and its consequent transformation from an elite system to a mass system. The fact that higher education is available to the masses, including the underprivileged and weaker sections of society, is an achievement. It is also creditable that we have been able to create some undoubted centres of excellence.

In spite of these achievements, the higher education in India is groaning under very severe strains and stresses. After more than 70 years of independence, India's higher education system has still not been developed fully. It is evidenced by its poor performance in institutional rankings (not a single Indian university in top 100 universities of the world), the poor employment status of its students, poor track record in receiving national awards and recognition, poor share in research funding and so on. Moreover, the status of state public universities that produce over 90% of the graduates in India is more dismal.

The following may be listed as the leading problems or issues of higher education in India:

❖ Enrolment:

- According to the All-India Survey on Higher Education (AISHE) report 2018-19, the Gross Enrolment Ratio (GER) in Higher education in India is only 26.3%, which is quite low as compared to the developed as well as, other developing countries.
- With the increase of enrollments at the school level, the supply of higher education institutes is insufficient to meet the growing demand in the country.

❖ Quality:

- Ensuring quality in higher education is amongst the foremost challenges being faced in India today.
- However, the Government is continuously focusing on quality education. Still, a large number of colleges and universities in India are unable to meet the minimum requirements laid down by the UGC and our universities are not in a position to mark their place among the top universities of the world.

❖ Political Interference:

- Increasing interference of politicians in the management of higher education jeopardises the autonomy of HEIs.
- Also, students organise campaigns, forget their own objectives and begin to develop their careers in politics.

❖ Poor Infrastructure and Facilities:

- Poor infrastructure is another challenge to the higher education system of India, particularly the institutes run by the public sector suffer from poor physical facilities and infrastructure.
- Faculty shortages and the inability of the state educational system to attract and retain well-qualified teachers have been posing challenges to quality education for many years.
- Large numbers of NET/PhD candidates are unemployed even though there are a lot of vacancies in higher education.

❖ Inadequate Research:

- There is inadequate focus on research in higher education institutes.
- There are insufficient resources and facilities, as well as limited numbers of quality faculty to advise students.
- Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centres and to industries.

❖ Poor Governance Structure

- Management of Indian education faces challenges of over-centralization, bureaucratic structures and lack of accountability, transparency, and professionalism.
- As a result of the increase in the number of affiliated colleges and students, the burden of administrative functions of universities has significantly increased and the core focus on academics and research is diluted.

❖ Teaching Quality

- The first issue that higher education in India is facing is decreasing teaching quality. Teachers are not well trained and qualified for the job they are assigned to.
- Some colleges recruit young graduates as professors who have no experience or knowledge. So this is a big problem.

❖ Poor Remuneration:

Poor remuneration has become a major problem for the Indian education system. In India teaching is not a lucrative job in terms of remuneration in comparison many corporate sector jobs. In fact, teaching is a very ill paid job at every stage of education and as such it fails to attract best of the brains in teaching profession. Many meritorious scholars from India even prefer to take up small time job in US rather than a job in India as teacher. This aspect needs serious attention on the part of our policy makers.

❖ **Invasion in Autonomy:**

Invasion on the university autonomy is another important challenge in higher education. University autonomy has to be distinguished from academic freedom which signifies freedom of expression for professionals. Autonomy has several aspects, namely, financial, administrative and academic. It is difficult for university of India to have full financial autonomy as they depend for 90 percent or more of their income on the Government grants moreover they were also required to get approval for specific scheme from the UGC. There are hardly any interference of the government in academic autonomy of the universities.

❖ **Finance:**

Financing of Higher Education is a very acute problem in India. The report of the Education Commission (1964-66) strongly agreed devoting 6% of the GNP to education. The Majumdar Committee (MHRD. 1999) reiterated the same. The National Policy on Education 1968 and 1986 also categorically laid down and endorsed that the GNP allocation to education should be at least 6%. The NPE 1992 stated that the VIIF Plan onward the GNP share will uniformly exceed 6%. But the target could not be achieved. India spends around 3.7% of its GNP of which 0.56% is the share of higher education. Thus, there is a considerable decline in the state funding of higher education. Governments, both at the centre and in the states, are showing an increasing reluctance to support higher education.

❖ **Privatization:**

This 'privatisation' of education is a matter of concern for many. While some of the colleges established under private initiative have a professional approach and are striving to impart high quality education, a depressingly large number lack proper facilities and are in effect business enterprises, established with the primary objective of securing financial profit and political power. Strict academic and administrative control of these colleges is essential.

❖ **Accreditation:**

As per the data provided by the NAAC, as of 02.07.2021, only 13719 of the total higher education institutions in the country were accredited. And among those accredited, only 210 of the universities and 1724 of the colleges were found to be of quality to be ranked at 'A' level.

❖ **Research and Innovation:**

There are very nominal scholars in our country whose writing is cited by famous western authors. There is inadequate focus on research in higher education institutes. There are insufficient resources and facilities, as well as, limited numbers of quality faculty to advise students. Most of the research scholars are without fellowships or not getting their fellowships on time which directly or indirectly affects their research. Moreover, Indian Higher education institutions are poorly connected to research centres. So, this is another area of challenge to the higher education in India.

3.5.2 Opportunities in Higher Education

India is a large country, with an estimated population of young people aged between 18 to 23 years to be around 150 millions. The sheer size of the market offers huge opportunities for development of the higher education sector in India. India now boasts of having more than 40,000 colleges and 1003 universities, which has been quite a remarkable growth during the last six decades. The year 2019-20 witnessed 38.5 million enrollments, which makes India the 3rd largest educational system in the world. Unfortunately, the educational infrastructure of India is inadequate to handle such huge volumes. In spite all the government spending in the educational sector, it is just too insufficient to meet the growing requirements. Therefore, higher Education sector has now been identified as one of the promising areas for private and foreign investments. It offers immense investment opportunities in both non-regulated and regulated segments.

Indian higher education system is growing very fast irrespective of various challenges but there is no reason that these Challenges cannot be overcome. With the

help of new-age learning tools, it is easy for country like India to overcome these problems and bring a paradigm shift in the country's higher education sector. With such a vibrant country with huge population properly educated, the possibilities are endless. If knowledge is imparted using advanced digital teaching and learning tools, and society is made aware of where we are currently lagging behind, our country can easily emerge as one of the most developed nations in the world.

There are opportunities for strategic engagement and capacity building in higher education leadership and management at the state level. There are opportunities for India to collaboration at national and international level on areas of systemic reform, including quality assurance, international credit recognition, and unified national qualifications framework. Equality of educational opportunity in higher education is considered essential because higher education is a powerful tool for reducing or eliminating income and wealth disparities. The idea of equalising educational opportunities also lies in the fact that “the ability to profit by higher education is spread among all classes of people. There are great reserves of untapped ability in the society; if offered the chance they can rise to the top. A great deal of talent of the highest level is, in fact, lost by an inegalitarian system of education” (Balachander, 1986).

The need to enhance the employability of graduates is presenting entry points for collaboration in enterprise education and entrepreneurship, links with industry, research skills and the wide range of transferable skills, including English. The emerging interest in Indian higher education institutions in the vocational skills market provides areas for potential engagement with international partners. There is a need to build stronger relationships and increase mutual understanding in higher education by increasing support and participation in platforms (conferences, workshops, seminars) which enable debate and dialogue with other countries of the world.(British Council, 2014).

3.5.3 Suggestions Improving the System of Higher Education

- There is a need to implement innovative and transformational approach form primary to higher education level to make Indian educational system globally more relevant and competitive.

-
- Higher educational institutes need to improve quality and reputation.
 - There should be a good infrastructure of colleges and universities which may attract the students.
 - Government must promote collaboration between Indian higher education institutes and top International institutes and also generates linkage between national research laboratories and research centres of top institutions for better quality and collaborative research.
 - There is a need to focus on the graduate students by providing them such courses in which they can achieve excellence, gain deeper knowledge of subject so that they will get jobs after recruitment in the companies which would reduce unnecessary rush to the higher education.
 - Universities and colleges in both public private must be away from the political interventions,
 - There should be a multidisciplinary approach in higher education so that students' knowledge may not be restricted only up to his own subjects.

3.6 Summary

At the end of this unit, the learners have come to know about the system of higher education in India. They have come to know that the higher education also needs to be expanded in our nation for the proper development of the nation. After the successful implementation of Sarva Sisksha Abhiyan and Rashtriya Madhyamik Siksha Abhiyan, there was the introduction of Rashtriya Uchchatarata Siksha Abhiyan for the development of higher education in India. The target was to increase the enrolment ratio in higher education as well as imparting the quality higher education in India. But even after seventy five years of independence, there are several issues and challenges in the way of higher education in India in the form of enrolment, finance, quality education and research, political intervention, etc. The solutions and ways out have also been discussed in this unit to get rid of the problems of higher education.

3.7 Self Assessment Questions

1. What is meant by higher education in India?
2. Comment on the structure and system of higher education in India.
3. What was the background of introducing Rashtriya Uchchatar Siksha Abhiyan? What are the scopes of RUSA?
4. What are the recommendations of the National Knowledge Commission?
5. What problems National Knowledge Commission identified in higher education system in India?
6. Comment on the goals and approach of RUSA.
7. What are the issues and challenges in front of higher education in India?
8. Discuss in detail the problem of finance in higher education in India?
9. How political invasion in the autonomy of the higher education system disturbed the development of higher education in India?
10. What are the probable solutions to the problems of expansions of quality higher education in India?

3.8 References

- Shaguri, Obadya Ray, Higher Education in India Access, Equity, Quality, EAN World Congress Scholar, Global Access to Postsecondary education, 2013.
- Masani, Zareer, India still Asia's reluctant tiger, BBC Radio 4, 27 February 2008.
- Newsweek, Special Report: The Education Race, August 18-25, 2011.
- Science and Technology Education". Press Information Bureau, Retrieved 2009 08-08
- Mitra, Sramana, How To Save The World's Back Office of Forbes, 03.14.2008
- Henard, Fabrice, Report, Learning our Lesson: Review of Quality teaching in Higher Education, 2008.
- Higher Education in India: Twelfth Five Year Plan (2012-17) and beyond FICCI Higher Education Summit 2012.

- Kumar, Anuj&Ambrish, Higher Education: Growth, Challenges And Opportunities, International Journal of Arts, Humanities and Management Studies, Volume 01, No.2, Feb 2015.
- Sharma, Sahil, Sharma, Purnendu, Indian Higher Education System: Challenges And Suggestions, Electronic Journal for Inclusive Education, Vol. 3, No. 4, 2015, pp.3-4.
- Nexus Novus, Higher Education Opportunities in India, <http://nexusnovus.com/higher-educationopportunities-india>, Jul 26, 2013 accessed on 30/07/2016.
- Balachander, K.K. “Higher education in India: Quest for Equality and Equity”, Mainstream, 1986.
- British Council, Understanding India—The Future of Higher Education and Opportunities for International Cooperation, 2014.

Unit 4 □ Education for Sustainable Development

Structure

- 4.1 Objectives**
- 4.2 Introduction**
- 4.3 Peace Education: Meaning, aims, and Importance**
 - 4.3.1 Meaning of Peace Education**
 - 4.3.2 Aims of Peace Education**
 - 4.3.3 Importance of Peace Education**
 - 4.3.4 Peace Education in Action**
- 4.4 Education for Sustainable Development**
 - 4.4.1 Meaning of Sustainable Development**
 - 4.4.2 Objectives of Sustainable Development**
 - 4.4.3 Education for Sustainable Development**
 - 4.4.4 Education for Sustainable Development in India**
- 4.5 Equality and Equity in Education and Role of Education**
 - 4.5.1 Equity and Equality**
 - 4.5.2 Difference between Equity and Equality**
 - 4.5.3 Equity and Equality: Importance in Schools**
 - 4.5.4 Promoting Equality of Educational Opportunities in India**
 - 4.5.5 Problems of equality of Educational Opportunities**
 - 4.5.6 Measures taken for Equalisation of Educational Opportunity**
 - 4.5.7 Educational Equity vs. Educational Equality**
 - 4.5.8 How to Encourage Equity in Education**
 - 4.5.9 Benefits of Focusing on Equity in Education**
- 4.6 Summary**
- 4.7 Self Assessment Questions**
- 4.8 References**

4.1 Objectives

After going through this unit the learners will be able to

- realize the meaning of peace education.
- understand the objectives and necessity of peace education.
- understand the role of education in establishing peace.
- know the concept of sustainable development.
- understand the role of education to bring sustainable development.
- discuss the concept of equity and equality
- discuss the concept of educational equity and educational equality.
- be aware of the problems of equity and equality.
- be aware of the role of education in bringing equality through educational equity.

4.2 Introduction

The world today, and since the beginning of civilization, has been carrying with it the concept of conflict in different forms. Conflict comes from disagreement and finally may lead to war. And to have a peaceful war-free or conflict-free world, there is the necessity to establish peace, nurture peace and to carry the truth of peace throughout life. But how can this peace be established, nurtured and carried through? Here there is role of peace education. The late 20th century and the early 21st century world felt the necessity to promote peace around the world to make either an end to conflict or at least to minimise the conflict. They believed that the education is the key to unite people, unite nations by bringing people closely together to each other.

Sustainable development is another most discoursing factor in the 21st century world. “Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” It happens often that for the development in one area of life, we sometimes make harm to some other area or areas. And this harm may bring dark days for the future. And

here comes the priority of the concept of sustainable development which may be termed as all round development of the world. And education plays an important role for this sustainable development too.

Another important concept in the arena of education as well as in the arena of development is the concept of equity and equality. These two words are very closely articulated though, they are different in meaning. Equity is the process and equality is the result. For the education of all the backward people equity is very much needed a concept to bring equality of education and equality of opportunity of education. Only then, one day, the world will meet some moment when every people will have equal educational right and equal education too.

4.3 Peace Education: Meaning, Aims and Importance

4.3.1 Meaning of Peace Education

Education is the key to uniting nations, bringing human beings closely together. In many parts of the world, civil society suffers because of situations of violent conflicts and war. It is important to recognise the crucial role of education in contributing to building a culture of peace and condemning instances in which education is undermined in order to attack democracy and tolerance.

A culture of peace and non-violence goes to the substance of fundamental human rights: social justice, democracy, literacy, respect and dignity for all, international solidarity, respect for workers' rights and core labour standards, children rights, equality between men and women, cultural identity and diversity, Indigenous peoples and minorities rights, the preservation of the natural environment to name some of the more obvious thematic.

These are all issues of concern to Education International (EI) and its member organizations, as reflected in many resolutions endorsed at EI World Congresses as well as at regional EI supported events.

EI affirms the right to peace and pledges its support for the peaceful resolution of conflicts and practice of non-violence through education, dialogue and cooperation.

In 2000, the then UNESCO Director General, Federico Mayor, stressed that *“Education International is not only a vast repository of experience, it also has the know-how and talent to implement innovation and change far beyond what is normally found in government circles [...] Education International and UNESCO can work together to achieve the common goals of an educated, intellectually curious and participatory culture of peace and democracy.”*

Education is a key tool in combating poverty, in promoting peace, social justice, human rights, democracy, cultural diversity and environmental awareness. Education for peace implies an active concept of peace through values, life skills and knowledge in a spirit of equality, respect, empathy, understanding and mutual appreciation among individuals, groups and nations.

In its Constitution and resolutions, EI committed itself firmly to international peace activities linked to education promoting human rights and democracy and encouraging international understanding and solidarity. EI called on its member organisations to develop their advocacy in line with UNESCO’s Charter and aims, the UN Charter, the Universal Declaration of Human Rights and the International Convention on the Rights of the Child.

The educational action for promoting the concept of peace concerns the content of education and training, educational resources and material, school and university life, initial and ongoing training for teachers, research, and ongoing training for young people and adults. A culture of peace must take root in the classroom from an early age. It must continue to be reflected in the curricula at secondary and tertiary levels. However, the skills for peace and non-violence can only be learned and perfected through practice. Active listening, dialogue, mediation, and cooperative learning are delicate skills to develop. This is education in the widest sense. It is a dynamic, long term process: a life-time experience. It means providing both children and adults with an understanding of and respect for universal values and rights. It requires participation at all levels-family, school, places of work, news rooms, play grounds, and the community as well as the nation.

At the EI World Congress in 1998, EI and its affiliates placed on the record that they wanted “to take every opportunity to promote justice, world peace and education, in the interests of children of all countries.” As a token of EI’s commitment to a

culture of peace, General Secretary Fred van Leeuwen, was one of the first to sign the Manifesto 2000 appeal and to support the International Year for the Culture of Peace.

In a resolution adopted in 2004, EI Resolution on Education for Peace, EI member organisations “pledged to promote education for peace and intercultural learning as the best antidote to racist and fundamentalist phenomena in order to prevent social conflict and the recourse to social violence.” In 2007, teacher organizations were also invited to promote peaceful behaviour in school environments through dispute resolution and peer mediation.

Peace education encompasses the key concepts of education and peace. While it is possible to define education as a process of systematic institutionalized transmission of knowledge and skills, as well as of basic values and norms that are accepted in a certain society, the concept of peace is less clearly defined. Many writers make an important distinction between positive and negative peace. Negative peace is defined as the absence of large-scale physical violence—the absence of the condition of war. Positive peace involves the development of a society in which, except for the absence of direct violence, there is no structural violence or social injustice. Accordingly, peace education could be defined as an interdisciplinary area of education whose goal is institutionalized and non-institutionalized teaching about peace and for peace. Peace education aims to help students acquire skills for non-violent conflict resolution and to reinforce these skills for active and responsible action in the society for the promotion of the values of peace. Therefore, unlike the concept of conflict resolution, which can be considered to be retroactive—trying to solve a conflict after it has already occurred—peace education has a more proactive approach. Its aim is to prevent a conflict in advance or rather to educate individuals and a society for a peaceful existence on the basis of non-violence, tolerance, equality, respect for differences, and social justice.

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

Core values of non-violence and social justice are central to peace education. Nonviolence is manifested through values such as respect for human rights, freedom

and trust. Social justice is realised by principles of equality, responsibility, and solidarity.

In order to achieve these ideals, peace education programmes across the world address a wide range of themes. These include non-violence, conflict resolution techniques, democracy, disarmament, gender equality, human rights, environmental responsibility, history, communication skills, coexistence, and international understanding and tolerance of diversity.

Peace education can be delivered to people of all ages, in both formal and informal settings. Programmes exist at local, national, and international levels, and in times of peace, conflict, and post-conflict.

To create public dialogue different factions of society are often brought together in peace education programmes – these typically include civil society groups, schools, tribal leaders and the media. Yet due to the many areas covered by peace education, initiatives are primarily determined by culture and context, as well as by the projects' scopes and objectives.

Peace education and peacebuilding are therefore intrinsically linked. The UN's actions for peacebuilding include education as one of its principle components. For peacebuilding initiatives to remain sustainable it is vital that attitudes towards war and violence are transformed and translated into long-term behavioural change which seek alternative solutions to armed conflict.

4.3.2 Aims of Peace Education

The overall aim of Education for Peace is to help build a peaceful world. To do so we aim to:

- understand the nature and origins of violence and its effects on both victim and perpetrator;
- create frameworks for achieving peace and peaceful, creative societies;
- sharpen awareness about the existence of unpeaceful relationships between people and within and between nations;
- investigate the causes of conflicts and violence embedded within perceptions, values and attitudes of individuals as well as within social and political structures of society;

- encourage the search for alternatives and possible nonviolent skills;
- equip children and adults with personal conflict resolution skills;
- show people that violence and war are learned and not an intrinsic part of human nature and that it is possible to resolve conflict peacefully;
- create a more peaceful world where all of us may become agents for change. Education for Peace gives us the skills that will assist in achieving peaceful societies;
- correct the limited understanding of peace held by many people that it is the absence, however contrived, of direct violence, of wounding and killing;
- create a better learning environment where conflict and relationships may be explored;
- appropriating intellectual and emotional development of the individuals;
- developing a sense of social responsibility and solidarity;
- observing the principles of equality and fraternity towards all;
- enabling the individual to acquire a critical understanding of the problems at national and international levels;
- creating willingness for continuous learning;
- accepting and participating in free discussions;
- taking decisions on a rational basis;
- appreciating other's cultures; and
- overcoming obstacles towards promotion of peace.

4.3.3 Importance of Peace Education

The humankind has been a witness to conflict in some form or other at all levels. Violence in all forms is on increase and has percolated even to the school levels. Violent expressions and aggression are increasingly being resorted to leading further to conflicts. Therefore, peace has become all the more imminent in such contexts. Efforts are now being made to inculcate the values related to harmony, respect and tolerance for better interpersonal relations. These are seen as seeds to ensure in the long-term a conflict-free world. As Meyerhof put it, 'peace studies encompass the

learning of nonviolent communication, tolerance, acceptance of diversity and love as the basic law of life'. Thus peace education, most importantly, helps in deconstructing the mindset and discourses of power struggle by the use of violence. It helps people to cooperate and negotiate problems at the individual as well as societal levels. In the 1950s and 60s, the definition of 'peace' was confined to the absence of war. The focus of studies on peace was mainly on interstate conflicts, wars and so on. Subsequently, there was a departure from this view of peace; the focus shifted to the aspects of structural violence and the inherent contradictions in social and societal structures. From this, the focus sharpened on the role of individual's moral and ethical disposition and is now zeroed down to the 'human values' that guide the conduct of individuals. The shift in this field has been gradual and steady.

Therefore, 'presently character education, moral education and self-esteem development are considered aspects of aiding in the individual reaching this personal inner potential and becoming a valued citizen for peaceful coexistence' (Ibid). Peace education is thus not a history of peace-making as she says but to create peace in one's environment while standing for truth, justice and self-preservation. It is also more than learning about conflict resolution. If one has to mediate for establishing peace, it is necessary that one should be receptive to other's perception, viewpoint and adjust one's own perspectives in order to reach an understanding, compromise and consensus at a collective level.

Peace education in UNICEF refers to the process of promoting the knowledge, skills, attitudes and values needed to bring about behaviour changes that will enable the children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an intrapersonal, interpersonal, intergroup, national or international level. Peace Education may be described as well as defined in various ways as there is no such universally accepted definition of peace education found. From peace literature a few well explained definitions are mentioned below to give a holistic meaning as well as concept of peace education, such as:

- (i) "Peace Education is grounded in active citizenship, preparing learners for assiduous participation in a democracy, through problem-posing and problem-solving education and a commitment to transformative action in our societies."—by John Dewey (1938).

- (ii) “Peace Education, broadly defined, is the cornerstone of a culture of peace.”—by MichealWessells (1994).
- (iii) “Peace Education is a mechanism for the transformation from a culture of violence to a culture of peace through a process of ‘conscientization’.”—by Freire (2006).
- (iv) According to Abebe et. al. (2006), Peace Education is a process of developing knowledge, skills, attitudes, behaviours and values that enable learners to identify and understand sources of local and global issues and acquire positive and appropriate sensitivities to these problems. It helps to resolve conflicts and to attain justice in a non-violent way and live by universal standards of human rights and equity by appreciating cultural diversity, respect for the earth and for each other.

Peace Education means to learn about and to learn for peace. Learning about peace means obtaining knowledge and understanding of what contributes to peace, what damages it, what leads to war, what does ‘peace’ mean on each level anyway, what is one’s role in it, and how are the different levels connected? Learning for peace means learning the skills, attitudes and values that one needs in order to contribute to peace and help to maintain it forever. For example, this means learning to deal with conflicts without the recourse to violence, learning to think creatively, learning to apply the methods of active non-violence or learning to deal with cultural differences in a constructive way (Space for Peace, 2010). Peace education can also be defined as the transmission of knowledge about requirements of, the obstacles to, and possibilities for achieving and maintaining peace; training in skills for interpreting the knowledge; and the development of reflective and participatory capacities for applying the knowledge to overcome problems and achieve possibilities (Reardon, 2000).

Therefore, peace education is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values. It is based on philosophy that teaches love, compassion, trust, fairness, co-operation and reverence for the human family and all life on our beautiful planet (Schmidt and Friedman, 1988, as cited in Abebe et. al., 2006). Peace education is an attempt to respond to problems of conflict and violence on scales

ranging from the global and national to the local and personal. It is about exploring ways of creating more justice and sustainable futures (R. D. Laing, 1978, as cited in Abebe, et. al., 2006) for all people i.e. both men and women.

Towards Positive Peace

Peace education is seen as leading to positive peace. Positive peace means state of tranquillity, calm, quietness, harmony and friendship. It flourishes in the presence of the feeling of brotherhood and in the absence of the ignorance in mind. As Dr.SarvepalliRadhakrishnan said, 'If we wish to achieve peace we must maintain that inner harmony, that poise of the soul, which are the essential elements of peace. It cannot be achieved by organizations. It can come only when our minds become endowed with generosity and goodwill towards all. We must be filled with the moral power of love and the vision of spiritual unity. We have to solve our problems through the help of our higher nature' (S.Radhakrishnan, Religion and Culture, p.135; 173). Positive peace is one of the most effective means to get the society rid of biases, structural violence which is mostly latent in nature and such negative traits that impede the progress of the individual in the real sense. Peace education is invariably linked with this concept that is designed in such a way as to 'alter attitudes regarding peace in the hope that this will stimulate changes in structure' (John Baylis, p.277). Similar views are echoed by Johan Galtung wherein he states that 'peace must not only be conceived of as the absence of war and direct violence (negative peace) but rather, working towards peace as the means to the realization of conditions leading to a maximal reduction of structural violence (positive peace)'.

4.3.4 Peace Education in Action

Haavelsrud (1975) suggested that peace education, as in the case of all education, should be conducted in three areas: (1) Information; (2) Attitudes; and (3) Action. It consists of Awareness, Analysis and Action. Peace education is a part in the larger framework aiming at social change. It is a transformative change for better. In this scheme, the transformation of the individual is the primary requisite. This individual transformation gradually brings in a change in the system/structure. Individually and collectively, it becomes imperative to come together for 'learning to live together, creating awareness about others' tribulations, analysing the situation rationally and

taking action with willingness to produce the positive results'. It is important to note that peace education can be promoted only in an atmosphere of nonviolence. There is a crucial link between human nature and violence. As Gandhi believed, the evil can be overcome by a steadfast adherence to nonviolence. But, holistically, he believed that all human beings are inherently good. It is through this belief that he brought out the blueprint for development, 'Constructive Programme'. It aims at social change through nonviolence. Similarly, in the process of peace education, the individual is exposed to the stark realities of the world wherein there are severe disparities and makes him/her understand the ground realities in which millions of their brethren live. This develops the ability to understand others, and also the willingness to change things for better. This is what John Dewey termed as 'world patriotism', for creating a better world.

Peace education is not an abstract concept or that which can be imparted only through classroom teaching. It is a continuous learning process. Peace education can begin from the family setting and move on to the other levels like school, institutions of higher education, workplace or areas where related projects take place. It is important to note the following points for an effective learning in the process:

- Emphasis should be on the participatory and self-initiated learning
- Preservation and advancement of peace should be integrated into discussions
- Development of curricula on peace and practical approaches
- Imparting of peace related knowledge through media
- Imparting of the knowledge through religious institutions
- Knowledge dissemination through social work projects
- Cooperation and collaboration in the fields of education
- Selection of information and evaluation
- Eliminating bias in conflict information
- Organising campaigns, conducting seminars and talks on peace
- Giving training to the educators of peace to cater to all sections of society
- Promoting volunteerism to provide learning opportunities
- Maintaining consistent motivation levels to promote peace

4.4 Education for Sustainable Development: Meaning, Aims and Role of education in Sustainable Development

4.4.1 Meaning of Sustainable Development

Sustainable development has become a 21st century buzzword in different forums, seminars, conferences, workshops. It is found much in environmental and economics literature these days. The concern for sustainable development is becoming increasingly louder with the rapidity of economic growth. Around the globe, throughout history, most modern human institutions have evolved in ways that are at best, oblivious, and, at worst, positively hostile to the health of environment. Economic development, till today, is based on two fallacious premises:

- i. It considers needs of mankind alone and ignores the interdependent ecosystem
- ii. It treats the environment as a commodity.

Human being strives ceaselessly for riches as enslaved and obsessed by technological advancement and by obtaining higher GNP. This obsession has sullied the environment and is tending to ruin the carrying capacity that is, capacity of the ecosystem to support life of Mother Earth. The land lays scarred and eroded. The waters of rivers, lakes and oceans are contaminated with industrial waste, which is nearly unfit for either industrial use or for human consumption. The air is filled with gaseous and particulate pollutants that are toxic to life. Pesticides used to promote agricultural production and public health has severely poisoned the environment. Each agent of production and consumption regards the disposal cost of waste as zero and uses the environmental sector as long as it permits human being to improve their own welfare. They do not have to pay anything to anybody. The environment is still regarded as common property, each agent acting as if the human being owns it. The reckless use continues, without any heed to the damage inflicted, and causes degraded environmental standards, unhealthy and detrimental to all.

“Our Common Future” marks the beginning of the sustainable development concept that has generated all the literatures. New books on sustainable development have been appearing with increasing rapidity since the United Nations Conference on

Environment and Development popularly known as the Earth Summit held in Brazil in 1992. Divergent economic theorists like E. F. Schumacher of Britain, environmentalists like Barry Commoner and Lester R. Brown, population analysts like Paul Ehrlich, politicians like Willy Brandt of Germany and Jimmy Carter of the United States, all played significant roles in formulating ideas.

The era of modernisation has created an atmosphere of excitement of instant economic growth. In fact, all sectors of developing countries seem to be vibrating with economic buoyancy. There is expansion of trade, investment, market, and increase in Gross National product (GNP) productivity, per capita income, profit, efficiency, salary, etc, across the globe. The free trade system could more tellingly be called the free ride system. As the producers do not have to include in their product costs all the indirect costs they cause society. It includes pollution of the land, sea and air, ozone holes, disappearing topsoil, exploding health costs, allergies, global warming, destruction of species, pesticides in food, antibiotic resistant bacteria, crime, unemployment, escalating social costs, etc. Many of the most common and most damaging products on the market would never be manufactured if they were priced at their real costs to society as a whole. The road to success in global business today is to find a way to pass on as many of your costs as possible to the public, preferably to another country's public. The most profitable companies at this time are those that are most successful at getting someone else to pay the real costs of their doing business. Present economic process maximises only the profits to the shareholders, while all the other stakeholders are left bearing the costs, such as, cleaning up the environment and dealing with unemployment.

The term, sustainable development, was coined by the Brundtland Commission, which defines sustainable development as development that “*meets the needs of the present without compromising the ability of future generations to meet their own needs*”. Sustainable development is defined as balancing the fulfilment of human needs with the protection of the natural environment so that these needs can be met not only in the present, but in the indefinite future. Sustainable development is a pattern of resource use that aims to meet human needs while preserving the environment. The field of sustainable development is conceptually divided into four general dimensions: social, economic, environmental, and institutional. The first

three dimensions address key principles of sustainability, while the final dimension addresses key institutional policy and capacity issues.

There is, now, a worldwide movement of environmentalism parallel to the more enthusiastic global movement of economic growth. Every section of people around the globe now expresses some amount of concern towards the deterioration of environmental standards. The rise in economic welfare is increasingly accompanied by a considerable decline in the quality of environment and loss of ecological stability. Some groups of environmentalist are very pessimistic while the other group of environmental scientists is very optimistic. But the fact remains that there is acid rain, global warming, the greenhouse effect, erosion and sterility of soil, degradation of land, environmental pollution and ozone layer depletion.

There is widespread desertification in one hemisphere and deforestation in another hemisphere of the globe. Deeper and wider concern for environmental degradation springs from two major sources.

- i. Rise in material production effluents and use of synthetic materials
- ii. Increased demand for environmental goods.

The first refers to the problems of environmental externality and the second, to depletion of natural resources. In addition to the increased supply of economic goods, there is also an increased demand for environmental goods. Environmental goods signify any external environmental conditions that affect human welfare. The following elements are connected with the human welfare:

- Absence of all types of pollution
- Availability of clean water and air
- Quality of natural environment (outdoor recreation, etc)
- Quantity of natural environment (forest, wildlife)
- Availability of public utility systems
- Average space availability for inhabitants

4.4.2 Objectives of Sustainable Development

Global objectives for sustainable development are as follows:

- i. Eradicate poverty in all its forms, everywhere.

- ii. Eradicate hunger, achieve food safety and improved diet and promote sustainable agriculture.
- iii. Ensure healthy lives and promote well-being for everyone of all ages.
- iv. Ensure inclusive and fair education of good quality and promote lifelong learning for everyone.
- v. Achieve gender equality and strengthen the position of all women and girls.
- vi. Ensure access to and the sustainable management of water and sanitation for everyone.
- vii. Ensure access to affordable, reliable, sustainable and modern energy for everyone.
- viii. Promote continuous, inclusive and sustainable economic growth, full and productive employment, and decent work for everyone.
- ix. Build resilient infrastructure, promote inclusive and sustainable industrialisation and promote innovation.
- x. Reduce inequalities within and between countries.
- xi. Make cities and settlements inclusive, safe, flexible and sustainable.
- xii. Ensure sustainable consumption and production patterns.
- xiii. Take urgent action to combat climate change and its effects.
- xiv. Preserve and make sustainable use of seas, lakes and marine resources for sustainable development.
- xv. Sustainable forestry, stop desertification, slow down and reverse soil degradation as well as halt the loss of biodiversity.
- xvi. Promote peaceful and inclusive communities for sustainable development, provide access to justice for everyone and build effective, responsible and inclusive institutions at all levels.
- xvii. Strengthen implementation tools and revitalise the Global Partnership for Sustainable Development.

4.4.3 Education for Sustainable Development

Good quality education is an essential tool for achieving a more sustainable world. This was emphasised at the UN World Summit in Johannesburg in 2002

where the reorientation of current education systems was outlined as key to sustainable development. Education for sustainable development (ESD) promotes the development of the knowledge, skills, understanding, values and actions required to create a sustainable world, which ensures environmental protection and conservation, promotes social equity and encourages economic sustainability. The concept of ESD developed largely from environmental education, which has sought to develop the knowledge, skills, values, attitudes and behaviours in people to care for their environment. The aim of ESD is to enable people to make decisions and carry out actions to improve our quality of life without compromising the planet. It also aims to integrate the values inherent in sustainable development into all aspects and levels of learning.

There are a number of key themes in ESD and while the dominant focus is on environmental concerns, it also addresses themes such as poverty alleviation, citizenship, peace, ethics, responsibility in local and global contexts, democracy and governance, justice, human rights, gender equality, corporate responsibility, natural resource management and biological diversity. It is generally accepted that certain characteristics are important for the successful implementation of ESD, reflecting the equal importance of both the learning process and the outcomes of the education process (adapted from 'UN Decade of Sustainable Development' UNESCO Nairobi Cluster, 2006). ESD should:

- **Be embedded in the curriculum in an interdisciplinary and holistic manner**, allowing for a whole-institution approach to policy making.
- **Share the values and principles** that underpin sustainable development.
- **Promote critical thinking, problem solving and action**, all of which develop confidence in addressing the challenges to sustainable development.
- **Employ a variety of educational methods**, such as literature, art, drama and debate to illustrate the processes.
- **Allow learners to participate in decision-making** on the design and content of educational programmes.
- **Address** local as well as global issues, and avoid jargon-ridden language and terms.

- **Look to the future**, ensuring that the content has a long-term perspective and uses medium and long-term planning.

To promote ESD, the United Nations Decade of Education for Sustainable Development, 2005-2014, (DESD) was adopted by the UN General Assembly with the United Nations Educational, Scientific and Cultural Organisation (UNESCO) designated as the lead agency for promotion throughout the decade. The decade pursues a global vision ‘of a world where everyone has the opportunity to benefit from quality education and learn the values, behaviour and lifestyles required for a sustainable future and for positive societal transformation’ (www.unesco.org/education/desd).

The goal of the decade, as outlined by UNESCO, is to integrate the principles, values and practices of sustainable development into all aspects of education and learning. This aims to encourage changes in behaviour that will create a more sustainable future. One of the most important aspects of the DESD is the recognition that ESD must engage a wide range of stakeholders from government, private sector, civil society, non-governmental organisations and the general public.

In its International Implementation Scheme (IIS) for DESD, UNESCO states that ESD is fundamentally about values, particularly respect for others, including those of present and future generations, for difference and diversity, for the environment and for the planet’s resources (UNESCO, 2006). Education enables us to understand ourselves and others and our links with the wider natural and social environment; this understanding serves as a durable basis for building respect. Along with a sense of justice, responsibility, exploration and dialogue, ESD aims to move us toward adopting behaviours and practices which will enable us all to live a full life without being deprived of basic human needs.

4.4.4 Education for Sustainable Development in India

Traditionally India has been a sustainable society. A large part of the Indian population still has a lifestyle that is based on the principle of reuse, reduce and recycle. In some cases it is a matter of personal choice but for a large majority, it is necessitated by economic compulsions.

The Government of India (GOI) has integrated the principle of ‘sustainability’ in its various policies and developmental programmes. India’s developmental strategic

framework is based on a five year planning system. The first five year plan was rolled out in 1951. Presently, the soon-to-be concluded eleventh plan is underway which focuses in a big way on education.

In order to promote the value of sustainable development in education, the Indian government directed its various education departments to actively work on an Environment Education (EE) component as part of the curriculum. This strategy was adopted post Stockholm conference in 1972 by setting up Centres of Excellence for Environment Education under Ministry of Environment and Forests (MoEF) in the early 1980s. For a very long time, most of these activities were restricted to the MoEF but gradually the government realized that the purview of education is very broad in a developing country like India and cannot be limited to the workings of one single ministry. As a result, the GOI recommended Ministry of Human Resource Development (MHRD) to integrate environmental concerns into all aspects and levels of education.

India is the only country to have passed one of the landmark judgments passed by the Supreme Court of the country directing all education boards to include environmental education (EE) as part of the formal education system at all levels.

Besides the different ministries of the GOI, a large number of government and non-government organizations are diligently working to promote ESD. Most notable amongst them are Centre for Environment Education (CEE) which is the nodal agency for implementing UNDESD in India; The Energy and Resources Institute (TERI); Bharati Vidya Peeth (BVP); Centre for Science and Environment (CSE); World Wide fund (WWF); National Council for Science Museums (NSCM) and National Council of Education, Research and Training (NCERT). These organizations work with schools, colleges, youth groups on ESD and conduct training programmes not just for students but teachers, principals, school administrators and policy makers.

What is heartening is the fact that the ESD field in India is also occupied by young and passionate professionals who are working across the country to raise awareness on sustainable development issues. These professionals come from different

walks of life like media, architecture, medicine, education, social work, alternative art and literature. A lot of work is being done at the grassroots level involving local communities. The latest ICT (Information, Communication, Technology) tools are being employed to connect with the upwardly mobile urban youth and to reach out to a larger audience. The Multi-national corporations are also contributing by funding projects on ESD as part of their CSR strategy. The last five years have seen a notable increase in corporate spending on CSR in India and it has slowly but certainly helped the cause of developmental initiatives in the country.

4.5 Equity and Equality in Education

4.5.1 Equity and Equality

Equal access to a high quality public education has been a top social justice issue for the past century. After all, it was only 67 years ago that the Brown vs. Board of Education ruling was made and “separate but equal” education was found to be decidedly unequal. One would hope that a landmark ruling of the US Supreme Court and the passage of time might heal an education system that was designed to limit access to students of color and benefit white students. Unfortunately, issues of educational equality and equity are still the most commonly raised issues in communities across the nation (See: McNeel, 2019; McMillan, 2019; Peetz, 2019; Wilson Phelan, 2019). This blog series seeks to answer the question: What does equity in education look like?

Defining Equality

According to Merriam Webster Dictionary, equality is the “quality or state of being equal,” where equal is defined as having the same measurement in quality, nature or status.

When applying this definition to social structures—like education, politics, and government—equality means that all segments of society have the same level of support and opportunity. This means that regardless of one’s gender, race, sex, religion, etc., opportunities remain the same. It ensures that people in different social statuses or groups will not be discriminated against.

In the United States, equality in education was ensured in the 1954 Supreme Case of *Brown vs. Board of Education*, where the Court ruled that “separate is inherently unequal” with regards to having segregated schools between African American and white students. After this ruling, schools became integrated, and it led to the Civil Rights Act of 1964.

Defining Equity

The Merriam Webster Dictionary defines equity as, “something that is equitable,” where equitable is defined as, “dealing fairly and equally with all concerned.”

In education and social structures, equity refers to the fact that different people have varying needs of support and assistance. Therefore, systems exist to be able to support individuals based on their specific needs.

The goal of equity is to help achieve fairness in treatment and outcomes. It’s a way in which equality is achieved.

For example, the Americans with Disabilities Act (ADA) was written so that people with disabilities are ensured equal access to public places. For example, it means that public restrooms need to have ramps so that people in wheelchairs can enter.

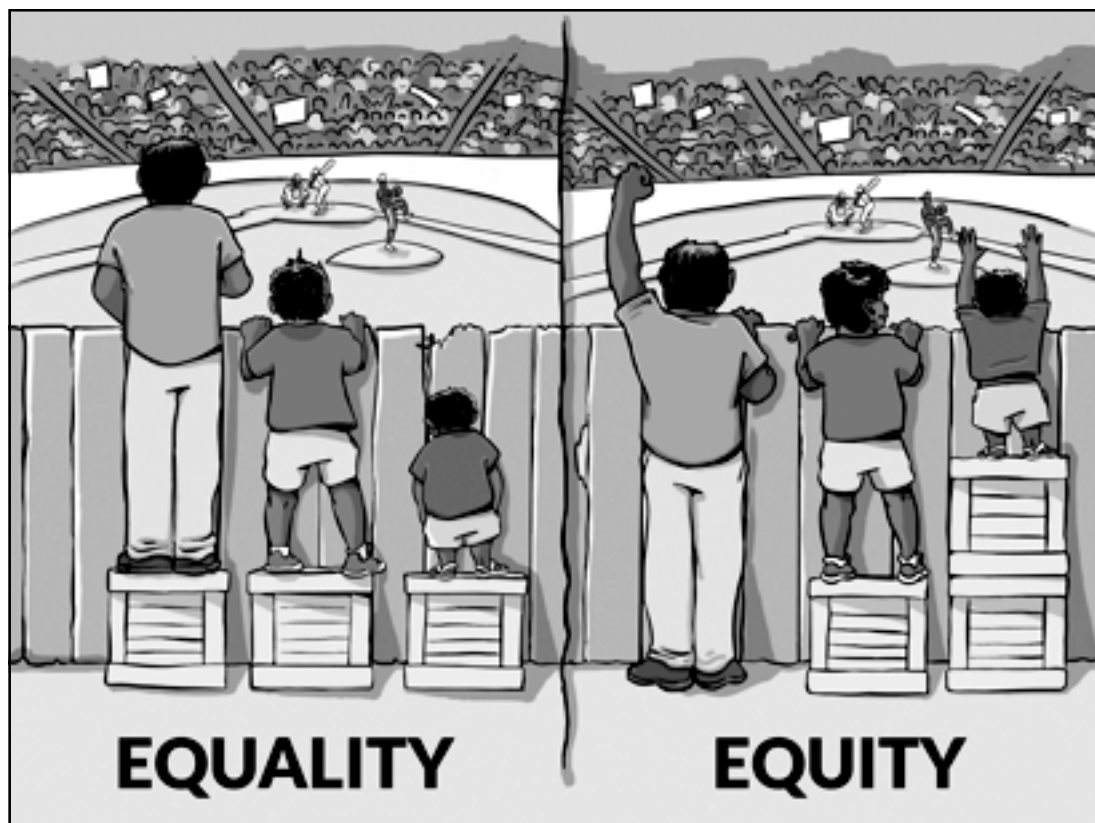
4.5.2 Difference between Equity and Equality?

Educational researchers, Cramer, Little, and McHatton (2018) explain that using the correct language to describe issues in education is critical. The words equity and equality are often used interchangeably, confused as having the same meaning. It is important to note that though the words sound and are spelled similarly, they have very different meanings.

Equality is the provision of equal treatment, access, and opportunity to resources and opportunities (Gunn, 2018). Essentially, everyone gets the same thing, regardless of where they come from or what needs they might have.

Equity is the provision of personalized resources needed for all individuals to reach common goals. In other words, the goals and expectations are the same for all students, but the supports needed to achieve those goals depends on the students’ needs (Equity Education, 2019).

This popular cartoon illustrates the difference between equality and equity:



Source: (Interaction Institute for Social Change, 2016)

On each side of the picture, the goal for the three individuals is to see the baseball game. When provided with equal resources, the goal cannot possibly be achieved. However, when the resources are made equitable and adjusted based on the needs of the individuals, each person can successfully see the game.

4.5.3 Equity and Equality: Importance in Schools

Public education is supposed to serve the public. What is known about the public is that there are a variety of experiences, cultures, and beliefs represented, all of which contribute to a unique and vibrant community. Similarly, different members in a community have different needs and resources (financial, emotional, and physical, to name a few). Schools are tasked with educating all members of the public regardless of income, level of ability, native language, or prior education. For this reason, equity is critically important to public education.

In school, equality is often associated with access and outcomes. Equality asserts that every student should have the same access to a high quality education regardless of where they come from. It also requires that all students be held to the same standards and objectives regardless of their circumstances, abilities, or experiences.

Equity recognizes that different students need different resources to achieve the same goals as their peers. It takes into consideration the fact that a student with a disability requires different physical supports at school than a peer who does not have a disability. Similarly, a bilingual student who speaks a native language other than English needs different language supports than a monolingual English speaker. None of the children are better or worse than another, they just have different needs. Every child brings to school a unique set of needs, talents, and resources that prompt teachers to respond in different ways to each individual student.

Equality focuses on what is fair within the group. Equity highlights what is fair for the individual. In public education, both group and individual needs are important. All students should have equal access to high quality education and once they get it, they should be afforded equitable supports to achieve success.

4.5.4 Promoting Equality of Educational Opportunities in India

India is a democratic country. The success of democracy depends upon education of its citizens. Education should aim at total development of individual's personality. Modern education is a process of learning from real life and from the pulsating, dynamic society around us. So the learning from real life and from the pulsating, dynamic society around us. So the learning should be at the choice and pace of the learner. It is only in this way that education becomes relevant to life. So educational opportunities are to be provided to individuals to develop their personalities into the fullest extent.

The Constitution of India also writes for the provision of educational opportunities to all peoples of the country. Since education is one of the most important means for development, it is through education that one can aspire to achieve higher status, position and emolument. So every individual should have similar opportunities for getting education.

Ordinarily, equality of opportunity means to give equal chance to every individual for the development of his capacity. The concept of equality of opportunity can be

interpreted in two ways such as horizontal equality and vertical equality. The horizontal equality treats all constituents in equal manner whereas the vertical equality requires special consideration to bring about equality of opportunity.

There is a great need for emphasizing the equality of opportunity in education due to the following reasons:

1. It is needed for the establishment of an egalitarian society.
2. It is needed because it is through the education to all people in a democracy that the success of democratic institution is assured.
3. The equality of educational opportunities will ensure a rapid advancement of a nation. When the people have opportunities to get education, they will have a chance to develop their natural talent and thus enrich the society.
4. The equality of educational opportunity will extend the search of talent among all the people of a nation.
5. It will help to develop a close link between the manpower needs of a society and the availability of skilled personnel.

4.5.5 Problems of equality of Educational Opportunities

In India there are some reasons which create inequality of educational opportunities.

These reasons are:

1. Difference in economic status of home.
2. Gender disparities.
3. Regional Imbalance.
4. Physiological difference.
5. Difference in home conditions.
6. Disparity between backward and advanced classes.
7. Non-availability of adequate opportunities.
8. Difference in mental and physical abilities.

4.5.6 Measures taken for Equalisation of Educational Opportunity

Equalisation of educational opportunities has been one of the major objectives of the successive Five-Year Plans. Considerable works in this respect has been done

through the programme of expansion of educational facilities at the elementary, secondary and university stages. For achieving the target of equality of educational opportunity in India our efforts must be directed in many directions for recognizing the educational system.

Some of these directions are as follows:

1. Constitutional Provisions:

On the basis of the constitutional provisions we must provide compulsory elementary education to all children of the country. Democracy, socialism, secularism, justice and equality are to be cultivated through the provision of equalizing educational opportunity for establishing an egalitarian society.

2. Debarring restriction on admission in educational institutions:

Admission to educational institutions has been made available to all irrespective of caste and religion.

3. Wide distribution of Institutions:

Educational institutions have been opened in large numbers in order to provide opportunity to all for getting education.

4. Provision of Pre-school education:

In order to overcome wastage and stagnation in primary education, Pre-school education is to be given priority. Pre-school education centres like Balwadi, Anganwadi etc. have been opened and are to be set up in large scale.

5. Provision of scholarship and other facilities:

Provision of free ship⁶ and scholarships are being made for the backward and disadvantaged groups.

6. Special treatment for S.C., S. T. and Other Backward Communities:

Special treatment as being made for S.C., S.T and Other Backward Communities in relation to reservation of seats, provision of different types of scholarships to ensure equality in education.

7. Residential School:

In tribal areas, residential schools or Ashram schools have been set up. Kanyashram schools have been commissioned in the tribal areas to facilitate education of girls.

8. Special education of the handicapped:

Steps have been taken for the education and training of blind, deaf, orthopaedically handicapped and educable sub-normal children by the government and voluntary organisations.

The New Education Policy, 1986 lays special emphasis on removing disparities and equalizing educational opportunity. To promote equality, it will be necessary to provide for opportunity to all not only in access but also in the conditions for success.

1. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels.
2. Numerous incentives, helps, benefits, facilities will be provided to SC and ST population to equalize them with other developed communities.
3. People of educational backward areas like rural areas, hill tracks and desert areas will be given adequate institutional and infrastructural facilities.
4. Minority community will be allowed to set up and administer their own educational institutions.
5. Education for physically and mentally handicapped children should be integrated with the general community as equal partner to prepare them for normal growth and to enable them to face with courage and confidence.

Truly speaking in spite of all attempts in the direction of the national goal-quality of opportunity, the result is not satisfactory. Hence in order to accelerate in the progress of providing equality of opportunity, incentive measures are to be properly implemented and administrative structure has to be properly streamlined with a strong will and determination. Various media, methods and materials are to be utilized to fulfil the special needs of the deprived children of the country.

4.5.7 Educational Equity vs. Educational Equality

Educational equity ensures that the needs of individuals from disadvantaged socioeconomic backgrounds, individuals with disabilities, and other disenfranchised minorities are provided with educational tools, resources, and support that are individualized to a student's educational needs. In juxtaposition, educational equality assumes that all students' educational needs are the same, and that individualized systems of educational resources are not warranted. Educational equality negates the

ability to transition into the next iteration of public education that focuses on education that is equitable.

Educational equity allocates educational resources by equalizing the educational system for students whose low SES (socioeconomic status), ethnic background, family background, or geographic region impeded their academic growth. This would help close the gap between students from a low SES compared to those individuals from a high SES.

Advancing Educational Equity

The pursuit of educational equity is key to the sustainability and evolution of education systems across the world.

To advance educational equity, equitable academic resources, programs, and opportunities must be available to students from all backgrounds. Each student's strengths need to be nurtured by specialty learning programs that are geared toward advancing academic success, closing the achievement gap, and eliminating inequities in education.

Equity can be achieved in the education system by utilizing technology, preparing educators with the skills necessary to teach in diverse settings, developing inclusive methods of teaching students from different backgrounds, as well as celebrating diversity. Achieving educational equity requires educators to reflect on their implicit and explicit biases, and understand that the inequities within the education system are based on systemic biases.

4.5.8 How to Encourage Equity in Education

Educational leaders can take concrete steps to introduce equity into their schools and classrooms. The following approaches can change teaching dynamics and improve outcomes for students of all backgrounds.

- **Cultural Responsiveness:** Culturally responsive teaching is a skill that all educators must implement within their classrooms. Students from diverse cultural backgrounds should be provided a safe environment in which to learn. Educators must also understand that a disproportionate number of students of color are expelled or held back each school year compared to their white counterparts. The key to culturally responsive teaching is to

dismantle systemic biases and provide high-quality education that is tailored to students' unique needs.

- **Personalized Learning:** Educators must develop the skills to understand the individual needs of students to excel academically. This typically entails implementing individualized lesson plans and advocating for individual students who may need tailored educational resources or opportunities. The ultimate goal is to ensure that no student falls behind academically, thus further closing the achievement gap.
- **Early Intervention:** Providing personalized, dedicated support at an early stage in the educational process is key to achieving equity. Early intervention can have a significant impact on the future success of a student by helping to cultivate strengths and develop vital skills for overcoming challenges.
- **Community Engagement:** Education extends beyond the classroom and into the communities and homes of students. Teachers should engage families and communities in the learning process. This will encourage diverse voices to assess and correct systemic inequities, further promoting educational equity for all students.

4.5.9 Benefits of Focusing on Equity in Education

Equity in schools is the answer to supporting every student, not just those from disadvantaged backgrounds. When schools provide their students with resources that fit individual circumstances, the entire classroom environment improves. Not only that, but the importance of equity extends to our society as a whole. In equitable communities, everyone has the opportunity to succeed regardless of their original circumstances.

On a surface level, the benefits of inclusive and equitable classrooms extend to academic achievement. Schools with the smallest achievement gaps between demographics have the highest overall test scores. This means that when the most disadvantaged student scores improve, students from more privileged backgrounds improve, too. When schools are mindful of different backgrounds and provide the right resources, all students are prepared to learn and help each other succeed.

Equity can also strengthen a student's health and social-emotional development. In a study involving over 4,300 students in Southern California, the children who felt

safer, less lonely, and reported less bullying also had higher diversity levels in their classes. Being equipped to promote diversity and provide for students from all backgrounds makes for an environment where students feel comfortable and have better emotional regulation. Additionally, equitable communities are linked to better health and longer average lifespans.

Surrounding communities benefit from equity in schools as well. Equity is linked to stronger social cohesion, meaning that individuals connect with each other better and are more compassionate. It also leads to long-term economic growth. This means that promoting equity in schools can be one of the best and most effective social investments.

4.6 Summary

So, the learners have come to know about peace education, sustainable development and the concept of equity and equality in detail in the present unit. They have also come out with the fact that in all the cases, education is a key factor. So far peace education is concerned, education plays an important role too realize the cause of conflict and to wipe out the causes of conflict to establish and nurture peace. Peace education has been given utmost priority by the international organizations like UNESCO.

Education brings development. But it happens often that to develop one area of life we put some other areas in such a situation that it will put negative impact for the future generation. Mainly the environment is affected mostly in this kind of development. And sustainable development addresses this area by pointing out the fact that all round development should be aimed at. We should also be aware of the affective factors of a particular development in one field. And education plays the most vital role to nurture the concept of sustainable development.

The learners have also come to know about the concept of equity and equality. And these two have also been discussed in relation to education. Equity is to provide required level of opportunity to have access to something. And this equity is provided to bring equality in the world. Educational equity is also providing such opportunity to the backward people to reach the equal educational opportunity for all at a certain moment.

4.7 Self Assessment Questions

1. What is meant by peace education? Why is it necessary to reduce conflict in the world?
2. What are the objectives and importance of peace education?
3. What is positive peace? How is it nurtured through peace education?
4. How are education and peace related to each other?
5. What do you understand by the concept of sustainable development?
6. What are the objectives of sustainable development?
7. How can education promote sustainable development?
8. What is status of sustainable development in India? How is it nurtured through education?
9. What is equity? How is it different from equality?
10. “Equity is the process, and equality is the result.”—discuss the concepts of equity and equality in the light of this statement.
11. What is educational equity? How does it pave the way for educational equality?
12. What are the problems of educational equity and educational equality in India?

4.8 References

- Allport, G.W. (1954). *The nature of prejudice*. Reading, MA: Addison-Wesley.
- Baylis, J. (1982)., Peace Research and Peace Education, *Review of International Studies*, Vol.8, no.4, October, pp.277-281.
- Brown, L.R. (1981), *Building a Sustainable Society*, W.W. Norton, New York.
- Chagla, M.C. (1966). *Education and Nation*. Bombay, Allied Publishers.
- Coleman, J.S. (et.al.) (1966). *Equality of Educational Opportunity*. Washington, D.C.: U.S. Governemnt Printing office.
- Darling-Hammond, L. (1997). *The right to learn: A blueprint for creating schools that work*. San Francisco: Jossey-Bass.

- Galtung, J. (1969), Violence, Peace and Peace Research, *Journal of Peace Research*, vol.6, no.3, 1969, pp.167-191.
- Gene Sharp on Political Development of Nonviolent Struggle (Documentation Series), Gandhi Smriti and Darshan Samiti, New Delhi, 2000.
- Grossman, G. and Krueger, A. (1995), "Economic growth and the environment", *Quarterly Journal of Economics*, 110, pp 353–77.
- Hart, B., & Risley, T. (1995). *Meaningful differences*. Baltimore: Paul H. Brookes. http://www.un.org/esa/sustdev/documents/WSSD_POI_PD/English/POIchapter11.htm
- <http://www.wri.org/project/sd-pams>
- Kohn, M. L. (1969). *Class and conformity: A study in values*. Homewood, IL: Dorsey Press.
- Kothari, R. (1982), *Environment and Development in Asia and the Pacific: Experiences and Prospects*, UNEP.
- Kuznets, S. (1955), "Economic growth and income inequality". *American Economic Review* 45, pp 1–28.
- Meadows, D.H., et. al. (1972), *The Limits to Growth*, Signet, New York.
- Meyerhof, N. (1984) From Peace Education to Education for Spiritual Peacebuilding (www.transformedu.org/)
- Naik, J. P. (1972). *Equality, Quality and Quantity: The Elusive Triangle in Indian Education*. New Delhi: Allied Publishers.
- Panchauri, R.K. (1977), *Energy and Economic Development in India*, Prager Publisher, New York.
- Pearce, P.W. and Atkinson, G. (1992), *Measuring Sustainable Development*, CRERGE University College of London.
- Radhakrishnan, S. (1968), *Religion and Culture*, Orient Paperbacks, Delhi.
- Tobla, M.K. (1984), *Sustainable Development*, Butterworth, London.
- Umeed (2016). Umeed – A Drop of Hope. A Non Government Organisation. New Delhi. Retrieved from <http://www.umeedngo.com/index.php> on 15.03.2016.
- UNESCO (1998), *Peace and Conflict Issues After the Cold War*, Paris.
- Vandana, Shiva (2000), *Stolen Harvest*, South End Press, pp 61–62
- Weber, Thomas., Arne Naess and Gandhi (2010). *Gandhi Marg*, vol.32, no.1, April-June, 2010, pp.87-100.

Unit 5 □ Education and social issues

Structure

- 5.1 Objectives**
- 5.2 Introduction**
- 5.3 Education and Unemployment**
 - 5.3.1 Meaning of Unemployment**
 - 5.3.2 Nature of Unemployment in India**
 - 5.3.3 Causes of Unemployment:**
 - 5.3.4 Education and Unemployment**
- 5.4 Poverty in relation to Education**
 - 5.4.1 Poverty as a Social Problem**
 - 5.4.2 Definition of Poverty**
 - 5.4.3 Causes of Poverty**
 - 5.4.4 Education and Poverty**
- 5.5 Education and Population Explosion**
 - 5.5.1 Meaning of Population Explosion**
 - 5.5.2 Causes of Population Increase**
 - 5.5.3 Effects of Population Explosion**
 - 5.5.4 Education and Population Explosion**
- 5.6 Summary**
- 5.7 Self Assessment Questions**
- 5.8 References**

5.1 Objectives

After going through this unit the learners will be able to

- understand the status of unemployment in India;
- understand the causes of unemployment;

- know about the causes of educated unemployment in India;
- understand the role of education in relation to unemployment;
- define poverty in Indian society;
- understand the causes of poverty;
- understand how poverty affects education and education can wipe out poverty;
- discuss the problem of population growth in developing countries like India;
- describe the causes of population explosion; and
- understand the role of education in controlling population growth.

5.2 Introduction

Where there is the discussion about education and development, a discussion about employment and unemployment is a must. And along with this also comes the discussion regarding poverty too. Another important fact is the concept of population explosion which also comes in the way of education and employment. This unit will have detail discussion regarding all these concepts.

Unemployment has been an issue of discourse since long. After a certain period of life, every individual needs a suitable employment to earn the livelihood and live a better life according to the quality and capability of the individual. And when that individual lacks that opportunity, it is termed as unemployment. Once it was believed that unemployment was there mainly because of the lack of education. But with the course of time, it has been identified that education also generates unemployment, i.e. educated unemployment. So education is related to both employment and unemployment. There are some other causes of unemployment too.

When there is the discussion of unemployment, a discussion of poverty is a must in that sector. Poverty means the lack of the minimum ability to live the minimum standard life without any material luxury. Employment helps an individual to live a life of standard, and unemployment leads to poverty. Education has a close relation with poverty. Generally it may be said that education can enkindle a lamp in the dark room of a poor individual. But this same poverty also appears to be an affective factor in the way of education. This unit will discuss both the angles of this concept.

And the above two concepts of unemployment and poverty is closely related to the concept of population explosion. Education and thereby the development of medical science and technology, on the one hand, has decreased the mortality rate to become a reason of population growth, and on the other hand, education may become the deciding factor of population control.

5.3 Unemployment and Education

5.3.1 Meaning of Unemployment

In simple words a person, who is not gainfully employed in any productive activity, is called unemployed. Unemployment could be voluntary or involuntary. However, there is no scientific treatment with the help of which we can distinguish between voluntary and involuntary unemployment. Generally speaking people in the age group of 15-59 years are considered to be in the working population of a country and the concept of unemployment is restricted to this group of people only. That is, children and old persons are not included in the definition of unemployment. However, some economists suggest a broader definition. It should include (i) all persons (men, women and children) who are working and (ii) those not working, but are searching for work. There may be a section of society, which is not interested, in any gainful employment. There may be some people who may be interested in jobs at wage rates higher than those prevailing in the labour market. Persons falling in above two categories are called voluntarily unemployed.

Involuntary unemployment is characterised by a situation in which people are prepared to work at prevailing wage rate but they are not able to get employment.

In economics the term “unemployment” refers to only involuntary unemployment and not voluntary employment.

The problem of unemployment in underdeveloped economies is different from that in developed economies. In developed economies generally unemployment takes the form of cyclical unemployment or frictional unemployment. Cyclical unemployment arises due to cyclical movements in economic activities. Frictional unemployment takes place because of shift to a new technology. Thus, cyclical and frictional unemployment are temporary in nature.

On the other hand, the nature of unemployment in underdeveloped economies is basically structural in nature. In an under-developed economy the demand for labour is less mainly due to agricultural backwardness, undeveloped industries and small size of the service sector. Although the type of unemployment found in underdeveloped economies fits into the definition of involuntary unemployment, is much different from the nature of unemployment found in developed economies.

5.3.2 Nature of Unemployment in India

In India the problem of unemployment is much more serious than what we find in developed economies. India is an under-developed though a developing economy. It is important to emphasise that unemployment in underdeveloped economy like India is not the result of deficiency in effective demand but in fact a result of shortage of capital equipment and complimentary resources. In India there are various types of unemployment. Generally speaking it takes the forms of rural unemployment and urban unemployment.

5.3.2.1 Rural Unemployment

Bulk of unemployment in India is found in the rural areas. There are two main aspects of rural unemployment: seasonal and chronic disguised unemployment. Agriculture is the principal occupation in rural India. By nature agriculture is a seasonal occupation. Therefore bulk of rural population remains seasonally unemployed in the absence of alternative employment opportunities. It has been estimated that a sizeable portion of population engaged in agriculture remains idle for at least 5-7 months in a year. Second aspect of rural unemployment is chronic disguised unemployment. As per the 1991 census report about two third of the population is engaged in the primary sector (agriculture and allied activities). Working population in agriculture is increasing consistently in absolute terms. While in 1951 over 100 million persons were engaged in agricultural sector, in 1997 their number rose to 237.31 million.

Such a big increase in the working population engaged in this sector without there being a corresponding increase in the area of cultivation, has resulted in overcrowding in agriculture. This is a situation where even if surplus population is withdrawn from agriculture, production will not be affected (provided the remaining labour force works to the best of its abilities). Such a type of situation is described

as disguised unemployment or underemployment. In the words of Nurkse, marginal productivity of surplus labour so defined is zero. The main problem in this type of unemployment is that apparently all persons seem to be employed but enough work is not available to all. An example will make this concept of disguised unemployment more clear. Suppose there are 10 persons working on the farm, while less work is available. This work is shared by all persons working on the farms, as there exists no employment opportunity. If some workers are withdrawn from the farm, those remaining at farm are able to accomplish the work and farm output does not get affected, such a situation is called disguised unemployment.

Another aspect of unemployment in rural areas, which needs special attention, is the educated unemployment. With the spread of education in rural areas, there has emerged a class in rural areas also which is literate and in some cases even highly educated. They find themselves misfit in usual agricultural operations. They remain idle in rural areas due to lack of employment opportunities outside rural areas.

Concept of rural unemployment is important to understand the phenomenon of rural poor. Unemployed or underemployed in rural areas constitute mainly the class of rural poor. This class mainly consists of landless labourers and marginal farmers. Therefore, solution for eradication of rural poverty lies in eradication of unemployment.

5.3.2.2 Urban Unemployment

Whereas most of the unemployment found in rural areas is disguised, most of the unemployment in urban areas is open. Urban unemployment is a source of severe social tensions.

Urban unemployment can be of three types.

First kind of unemployment found in urban areas is of unskilled industrial workers. Such unemployment may be termed as blue-collar unemployment. Although there has been a significant expansion of industrial sector, industrial unemployment has expanded over the years. Various factors have contributed to this phenomenon.

Increase in economically active population in the country

Population in urban areas has grown faster than in rural areas, because of migration from rural to urban areas. In addition during off-season, agricultural labour shifts to urban areas to seek employment.

Concentration of industries in urban areas **Unemployment.**

Decay of cottage and small-scale industries in rural areas.

Second kind of unemployment found in urban areas is that of educated middle class. Such unemployment may be called white-collar unemployment. There are many causes of educated unemployment. Firstly, whereas there has been a very fast increase in educated population, thanks to fast expansion of educational institutions, technical education and training has lagged behind.

Secondly, economic growth has been at a very slow rate. This has resulted in a very inadequate growth of employment opportunities, including engineers, technical personnel along with arts and commerce graduates and post graduates. Number of educated unemployed was 2.44 lakh in 1951, which rose to 34.72 lakh in 1980, 47 lakh in 1985 and 68 lakh in 1992, 37.9% in 2019. While a high proportion of the literates among unemployed shows un-utilisation of scarce resources put in for education of the people, it also indicates a mismatch between the kind of job opportunities that are needed and those available in the job market. Clearly the increase of literates among the unemployed and further among the literate unemployed, of those with higher level of educational attainment points to the need for skilled jobs rather than the simple low productive manual labour that an illiterate has to resort to for a living”.

Thirdly, there are emerging trends of underemployment of those who are seeking job on part-time basis, while they pursue their studies. Such job seekers, if they do not get jobs of their satisfaction, could be called underemployed. There could be many others, who have completed their education, but are not able to get job to the best of their abilities and capacities.

5.3.3 Causes of Unemployment

Foregoing analysis about trends and structure of unemployment in India, reveals the gravity of the problem. Now let us discuss the main causes of unemployment. These are :

- i. slow economic growth process,
- ii. rapid increase in labour force,
- iii. inappropriate technology, and
- iv. inappropriate education system and lack of manpower planning.

5.3.3.1 Slow Economic Growth Process

It is no doubt that the problem of unemployment is found in both developed as well as underdeveloped economies. Despite high incomes of these developed economies, problem of unemployment is prevalent there too. But the kind of unemployment found in underdeveloped countries is basically due to its low levels of development and slow growth process.

It is expected that as an economy grows, production expands and thus the employment opportunities. We find that in the past, after Independence there has been growth in production. As a result, absolute level of employment has also risen. But rate of growth in production has been less than the target. As a result, adequate number of employment opportunities could not be created. But we should also keep in mind that growth alone is not expected to solve the problem of unemployment. Some economists have hinted at a possible conflict between employment and economic growth, in the early phase of development.

In India also this conflict has been very apparent. In the early plans till sixth five year plan this conflict was not recognized. As a result, although absolute level of employment increased, it was hardly sufficient to solve the problem of unemployment.

5.3.3.2 Increase in Labour Force

There has been significant growth in the labour force in the last fifty years, due to fast growing population. Since Independence, death rate has been declining very fast, without a corresponding fall in birth rate. As a result, population is growing at a very high rate; at present rate of growth of population is around 2%. This is naturally followed by fast expansion in labour force. There is another factor, which has led to increase in labour force, due to urbanisation and changed attitude towards employment. After Independence, education among women has led to change in attitude of women towards employment. They now compete with men for employment. This phenomenon is more prevalent in urban areas.

Thus rapid growth in labour force can be ascribed to (i) fast growing population, (ii) changed attitude of women towards employment, (iii) failure of growth process to create sufficient additional jobs. All these factors have increased the problem of unemployment.

5.3.3.3 Inappropriate Technology

We understand that, in India labour is abundant while capital is a scarce factor of production. Therefore, to solve the problem of unemployment, we need to adopt such a technology, which makes use of more labour and less of capital to produce a given level of output. But, it is unfortunate that not only in industries, even in agricultural production capital is substituting labour very fast. Thus, capital labour ratio has increased in production process. Technological change has been labour-saving.

While making a choice about technology, normally western model is adopted. We understand that in the west, labour is scarce and capital is abundant. Therefore, for them appropriate technology is capital intensive. But in India we cannot justify the use of more sophisticated and round about methods of production, which substitute capital for labour. But adoption of such a technology has led to larger unemployment.

A pertinent question at this point is that why, despite abundance of labour, capital intensive technology is adopted in India. This happens because rate of return on capital and labour are not market determined. While on the one hand, labour is assured of minimum wages, rate of interest is kept low arbitrarily. As a result, people are inclined to make more use of capital-intensive technology, as it is economically more viable. According to W.A. Lions, investment in such a situation in capital equipment may be more profitable to individual capitalist but certainly not beneficial to society because it increases unemployment.

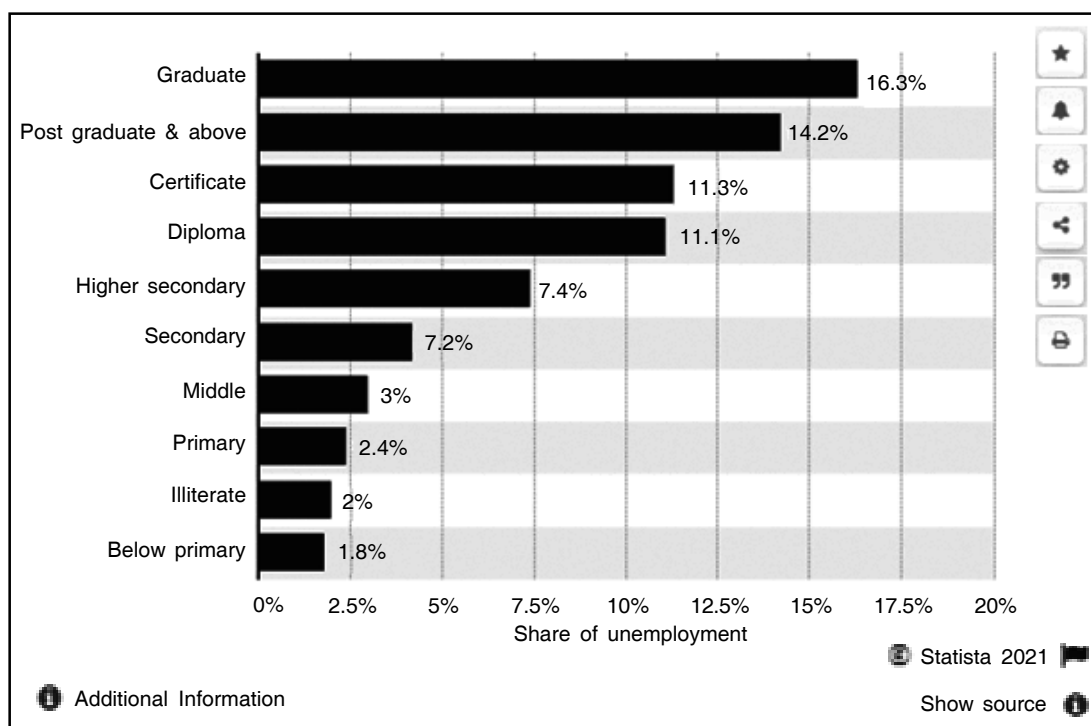
Rigid labour laws in India have also contributed towards adoption of capital intensive production process. On the part of industries, it is quite difficult to reduce number of employees. Once a person is recruited, most likely he/she will be retained for life. In addition, labour-unrest and lack of work-culture has increased inefficiency of labour. These factors, again, have provided incentives for addition of labour-saving technology.

5.3.3.4 Inappropriate Educational System and Lack of Manpower Planning

We inherited educational system from our colonial rulers. Macaulay, who designed educational policy during the colonial period, had in mind the interests of British government. Macaulay designed a system, which could merely produce clerks and lower cadre executives for the British Government. Even after Independence,

there has been a fast expansion in the number of institutions, which impart education in arts and commerce. There has been a very little expansion in educational and training institutions providing technical, engineering and medical education. As a result, there has been a fast growth of unemployment among educated men and women, while shortage of technical and specialised personnel remained. Therefore, there is a need to change our educational system to an appropriate one, which takes into account needs of the society and develops human resources accordingly.

Moreover, there has been a total lack of manpower planning in India. For steady growth of any economy human resources play an important role. There should be long term planning for the provision of appropriate skills for meeting the requirements of development. No doubt there has been an increase in facilities for higher education, technical education, training in different fields, but they were not in accordance with development needs. The obvious result is surplus of manpower in some fields and deficit in others. We find widespread unemployment among graduates, postgraduates and even researchers in humanities while there is scarcity of physicians, engineers and technical personnel.



Share of educated unemployment in India

5.3.4 Education and Unemployment:

5.4 Poverty in relation to Education

5.4.1 Poverty as a Social Problem

There has been poverty in all societies over a long period. However the 'extent' of poverty is more in some countries than others. Every society, however, affluent, has people who are poor. In the USA more than 25 million are said to live in poverty (12-15%). It was only in the 60s that there was recognition of the prevalence of poverty. A programme of 'War on Poverty' was then started in USA. In England, the Poor Law was passed in 1601 A.D. The law provided for the establishment of a work-house to provide work to those who were without any means to meet their basic needs. The conditions and the pay in the work-house were depressing. However, this may be said to be the beginning of the idea of public assistance to the poor. For example USA an affluent society has poverty too. But by and large these countries prosperous. In India however poverty is a major problem. Thus the concept of poverty is relative. It has been so much with us that not much attention has been paid to it. It was considered a normal aspect of any society. Till recently there has been little sense of social responsibility for dealing with poverty. On the other hand there has been a rationalisation of poverty. The poor were believed to be responsible for their own plight. Unemployment was considered a sign of laziness. The Karma theory suggested poverty was a consequence of wrongs or sins committed in earlier births. When poverty has been voluntary it has been praised by society. In such a case one cannot call it poverty per se because it is part of a saint's life style. Mahatma Gandhi lived in 'voluntary poverty'. So did the Buddha. This is different from involuntary poverty where the necessities of life are in very short supply.

In recent times there has been an acceptance of poverty as a social problem. India with the coming of independence has made some efforts to raise the level of income of people living in poverty. In 1960 the concept of poverty line was emphasised by Dandekar and Rath (1971). Specific programmes of poverty alleviation were initiated in the 4th plan. Systematic study of the poverty is a recent phenomenon. It has been suggested that there were four questions that need to be answered to understand poverty.

- i. What is poverty?
- ii. What is the extent of poverty?
- iii. What are the causes of poverty?
- iv. What are the solutions?

To the third question, one may also add what are the consequences of poverty? This unit will look at poverty using these questions as a framework. The effort will be to look at the sociological aspects.

5.4.2 Definition of Poverty

The approach to defining poverty has usually been in economic term – the levels of income, property and living standards. People are said to be poor when their income is such that it does not enable them to meet the basic needs such as food, shelter, and clothing. The concept of “poverty line” used both in India and USA fixed an income. If people fall below this line, they are considered to be poor. The poverty line is arbitrarily fixed, hence there can be questions about it. Nevertheless, it does provide one way of determining who the poor are. Sometimes, the word “pauperism” is used to denote extreme poverty. It describes a category of people who are unable to maintain themselves. In recent times there are many dimensions that are considered in looking at poverty. It is no longer seen as purely an economic phenomenon.

It is now realised that there are sociological, political, psychological and geographical reasons as well as attitudes or value systems that need to be considered to understand poverty.

We suggest that a minimum approach by government in any society which has significant inequality must provide for raising minimum levels not only of incomes but also self-respect and opportunities for social mobility and participation in many forms of decision-making. What is being stated here is that in dealing with poverty one is not only concerned with the income but also with the individual’s political role, opportunities for his children and self-respect.

Poverty is not only a condition of economic insufficiency; it is also social and political exclusion. Poverty is therefore to be seen not only merely in economic terms

but also in its social and political aspects. In the beginning of the development of human society human beings were at a low level of social organisation and technological development and that the state of poverty was general in nature, faced by all members of society.

In the process of evolution of human society there have been enormous developments in social organisation and technology. However the fruits of this progress have not been equally shared by all sections of society. There have been the rich and there have been the poor.

Thus poverty has been related to the prevailing socio-economic structure of the society. Experts on poverty have broadly used two approaches. First the nutritional approach. Here poverty is measured on the basis of minimum food requirements. Second, the relative deprivation approach. Here poverty is seen in terms of relative deprivation of a section of population against the pre-developed sections. We shall be discussing these matters in detail in our section on the measurement of poverty.

5.4.3 Causes of Poverty

There are many causes of poverty in India. Most of them may be cited as below:

Heavy pressure of population:

Population has been rising in India at a rapid speed. This rise is mainly due to fall in death rate and more birth rate. India's population is almost 135 crore now-a-days. This pressure of population proves hindrance in the way of economic development.

Unemployment and under employment:

Due to continuous rise in population, there is chronic unemployment and under employment in India. There is educated unemployment and disguised unemployment. Poverty is just the reflection of unemployment.

Capital Deficiency:

Capital is needed for setting up industry, transport and other projects. Shortage of capital creates hurdles in development.

Under-developed economy:

The Indian economy is under developed due to low rate of growth. It is the main cause of poverty.

Increase in Price:

The steep rise in prices has affected the poor badly. They have become poorer everyday.

Net National Income:

The net national income is quite low as compared to size of population. Low per capita income proves its poverty. The per capita income in 2019-20 was Rs. 94,566/- which proves India is one of the poorest nations.

Rural Economy:

Indian economy is rural economy. Indian agriculture is backward. It has great pressure of population. Income in agriculture is low and disguised unemployment is more in agriculture.

Lack of Skilled Labour:

In India, unskilled labour is in abundant supply but skilled labour is less due to insufficient industrial education and training.

Deficiency of efficient Entrepreneurs:

For industrial development, able and efficient entrepreneurs are needed. In India, there is shortage of efficient entrepreneurs. Less industrial development is a major cause of poverty.

Lack of proper Industrialisation:

Industrially, India is a backward state. 3% of total working population is engaged in industry. So industrial backwardness is major cause of poverty.

Low rate of growth:

The growth rate of the economy has been 4.18% in 2019 and growth rate of population has been 1.8%. So compared to population, per capita growth rate of economy has been very low. It is the main cause of poverty.

Outdated Social institutions:

The social structure of our country is full of outdated traditions and customs like caste system, laws of inheritance and succession. These hamper the growth of economy.

Improper use of Natural Resources:

India has large natural resources like iron, coal, manganese, mica etc. It has perennial flowing rivers that can generate hydro-electricity. Man power is abundant. But these sources are not put in proper use.

Lack of Infrastructure:

The means of transport and communication have not been properly developed. The road transport is inadequate and railway is quite less. Due to lack of proper development of road and rail transport, agricultural marketing is defective. Industries do not get power supply and raw materials in time and finished goods are not properly marketed.

5.4.4 Education and Poverty

Like a tree, poverty has many roots. But among the many causes of global poverty, one factor stands out: education. Not every person without an education is living in extreme poverty. But most of those living in extreme poverty do lack a basic education. Those living below the poverty line will also be more likely to keep their children out of school, which means that their children will also have a greater chance of living in poverty.

Education is often referred to as the great equalizer: It can open the door to jobs, resources, and skills that a family needs to not just survive, but thrive. Access to high-quality primary education and supporting child well-being is a globally-recognized solution to the cycle of poverty. This is, in part, because it also addresses many of the other issues that can keep communities vulnerable. Let's look at 3 ways education is the secret ingredient to ending extreme poverty.

Education directly correlates with many solutions to poverty, including:

- Economic growth
- Reduced income inequality
- Reduced infant and maternal deaths
- Reduced stunting
- Reduced vulnerability to HIV and AIDS
- Reduced violence at home and in society

According to UNESCO, if all students in low-income countries had just basic reading skills (nothing else), an estimated 171 million people could escape extreme poverty. If all adults completed secondary education, we could cut the global poverty rate by more than half.

The above points are some of the reasons that the United Nations named education its fourth Sustainable Development Goal. Let's put this into context: Here are 3 ways that education affects poverty.

1. Development of Skills and Abilities

A quality education system supports a child's developing social, emotional, cognitive and communication skills. Education programs also support the development of knowledge and abilities (i.e., human assets). Children who receive quality primary education are more likely to develop these assets at a higher level. They can then use these abilities and skills to earn higher incomes or further develop other basic assets.

2. Fight Inequality

Before giving people more opportunities to participate in society, we need to address some specific obstacles to participation. Often the most vulnerable people are not recognized as equals in their community. As a result, they lack representation, power, and status. But, at an individual level, education is a basic human right for all.

One of the biggest inequalities that perpetuates the cycle of poverty is gender. When gender inequality in the classroom is addressed, this has a ripple effect on the way women are treated in their communities. When girls are welcomed into the classroom, they can build skills, gain knowledge, and socially grow during their formative years. This establishes a foundation for lifelong learning.

3. Reduce Risk and Vulnerability

In many of the countries where we work, the lives and livelihoods of the extremely poor are often tethered to conflict, epidemics, and natural disasters. These can act as "force multipliers," or elements that increase the likelihood that poverty will continue for the poorest countries.

But knowledge, as the old saying goes, is power. Besides reducing inequality, education can safeguard against vulnerability and risk. This also reduces inequality.

In situations like war and epidemics, there are also psycho-social barriers to education. Since education is so connected to many of the ways we can end extreme poverty, it's also an element that we integrate into a several areas of our work, including emergency response.

The Effects of Poverty on Education

Poverty is the most important factor that determines whether or not a girl can access education, according to the World Bank. If families cannot afford the costs of school, they are more likely to send boys than girls. Around 15 million girls will never get the chance to attend school, compared to 10 million boys.

Gender inequality is more prevalent in low-income countries. Women often perform more unpaid work, have fewer assets, are exposed to gender-based violence, and are more likely to be forced into early marriage, all limiting their ability to fully participate in society and benefit from economic growth.

When girls face barriers to education early on, it is difficult for them to recover. Child marriage is one of the most common reasons a girl might stop going to school. More than 650 million women globally have already married under the age of 18. For families experiencing financial hardship, child marriage reduces their economic burden, but it ends up being more difficult for girls to gain financial independence if they are unable to access a quality education.

Lack of access to adequate menstrual hygiene management also stops many girls from attending school. Some girls cannot afford to buy sanitary products or they do not have access to clean water and sanitation to clean themselves and prevent disease. If safety is a concern due to lack of separate bathrooms, girls will stay home from school to avoid putting themselves at risk of sexual assault or harassment.

An educated girl is not only likely to increase her personal earning potential but can help reduce poverty in her community, too.

“Educated girls have fewer, healthier, and better-educated children,” according to the Global Partnership for Education.

When countries invest in girls' education, it sees an increase in female leaders, lower levels of population growth, and a reduction of contributions to climate change.

5.5 Education and Population Explosion

5.5.1 Meaning of Population Explosion

Is population explosion a boon or a curse? For the European developed countries like Spain and Italy, where the population is decreasing, this might be considered as a boon. However, for the developing countries like India, population explosion is a curse and is damaging to the development of the country and its society. The developing countries already facing a lack in their resources, and with the rapidly increasing population, the resources available per person are reduced further, leading to increased poverty, malnutrition, and other large population-related problems.

The literal meaning of population is the whole number of people or inhabitants in a country or region (Webster's dictionary), and the literal meaning of population explosion is a pyramiding of numbers of a biological population (Webster's dictionary). As the number of people in a pyramid increases, so do the problems related to the increased population. The main factors affecting the population change are the birth rate, death rate and migration. The birth rate is the ratio between births and individuals in a specified population and time (Miller, 253). The death rate is the ratio between the number of deaths and individuals in a specified population and time (Miller, 253). Migration is the number of people moving in (immigration) or out (emigration) of a country, place or locality. The population change is calculated by the formula:

$$\text{Population change} = (\text{Births} + \text{Immigration}) - (\text{Deaths} + \text{Emigration})$$

The recent increase in the world population has been caused due to the following major reasons:

1. The increase in birth rates due to medical improvements
2. The decrease in death rates due to better medical facilities and advancements in the field of medicine.
3. Immigration to better developed countries due to several reasons like better job opportunities, war, and natural causes like hurricanes, earthquakes, and so forth.

India, being a developing country, has had to face several economic and political challenges. One of the most important problems is the population explosion.

According to India's population hit 1 billion in May 2000, increasing the urgency for the country to moderate its population growth. Some of the reasons for this population explosion are poverty, better medical facilities, and immigration from the neighbouring countries of Bangladesh and Nepal. The population density of India in 1996 was about 287 persons per square kilometre (Encyclopaedia Britannica, Internet). Several solutions to decrease the rate of population increase have been tried by the government, some successful, some unsuccessful. Although the rate of increase has decreased, the rate has not reached the satisfactory level yet. The population in India continues to increase at an alarming rate. The effects of this population increase are evident in the increasing poverty, unemployment, air and water pollution, and shortage of food, health resources and educational resources.

5.5.2 Causes of Population Increase

I. Birth Rate

a. Poverty

According to ABC News, India currently faces approximately 33 births a minute, 2,000 an hour, 48,000 a day, which calculates to nearly 12 million a year. Unfortunately, the resources do not increase as the population increases. Instead the resources keep decreasing, leading to making survival for a human being more and more competitive even for the basic necessities of life like food, clothing and shelter.

India currently faces a vicious cycle of population explosion and poverty. One of the most important reasons for this population increase in India is poverty. According to Geography.com, More than 300 million Indians earn less than US \$1 everyday and about 130 million people are jobless. The people, who have to struggle to make two ends meet produce more children because more children mean more earning hands. Also, due to poverty, the infant mortality rate among such families is higher due to the lack of facilities like food and medical resources. Thus, they produce more children assuming that not all of them would be able to survive. The end result is a mounting increase in the population size of India. Due to the increase in population, the problems of scarce resources, jobs, and poverty increases. Thus the cycle continues leading to an ever-increasing population that we

see today. This cycle in fact might be considered as a positive feedback, in that the increase in one results in the increase of the other factor. As the poverty and the population both increase, the development of the country and the society seems even more far-fetched.

b. Religious beliefs, Traditions and Cultural Norms

India's culture runs very deep and far back in history. Due to the increased population, the educational facilities are very scarce. As a result, most people still strictly follow ancient beliefs. According to ABC News, the famous Indian author, Shobha De said, "God said. 'Go forth and produce' and we just went ahead and did exactly that. In addition, a lot of families prefer having a son rather than a daughter. As a result, a lot of families have more children than they actually want or can afford, resulting in increased poverty, lack of resources, and most importantly, an increased population.

Another one of India's cultural norms is for a girl to get married at an early age. In most of the rural areas and in some urban areas as well, families prefer to get their girls married at the age of 14 or 15. Although child marriage is illegal in India, the culture and the society surrounding the girls in India does not allow them to oppose such decisions taken by their family. For many, giving a girl child in marriage is done not by choice, but rather out of compulsion. The poor economic status of tribal villagers is attributed as one of the primary factors responsible for the prevalence of child marriages in India. An example of one such incident was reported in Indiainfo.com. According to an article written by Syed Zarir Hussain on October 16th, 2000, Forty-two-year-old RojoTok, a tribal peasant in Arunachal Pradesh, was all decked up in local finery to wed MepongTaku, a girl who will turn 14 this winter.

I was brought up in a very different environment and never had to worry about getting married at the age of 14 or 15. However, my parents turned their eyes away, when my maidservant's daughter was being married off when she was only 13 years old. I was very young, but my parents simply said, That's just how things are with poor people and I did not have a say in it. Due to the young age of these girls, they have more potential of bearing

children, that is, since they start bearing children at a very early age, they can have more children throughout their lifetime. This results in the increase of the global fertility rate. Since these girls get married at a very early age, they do not have the opportunity to get educated. Therefore, they remain uneducated and teach the same norms to their own children, and the tradition goes on from one generation to the other.

II. Death Rate:

Although poverty has increased and the development of the country continues to be hampered, the improvements in medical facilities have been tremendous. This improvement might be considered positive, but as far as population increase is considered, it has only been positive in terms of increasing the population further. The crude death rate in India in 1981 was approximately 12.5, and that decreased to approximately 8.7 in 1999. Also, the infant mortality rate in India decreased from 129 in 1981 to approximately 72 in 1999 (Mapsindia.com, Internet). These numbers are clear indications of the improvements in the medical field. This development is good for the economy and society of India, but strictly in terms of population, this advancement has further enhanced the increase in population.

The average life expectancy of people in India has increased from 52.9 in 1975-80 to 62.4 in 1995-00. Although our near and dear ones would live longer, due to the increase in the population, the resources available per person would be much less, leading to a decrease in the curvature of the slope of development instead of a higher gradient. In addition, abortion is not allowed by several religions that are followed in India. In fact, in Islam, one of the leading religions of India, children are considered to be gifts of God, and so the more children a woman has, the more she is respected in her family and society. As a result, although the measures to control birth are either not available or known to the public, the facilities to increase birth through medical facilities are available.

III. Migration:

In countries like the United States (U.S.), immigration plays an important role in the population increase. However, in countries like India, immigration plays a very small role in the population change. Although people from neighbouring

countries like Bangladesh, Pakistan and Nepal, migrate to India; at the same time Indians migrate to other countries like the U.S., Australia, and the U.K. During the 1971 war between India and Pakistan over Bangladesh, the immigration rate increased tremendously. However, currently the migration in India is 0.08 migrants per 1000 population (AskJeeves.com, Internet), and is decreasing further. This is definitely good for India. This way, the population might eventually come close to being under control and more people may get better job opportunities and further education. For example, the students in my university from India, like myself, have better chances for job opportunities and better education outside India than we would have had in India.

5.5.3 Effects of Population Explosion

The current rate of population growth in India is 1.58% and the total fertility rate is 3.11 (AskJeeves.com, Internet). Although the total fertility rate has decreased, due to the increase in the total number of women between the ages of 15 and 44 (reproductive ages), the total number of births has increased. This has led to the current enormous population size of approximately 1 billion. This has greatly hampered the development of the Indian economy. The amount of resources that could have been available to one person a few years ago now need to be shared between two people, which is not sufficient for either of them. The population increase has led to air and water pollution, unemployment, poverty, lack of educational resources, and even malnourished women and children.

I. Air Pollution:

The technological development of India has led not only to medical advancements, but also to an increase in the number of factories. That has led to air and water pollution. More energy needs to be produced to power these factories. When fossil fuels—the world's major source of energy—are burnt, gases are added to the atmosphere. Many cities in India have crossed the limits of suspended particulate matter, sulfur dioxide, and other pollutants due to vehicular and industrial emissions. According to an article by the World Bank Organization, Delhi, the capital of India is one of the world's most polluted cities. In fact, in 2020, the average total suspended particulate (TSP) level in Delhi was approximately ten times the World Health Organization's (WHO) annual average

standard. Furthermore, TSP levels in Delhi exceeded the WHO 24-hour standard on 97 percent of all days on which readings were taken.

As the population grows, more and more forests are cleared. The two most common reasons for deforestation are to make houses for increased number of people to live in, and to use wood as a fuel in the industries. As a result, the trees that help us in reducing the air pollution through the process of photosynthesis are not able to do so any more. The study titled “State of Global Air 2019” reported increasing air pollution level in the year 2020, caused 120,000 untimely deaths and millions had been reportedly suffering with air (polluted) borne diseases. Some of the diseases caused by air pollution are respiratory diseases, asthma, chronic obstructive pulmonary disease, cardiovascular disease and cancer of the lung (World Health Organization, Internet). Due to the tropical climate of India, air pollution also causes smog which may result in headaches, dizziness, breathing difficulties, or even mass illness due to carbon monoxide. This slow murder goes unnoticed because people die of diseases like cancer, asthma, and heart problems after long exposures to deadly air pollutants.

Besides the untimely deaths of several thousands of people every year due to air pollution, the pollutants also have a deadly impact on our national heritage the historical monuments that have made India proud for centuries. A classic example of the air pollution effect is the Taj Mahal in India. The sulphur dioxide in the air because of the pollution caused by the neighbouring industries mixes with atmospheric moisture and settles as sulphuric acid on the surface of the tomb, making the smooth white marble yellow and flaky, and forming a subtle fungus that experts have named marble cancer (Central Pollution Control Board, Internet). Trying to save the monument might mean closing down several industries in the neighbourhood. However, this means that several thousands of people would lose their jobs, resulting in eventual poverty. This again brings us to the same problem that is the root of all the problems population increase.

One of the major issues that have lately been bothering environmentalists all over the world is global warming. Like glass in a greenhouse, gases like carbon monoxide admit the sun’s light but tend to reflect back downward the heat that is radiated from the ground below, trapping heat in the earth’s atmosphere. This is called the greenhouse effect. However, due to the increase in pollution, especially due to carbon dioxide and chlorofluorocarbons, the ozone layer is

getting depleted. This layer plays the major role in controlling the temperature of earth, saving it from the harmful effect of the ultraviolet radiation of the sun. However, with the depletion of the ozone layer on the rise, the temperature of the earth is increasing. This is global warming. As we know that India is mainly an agrarian country, temperature and climate plays an important role in the economy of the country. According to an article in Earthone news, global warming affects the main crops in India in 2 major ways:

1. Researchers have estimated that only a 2^o C increase in mean air temperatures will be enough to decrease the rice yield by 0.75 ton/hectare in high-yield areas like Punjab, Haryana and Uttar Pradesh.
2. It is also estimated that a drastic increase in greenhouse gases like carbon dioxide may cause wheat production to fall as much as 68%.
3. Additionally, the changing climatic conditions have the potential to significantly increase tropical disturbances like cyclones and storms in coastal regions.

The effect on crops greatly hampers the economy of the country, especially for those farmers who solely depend on agriculture for their survival. For them, the loss of one crop would lead to a plunge into absolute poverty, and thus, the vicious cycle of poverty and population explosion continues. The effects of air pollution on the climatic conditions reveals that air pollution not only affects our environment, but it also greatly endangers the lives of everybody. This means that if the number of people increases the carrying capacity, the mere survival of human beings poses a threat to the lives of all human beings.

II. Water Pollution:

Air pollution is not the only environmental damage being done by the increasing population. Nowadays water pollution is also one of the increasing problems due to the population explosion. Water is considered the essence of life. There is no life without water. One might think that 70% of the earth is covered with water, so, why worry about the water problem? In fact, 3 sides of the Indian subcontinent is surrounded by water. And there are several rivers, lakes, and other sources of water within the country as well. However the fact is that less than 3 percent of that water we see can be used for human consumption and industrial uses. Nearly 10 percent of the world's population faces chronic freshwater shortage

(Geography.com.sg, Internet). This figure may rise if the population growth is uncontrolled. As in the case of air pollution, the increasing population calls for increasing numbers of factories. These factories lead to various kinds of pollution, including water pollution. Also, India being an agrarian country, the water pollution also comes from pesticides used for agriculture. Some of the major types of pollutants are:

1. Petroleum products required for automobiles, cooking, and other such human activities.
2. Pesticides and herbicides used for agriculture by the Indian farmers.
3. Heavy metals from industries, automobiles exhausts and mines.
4. Hazardous wastes.
5. Excessive organic matter like fertilizers and other organic matter used by farmers.
6. Sediments caused by soil erosion produced by strip mines, agriculture and roads.
7. Thermal pollution caused by deforestation.

One of the classic examples of water pollution in India is the river Ganga. This river is considered sacred and incorruptible. People bathe in it for spiritual renewal and drink water from it. But people do not realize that along with washing off their sins in the river, they are also washing off their body wastes, leading to polluting the holy water of the river. Also, cremated and partially cremated bodies are dumped into the river. Although, dumping these bodies is a religious act in India among the Hindus, but at what cost? Thus, with the increasing population, the number of people dying is also increasing, and so is the pollution in the river Ganga. In addition, the nearby factories and human colonies dump sewage directly into the river. Recent studies show that there are more than 25,000 small-scale industries in just one of the states sharing the river and dispose off their waste in the river (Times of India, Internet). Also, according to the same article in the Times of India, just in Uttar Pradesh, one of the states sharing the river sewage containing excrete of about 3 million people from 34 sewage pipes is being released into the Gomti in the eight-km stretch from Gaughat to Hanuman Setu in Lucknow. Currently the river is so polluted that some experts believe such water should not even be exposed in nature without being treated.

As we can observe, the increased population size is leading to increased pollution, which in turn is leading to a more hostile environment for human beings themselves.

III. Unemployment and Illiteracy:

Suppose we forget about the environment, and only worry about ourselves. Nonetheless, with the increasing population, even that is not possible because with the increasing number of people, we have to share our resources with even more people. Resources of all types are limited, even employment, especially in India. India, being a developing country, has a limited number of jobs available. Due to the increasing number of people, the competition for the most menial jobs is also tremendous. According to EconomyWatch.com, in 1972-73, unemployment rates in rural areas were 1.2 for males and 0.5 for females, and in urban areas, it was 4.8 for males and 6.0 for females. This unemployment rate rose to 2.3 for males and 1.5 for females in rural areas and 4.9 for males and 8.2 for females in urban areas in 1998-99. With the increasing population, unemployment rates are bound to rise even further. Several highly educated people with Bachelors and Master's degrees in India sit at home, because they cannot find jobs. This, I believe, is the major reason for Indians like myself to migrate to developed countries like the U.S.

Such unemployment and underemployment leads to corruption and exploitation of people by the richer classes of the society. This lack of resources further leads to lack of educational resources. Due to the unavailability of resources, parents cannot afford to educate their children to higher levels. Some parents simply cannot afford to teach their children further, and in some families, children need to work along with their parents in order to bring food to the table. According to the World Bank Group, about 32 million primary school-age children, mostly girls or those from the poorest households and disadvantaged groups, are not in school; more than half of rural students drop out before completing the primary cycle, and only one-third of females make it to the secondary level. In addition, nearly half the population over 15 years old and about 60 percent of all women over 15 years old is illiterate. Also, basic education has become a commodity that acts on the basis of supply and demand. Basic education has become too expensive in India for a commoner to afford for his/her children. Lack of education further leads to even more unemployment. Due to these reasons, a

major part of the population is either illiterate or has the most minimum education leading them to accept minimal work in which they cannot even support themselves.

Unemployment, or underemployment, further leads to poverty. This again starts the vicious cycle of poverty and population explosion discussed above. Poverty leads to an increase in the population, because poverty leads people to produce more children to increase the earning members of the family. This increases the population size of India, which further increases the unemployment rate and lack of educational facilities leading to poverty that started this whole cycle.

IV. Food Resources

Resources are always limited. And in a developing and highly populous country like India, resources are even scarcer. Population explosion results in the shortage of even the most basic resources like food. According to an article by World Bank Group, more than half of all children under the age of four are malnourished, 30 percent of new borns are significantly underweight, and 60 percent of women are anaemic. Resources are limited everywhere. India spends approximately \$10 billion each year on malnutrition (World Bank Group), and even then the government of India cannot provide the everyday nutritional requirements to everybody in India. If you walk on the street of Calcutta or Delhi, you would notice several children fighting with each other for a small piece of bread that they found in a dumpster. While this might be shocking to most people, this is a daily routine and the only way to survive for many people in India.

5.5.4 Education and Population Explosion

The relationship between education and population has attracted the attention of both scholars and policymakers, especially since the mid-1970s. The rate of population growth and the number of people living on earth have both increased spectacularly since the beginning of the nineteenth century. During the twentieth century, the human population increased at an average annual rate that was about fifty times as fast as the rate over the previous 10,000 years. Between 1800 and 2000, the number of people alive increased nearly seven-fold. Following World War II, the rate of population growth exploded—during the 1970s it was about four times as great as it had been a century earlier. By 2000, the living population exceeded the entire

population born between the beginning of settled agriculture and the year 1900—a period of 10,000 years.

The implications of this explosive growth for both the physical environment and human wellbeing alarmed many observers and prompted an intense public policy debate. Many scholars and policymakers noted that high levels of educational achievement were associated with more moderate rates of population growth, suggesting that important opportunities for alleviating population pressures might be found in ensuring greater access to education, particularly for females. The ensuing public policy debate has prompted an examination of how education affects the birth rate.

The explosive growth of the human population in the nineteenth and twentieth centuries was the result of a historically unprecedented decline in the rate of mortality, rather than an increase in the birth rate. The proportion of children dying before reaching the age of five fell from nearly one in three in most of the world to less than one in one hundred in the most advanced societies over this period, and to one in ten in low-income countries. In the wealthiest countries, birth rates adjusted quickly to restore a balance between births and deaths and establish a rate of population growth of less than 1 percent a year. In economically advanced societies, the average number of children born to each woman over her reproductive life has fallen from about seven to less than two. However, in the poorest countries, a sharp drop in death rates has not been accompanied by a corresponding fall in birth rates. As a result, the rate of population growth—the difference between the average birth rate and the average mortality rate—has increased dramatically in most of the world. The growth of population has been greatest in countries that are both poorest and least able to invest in social and educational services. The combined effects of these forces seem to imply that the gulf between rich and poor is likely to widen over the foreseeable future if aggressive policy measures are not introduced.

These facts suggest that the key to ensuring a sustainable rate of population growth lies in reducing the fertility rate. However, in a highly influential 1979 review of the research literature on the relationship between education and fertility, the economist Susan Hill Cochrane concluded that too little was known about the mechanisms through which education affects population growth to allow policy-makers to rely on improvements in educational opportunities to slow the rate of population growth. Since 1976 a large number of scholars have focused on the

impact of education—especially the education of the girl child—on fertility, mortality, and population growth. The central purpose of these studies has been to determine whether the nearly universal association of low fertility and high levels of educational attainment are causally linked or merely the result of their association with other forces that directly affect fertility. For example, the inverse relationship between female literacy and fertility might have nothing to do with education as such, but might instead simply reveal that societies that seriously attempt to educate females also care about the welfare of women and therefore seek to control fertility in order to protect their health.

Most of the people agree ‘Population Education’ with education of the population. If we go deep into the matter, we will find that population education is education about population matter, i.e., fertility, mortality, migration etc. It is an educational process which helps people to understand the nature, the causes, and consequences of population events.

It is a factual knowledge about population dynamic. Population education is an educational process, which helps individual to learn about population and particularly the effect of population dynamic and the related problem on the individuals, family, community, nation and the world.

“Population education is an exploration of knowledge and attitude about population, the family and sex. It includes population awareness, family living, reproduction education and basic values.”—**Burbson**.

“Population education is an educational programme which provides for a study of population situation of the family, the community, nation and world, with the purpose of developing in the students’ rational and responsible attitudes and behaviour towards that situation.”—**UNESCO**.

Thus the idea of population education is based on the following assumptions:

- (i) Rapid growth of population is a constant threat to our economic development.
- (ii) Over-population affects the health and well-being of the younger generation.
- (iii) Population explosion creates an obstacle for raising the standard of living of the masses.

- (iv) Population education is not to be mixed with sex education or the methods of family planning. Rather it should be a motivational force for creating the right attitude to family size.
- (v) Population education is not a “once for all affairs”, rather, it should be continuous process.

Hence, population education needs to be given top priority in the present scenario. The younger generation needs to be informed about India’s population problems. They need to be properly educated with new ideas for leading a better adult life.

The present situation needs population education because it is a new content area and is highly relevant to the lives of the people. It also encourages improvements in methods of teaching, in the structure of the system of education, in the value of the students and the teachers and in so many other areas.

General Aims of Population Education:

The aims of population education are as follows:

- (i) Population education aims at assisting the individual to understand the causes and consequences of population phenomena.
- (ii) It enables the individual to understand how does population situation affect the individual and society.
- (iii) It aims at recognizing the causes of demographic phenomena and to enable the people to make changes in order to remove those obstacles for social progress.
- (iv) It enables to acquire knowledge, skills, attitudes and values necessary to understand the concept of population education.
- (v) It enables the learner to take a conscious and right decision about the prevailing population situations.

The research reinforces earlier findings that the level of formal education achieved by women is, in most cases, the single most important determinant of population growth. More educated women generally have fewer children, better

general health, and higher infant survival rates. Education also appears to be a more important determinant of child survival than household income and wealth. The study also found that if concerted efforts were made to fast track education, the global population could remain below 9 billion by 2050. Thus the global population outlook depends greatly on further progress in education.

5.6 Summary

In this unit you have studied the detail account of unemployment, poverty and population explosion and the role of and relation of education with all these three important social issues.

Unemployment has been one of the most discouraging issue in the last few decades. Unemployment means the absence of any employment which one needs to earn the livelihood for better living. There are several causes of unemployment in India such as illiteracy, population density, economic status of the nation, industrialization, etc. Education has also been identified as an important factor in relation to the concept of employment. On the one hand, education may increase the chances of employment, and on the other hand, there is the increase of educated unemployment.

Poverty has also been discussed in detail. In a country like India, poverty is an age old issue to be discussed in relation to social science. And whenever poverty is discussed in relation to social development, education must be put into consideration. Here also, on the one hand, education may eradicate poverty by enhancing the labour force and employability, and on the other, poverty also works as an affective factor of education.

And so far population explosion is concerned, it is really a serious issue for our country with a huge population of almost 1.37 billion people. Population education has become a necessary fact here in India as well as in the world. The development of medical science and technology has decreased the mortality rate effecting population growth. But on the other side, population education, or even basic education can be helpful to have concept of population control. So, here also education is discussed in relation to the social issue like population explosion.

5.7 Self Assessment Questions

1. What does the term unemployment mean in true sense? Is it just an opposite to employment simply?
2. Comment on the nature of unemployment in India with special reference to urban and rural unemployment.
3. What are the specific causes of unemployment? Discuss in special reference to the inappropriate educational system.
4. What is educated unemployment?
5. How is education related to both employment and unemployment?
6. What do you mean by poverty? Is it only a term to be discussed in relation to economics only?
7. Discuss about the specific causes of poverty. Put a special emphasis on education in relation to poverty.
8. How does poverty appear to be an affective factor in education of the mass?
9. Is education a full proof system to eradicate poverty from the nation as well as from the world?
10. What is meant by population explosion?
11. What are the specific reasons of population explosion?
12. How does the development of science and technology contribute to both the concepts-the concept of population growth and the concept of population control?
13. How can population education lead to keep up a balance of population growth?
14. What is mortality rate? How is it related to population education?
15. How is religious belief related to the study of population?
16. What are the general aims of population education?

5.8 References

- _____. 1986. *National Policy on Education—1986*. New Delhi: Ministry of Human Resources Development, Government of India, Department of Education.
- _____. 1986. *National Policy on Education—1986: Programme of Action*. New Delhi: Ministry of Human Resources Development, Government of India, Department of Education, November.
- _____. 1988. *National Literacy Mission*. New Delhi: Ministry of Human Resources Development, January.
- Bilsborrow, R. (1978). The Relationship Between Population Growth and the Expansion of Education Systems in Developing Countries 1950-1970. *The Pakistan Development Review*, 17(2), 212-232. Retrieved May 4, 2021, from <http://www.jstor.org/stable/41258415>
- Chandrasekhar, S. (1969). “Valedictory Address” in T. S. Mehta, et al (Eds), *National Seminar on Population Education*. August, 2-3. New Delhi: National Council of Educational Research and Training.
- Directorate of Adult Education. 1984. *A Draft Curriculum on Population Education for Adult Education Programme*. New Delhi: Population Education Unit, Ministry of Education and Culture, Government of India.
- Educational Consultants India Limited (Ed.CIL). 1992. *Evaluation Report of Population Education Programme in Higher Education (UGC- UNFPA Project)*. New Delhi: Ed. CIL (A Government of India Enterprise), April.
- Government of India. 198 1. *Family Welfare Programmes in India*. New Delhi: Ministry of Health and Family Welfare.
- Indian Economy, 1997 Ruddar Dutt and KPM Sundharam Chapter: 24, pp. 368-396.
- Indian Economy, 1997, S.K. Misra and V.K. Puri, Himalaya Publishing House. Chapter: 9, pp. 147 -168.
- M.L. Dentwala, 1993, Understanding Poverty and Unemployment in Indian Economy Since Independence (ed.) Uma Kapila, Academic Foundation, Delhi, pp.358 to 379.

Marickan S.J. (Ed) (1988). *Poverty in India*, XaierBoard : Trivandrum.

Ninth Five Year Plan 1997-2002, Vol. I, Government of India, Planning Commission, New Delhi. Chapter IV, pp. 223-260.

Population and Education—Social and Economic Factors, Conclusions—Fertility, Children, Growth, and Rate—State University.com <https://education.stateuniversity.com/pages/2327/Population-Education.html#ixzz6ts GPW6F2>

Population Education in Adult Education Programme—Reports I &II. New Delhi: Ministry of Education, Government of India.

R.E. van der Ross (1978) EDUCATION AND POPULATION CONTROL, Transactions of the Royal Society of South Africa, 43:1, 91-94, DOI: 10.1080/00359197809519466

Swamy D.S. and A. Gulati (1986). From Prosperity to Retrogression: Indian Cultivators during the 1970's. *EPW*, June 21-22, p.A-63.

Unit 6 □ Education for the Marginalized

Structure

- 6.1 Objectives**
- 6.2 Introduction**
- 6.3 Status of Dalit Education in India**
 - 6.3.1 Dalits in India**
 - 6.3.2 Demography of Dalit Population India**
 - 6.3.3 Social Status of Dalits**
 - 6.3.4 Economic status of Dalits**
 - 6.3.5 The Importance of Dalit Education**
 - 6.3.6 A History of Dalit Education**
 - 6.3.7 Dalits and Curriculum**
 - 6.3.8 Development Programme for access to Dalit Education**
- 6.4 Importance of Tribal Education in Indian Context**
 - 6.4.1 Concept of Tribal Education**
 - 6.4.2 Tribal Education System**
 - 6.4.3 Schemes for Promotion of Education**
 - 6.4.4 Status of Tribal Population in India**
 - 6.4.5 Literacy Trends of tribes in India**
 - 6.4.6 Problems of Tribal Education**
 - 6.4.7 Factors affecting Tribal Education**
- 6.5 Government Initiatives towards Implementing Educational Policies**
 - 6.5.1 Constitutional Provisions and Acts**
 - 6.5.2 Government Policies and Programmes for Tribal Education**
 - 6.5.3 Suggestions for improvement of tribal education:**
 - 6.5.4 Constitutional safe guard**
 - 6.5.5 Scheme and programmes for tribal development**
- 6.6 Summary**
- 6.7 Self Assessment Questions**
- 6.8 References**

6.1 Objectives

After going through this unit, the learners will be able to:

- Understand the concept of Dalit in India
- Evaluate the role and status of Dalit Education in India
- Discuss the importance of Dalit Education in India
- Concept of Tribal community in India
- Understand the position of the tribal communities in India
- Discuss the Importance of Tribal Education in Indian Context,
- Discuss the problems Tribal Education in India and its probable solution
- Make an understanding about Government initiatives to address the contemporary social problems in Indian Perspective.

6.2 Introduction

India is a multilingual and multicultural country with a huge variation in landscape, climate, foods, dresses, etc. The concept of Varnashram has given our nation the idea of different social class in the society even in a single religion. These classifications were made especially on the basis of the work culture of the people first, and then by birth. And the classification of the Brahmin, Kshatriya, Vaishya, and Shudra has been the most prominent classification in the society. In Constitution Dalit is defined especially as a Caste under Article 341, listed as the Scheduled Castes.

It is evident from the history that the Dalit people were always forcibly kept away from the education so that they cannot achieve the equal status which they aspire to have in the society. The name of Bhimrao Ambedkar comes in the very first list when we discuss about the education of the Dalit portion of India. He has always been with the idea that has always maintained that education is the weapon which could help Dalits to erase their Dalitness.

After the independence, the constitution as well as different policies have created provisions for the educational rights of the Dalit people. Reservation was suggested

and maintained till to bring the Dalit people in the light of education and thereby to bring them in the main stream of the society. There are still so many challenges in the way of Dalit Education, Tribal Education in the form of poverty, lack of social awareness, cultural belief, social disgust, etc, but the time after independence has earned a satisfactory development in the concept of Dalit and Tribal Education. Government is continuously in effort to develop the status of Dalit Education in India.

The present unit will have detail discussion regarding Dalit Education, Tribal education, the initiatives from the part of the government, and the challenges of the same.

6.3 Status of Dalit Education in India

6.3.1 Dalits in India

The word 'Dalit' comes from the Hindi word *dalan*, meaning oppressed or broken. Alternatively, or legally, or as the Government of India may now have them called, Dalit is basically a caste defined in Constitution under Article 341, listed as the Scheduled Castes.

Dalits are always forcibly kept away from the education so that they cannot achieve the equal status which they aspire to have in the society. Bhimrao Ambedkar has always maintained that education is the weapon which could help Dalits to erase their Dalitness. The term dalitness incorporates all the social stigmas which are inflicted on Dalits since ages; such as poverty, exclusion from the society, and above all they are devoid of fundamental human rights-equality, fraternity and liberty. Through education, Dalits could have understood the importance of organization and struggle which are the important tools of the movement against the ordeals which are imposed on them. Promising and making it certain to entrée education for the people from lower strata of Indian society have always been the uphill task for government of our country. Consequently, we have failed in reducing the 'evil' effects of the caste system which still remain deeply ingrained in our society. The caste system of India continues to play a pivotal role in ostracizing people from lower castes. The Dalits have endured consistent denial to access to education since the 1850s.

The term Dalit is a self-applied concept for those called the “untouchables” and others that were outside of the traditional Hindu caste hierarchy. Ambedkar said that untouchability came into Indian society around 400 AD, due to the struggle for supremacy between Buddhism and Brahmanism (an ancient term for Brahmanical Hinduism). Some Hindu priests befriended untouchables and were demoted to low-caste ranks. Eknath, another excommunicated Brahmin, fought for the rights of untouchables during the Bhakti period.

In the late 1880s, the Marathi word ‘Dalit’ was used by Mahatma Jotiba Phule for the outcasts and Untouchables who were oppressed and broken in the Hindu society. *Dalit* is a vernacular form of the Sanskrit (*dalita*). In Classical Sanskrit, this means “divided, split, broken, scattered”. This word was repurposed in 19th-century Sanskrit to mean “(a person) not belonging to one of the four Brahminic castes”. It was perhaps first used in this sense by Pune-based social reformer Jyotirao Phule, in the context of the oppression faced by the erstwhile “untouchable” castes from other Hindus. The term *dalits* was in use as a translation for the British Raj census classification of *Depressed Classes* prior to 1935. It was popularized by the economist and reformer B. R. Ambedkar (1891–1956), who included all depressed people irrespective of their caste into the definition of Dalits. It covered people who were excluded from the four-fold *varna* system of Hinduism and thought of themselves as forming a fifth *varna*, describing themselves as *Panchama*. It was popularized by the economist and reformer B. R. Ambedkar (1891–1956), himself a Dalit, and in the 1970s its use was invigorated when it was adopted by the Dalit Panthers activist group.

Ensuring access to education for the Dalits of India has been the greatest challenge for the Indian government in diminishing the social effects of the caste system, which still remain entrenched in Indian society. There have been many different reasons proposed as to why the Dalits suffer from low rates of literacy and primary education enrolment, but the most realistic one describes history and unequal access as the causes. The ancient caste system of India, which has resulted in the social and economic oppression of the Dalits, continues to play a dominant role in India. The Dalits, also known as the scheduled caste or untouchables, have experienced consistent denial to access to education since the 1850s. This decade coincided with Britain’s established control over India, which meant many of the improvements to Dalit education were coming from outside influences, rather than from the national government. Because of unchanging social norms and behaviour, incentives to

pursue education were minimal for the Dalits who were still physically and emotionally harassed. Increasing efforts to eliminate caste discrimination combined with additional attempts to increase the accessibility and appeal for education have contributed to the slow progression of Dalit education. The responsibility for social equalization fell fully upon the Indian government when it gained its independence from Britain in 1948. While some benefits of social programs and government policies designed to increase primary education rates can be noticed, the Dalit literate population still remains much lower than that of the rest of India. There remains still, hostility, oppression and flaws in social programs in Indian society that prevent an increase in education growth. Despite efforts to decrease caste discrimination and increase national social programs, the Dalits of India continue to experience low enrolment rates and a lack of access to primary education in comparison to the rest of India.

6.3.2 Demography of Dalit Population India

Scheduled Caste communities exist across India and comprised 16.6% of the country's population, according to the 2011 Census of India. Uttar Pradesh (21%), West Bengal (11%), Bihar (8%) and Tamil Nadu (7%) between them accounted for almost half the country's total Scheduled Caste population. They were most prevalent as a proportion of the states' population in Punjab, at about 32 per cent, while Mizoram had the lowest at approximately zero.

Similar groups are found throughout the rest of the Indian subcontinent; less than two per cent of Pakistan's populations are Hindu and 70–75 per cent of those Hindus are Dalits, in Nepal, Bangladesh had 5 million Dalits in 2010 with the majority being landless and in chronic poverty, and Sri Lanka. They are also found as part of the Indian diaspora in many countries, including the United States, United Kingdom, Singapore, and the Caribbean.

India is home to over 200 million Dalits. According to Paul Diwakar, a Dalit activist from the National Campaign on Dalit Human Rights, "India has 600,000 villages and almost every village a small pocket on the outskirts is meant for Dalits."

6.3.3 Social Status of Dalits

Dalits have had lowest social status in the traditional Hindu social structure but James Lochtefeld, a professor of religion and Asian studies, said in 2002 that the "adoption and popularization of [the term *Dalit*] reflects their growing awareness of

the situation, and their greater assertiveness in demanding their legal and constitutional rights”.

India’s National Commission for Scheduled Castes considers official use of *Dalit* as a label to be “unconstitutional” because modern legislation prefers *Scheduled Castes*; however, some sources say that *Dalit* has encompassed more communities than the official term of *Scheduled Castes* and is sometimes used to refer to all of India’s oppressed peoples. A similar all-encompassing situation prevails in Nepal.

In 1932, the British Raj recommended separate electorates to select leaders for Dalits in the Communal Award. This was favored by Ambedkar but when Mahatma Gandhi opposed the proposal it resulted in the Poona Pact. That in turn influenced the Government of India Act, 1935, which introduced the reservation of seats for the Depressed Classes, now renamed as Scheduled Castes.

From soon after its independence in 1947, India introduced a reservation system to enhance the ability of Dalits to have political representation and to obtain government jobs and education. In 1997, India elected its first Dalit President, K. R. Narayanan. Many social organizations have promoted better conditions for Dalits through education, healthcare and employment. Nonetheless, while caste-based discrimination was prohibited and untouchability abolished by the Constitution of India, such practices are still widespread. To prevent harassment, assault, discrimination and similar acts against these groups, the Government of India enacted the Prevention of Atrocities Act, also called the SC/ST Act, on 31 March 1995. In accordance with the order of the Bombay High Court, the Information and Broadcasting Ministry (I&B Ministry) of the Government of India issued an advisory to all media channels in September 2018, asking them to use “Scheduled Castes” instead of the word “Dalit”.

George Kunnath claims that there “is and has been an internal hierarchy between the various Dalit castes”. According to Kunnath, the Dusadhs are considered the highest while the Musahars are considered the lowest within the Dalit groups.

6.3.4 Economic status of Dalits

According to a 2014 report to the Ministry of Minority Affairs, over 44.8 per cent of Scheduled Tribe (ST) and 33.8 per cent of Scheduled Caste (SC) populations in rural India were living below the poverty line in 2011–12. In urban areas, 27.3 per cent of ST and 21.8 per cent of SC populations were below the poverty line.

Some Dalits have achieved affluence, although most remain poor. Some Dalit intellectuals, such as Chandra Bhan Prasad, have argued that the living standards of many Dalits have improved since the economic system became more liberalized starting in 1991 and have supported their claims through large surveys. According to the Socio Economic and Caste Census 2011, nearly 79 per cent of Adivasi households and 73 per cent of Dalit households were the most deprived among rural households in India. While 45 per cent of SC households are landless and earn a living by manual casual labour, the figure is 30 per cent for Adivasis.

A 2012 survey by Mangalore University in Karnataka found that 93 per cent of Dalit families in the state of Karnataka live below the poverty line.

6.3.5 The Importance of Dalit Education

Before beginning to examine methods of improving enrolment in primary education and literacy rates, it is important to know why education is such an important topic in development studies. The past century has been characterized by a global expansion of education. Alongside this growth in education has also been an increase in the gap between different social strata (Desai & Kulkarni). Education can be a way to increase the incomes of impoverished people. Education helps to ensure that benefits of growth are experienced by all. Economic perspectives see education as a means to make individuals more productive in the workplace and at home. It can also be seen as a means of empowering socially and economically deprived groups into seeking political reform. By using any of these reasons as motivation to pursue educational development, governments are attempting to generate some form of social or economic equality for the population.

Some of those who study development see education as a means of improving social welfare through economic means. When compared to secondary and university level education, rates of return are highest for primary education, which means that the costs associated with providing basic education are much lower than the benefits received from learning to read and write. About 17.2% of economic growth in Africa and 11.1% in Asia between the 1950s & 1960s have been credited to increases in education (Psacharopoulos 102). In addition to an increase in economic growth, primary education is also said to lead to greater income distribution. Providing primary education to 10% more people would equate to a decrease in the inequality index of 5% (Psacharopoulos 103). The economic advantages of increasing enrolment rates for primary education emphasize the importance of increasing education accessibility for the dalits of India.

An alternative reason to study education is for its ability to empower the individual to strive for an improved quality of life. A big factor impacted by education is that human beings often base their life goals and everyday actions on what they perceive to be feasible (Simon Wigley & Akkoyunlu-Wigley 290). Education expands the knowledge of possibility to poor individuals, and is often a necessary factor in providing incentive to escape poverty and social oppression.

Development projects focused on increasing access to basic education, rather than ones that increase capital to improve current levels of education, ensure governments are able to know that the benefits of these programs are experienced by all, rather than a select few. As mentioned previously, the rates of return for primary education exceed those of secondary and university levelled education. It is therefore of greater value for governments to focus first on increasing access to primary education before moving onto to increase levels of education. By focusing development on a human-capabilities approach, governments and aid organizations are able to increase the number of people with the fundamental skills of reading writing and arithmetic (Simon Wigley & Akkoyunlu-Wigley 288). These skills allow individuals to communicate, argue, count, and problem solve so that they are able to become more aware and in control of their own lives. This allows them to better deal with problems in their everyday lives including taking a loan out from the bank, defending them in a court of law, escaping unhealthy personal relationships or avoiding jobs which would expose them to unsafe working conditions (Simon Wigley & Akkoyunlu-Wigley 293). Even the value of holding a basic education is in itself a frequently overlooked asset. Education has had an independent effect on life expectancy, increasing the age for educated individuals (Simon Wigley & Akkoyunlu-Wigley 290).

One of the most important Dalit political activists who saw the value of social equity within India was Bhimrao Ramji Ambedkar, who became the chief architect of India's constitution after years of social activism. Throughout the first half of the twentieth century, Ambedkar dedicated a significant portion of his life to improving the quality of life and social status of Dalit Indians. He established the People's Education Society in 1945 which believed that increasing access to education to the Dalits would increase their empowerment. He thought that a higher level of education would cause the Dalits to realize their position so that they would aspire to the highest of Hindu positions, and that they would consequently use political power and influence as the means to an end to their oppression (Nambissan 1014).

Ambedkar believed that the value of education was in the empowerment of Dalits to pursue political action for social reform through informed lobbying.

6.3.6 A History of Dalit Education

The 1991 census of India reported that Dalit communities were one of the least literate social groups in the country, with only 30% of Dalit children recognized to have basic reading and writing skills (Nambissan 1011). These high levels of illiteracy are a result of insufficient access to primary education. Reasons proposed for this low primary education rate amongst the Dalits have ranged from blaming family values to universal acceptance of social behaviour. In reality, it is a history of constant oppression and missing incentives that have been the reason why India's lowest caste has struggled to take advantage of public education programs.

For centuries, the Dalit population of India were forbidden from gaining access to education. Originally reserved for upper castes only, the denial of conventional education to Dalits was designed to prevent them from increasing their quality of life and to highlight caste divisions. Caught in a colonial struggle between European nations, Indian society had no motivation to determine who should manage social programs until the British established control over India. Then, during the 1850s, the British began the long process of increasing the accessibility of education to all citizens on India.

Dalit Education before Independence

For centuries, the Dalit population of India were prohibited from gaining access to education. Formerly kept for upper castes only, the refutation of conventional education to Dalits was premeditated to avert them from escalating their worth of life and to put emphasis on caste divisions. Wedged in a colonial struggle between European nations, Indian society had no impulsion to verify who should administer social programs until the British established have power over India. Then, in 1850s, the British embarked on the stretched process of increasing the accessibility of education to all citizens of India.

Signed in April of 1850, the Caste Disabilities Removal Act theoretically abolished all Indian laws which confronted the rights of those who are members of any caste or religion. This was the first step towards social equalization within India. It was also the inauguration for the sequence of attempts to increase accessibility to education for members of the Dalit caste. To concur with the signing of the act, the Indian education system became accessible to every member of society

However, after one hundred and sixty years the Dalits were approved authorization to attend schools, the primary education rates of the Dalit population compared to those of upper castes remain stumpy ever.

There have been a number of proposition projected as to why the Dalits have yet to take benefit of open access to education. Some have suggested that Dalits acquire an apathetic attitude towards education, and so the contemplation of attending school appears unappetizing and inefficient contrasted to inflowing the workforce or doing nothing at all. Another submission for the cause of lower access to education among Dalits is that most families are trapped in a nasty succession of illiteracy and poverty. Therefore, not only do parents have no incentive to have their children attend school, but they also often lack the financial means to propel them to the fee-based schooling system of India. The ultimate and frequently most rational rationale for why the Dalits have botched to take lead of their access to education is a amalgamation of a history of coercion and a lack of access to local, quality education systems.

A historical back-drop of maltreatment and class hierarchies has endowed little incentive for the Dalits to pursue education. Throughout the 1800s and into the mid 1940s, circumstances for Dalit children within the Indian education system were awfully underprivileged. Due to inequity from elevated castes, the Dalits did not experience easy on attending schools. Dalit children were obligatory to sit exterior of the school, listening on the porch while those in higher castes would be taught inside. Teachers, who repudiated to contact the Dalit children even with sticks, would hurl bamboo canes as unmerited chastisement while children of other castes were allowed to throw mud. The Dalit children, who knew retaliation would result only in amplified abuse, would be fundamentally frightened into not attending school.. Of the restricted number of Dalit children who were attending school, the bulk were male; a trait which persists even today.

The lack of success in increasing primary enrolment rates for Dalits over the past one hundred and fifty years is evidence that very few projects have had any success in increasing social equality within the Indian Caste system. In the next section, the paper will look at some of the programs which have attempted to provide incentive for India's poorest to seek primary education.

Dalit Education after Independence

The 1948 independence of India provoked an increase in liability for the government to prop up the economic and educational wellbeing of the lower castes

and to shield the Dalits from social prejudice and exploitations. Over the next few decades, the Dalits see very little action to support the claims and progress made during the fifties to help improve their access to primary education. The 1950s saw subtle improvements in the number of schools being built in India, as well as the amount of money being allocated towards primary education programs. The efforts being put forward by the government lost momentum over the next few decades however, as the rate of primary schools being constructed slipped from 5.8% in the 1960s, to 2.1% during the 1970s, and eventually down to only 1.3% through the 1980s. This was complemented by a shift in funding from primary school education to middle school education. This transition exemplified the government's shifted focus from increasing primary enrolment rates to increasing the quality of the education provided to those already provided with sufficient access to education. The 1991 census of India details that Dalit communities were one of the least literate social groups in the country, with only 30% of Dalit children recognized to have basic reading and writing skills. These elevated altitudes of illiteracy are the consequence of inadequate access to primary education. Rationales projected for this stumpy primary education rate amid the Dalits range from blaming family values to common reception of social behavior. In veracity, it is a history of continuous domination and mislaid incentives that have been the motive why India's buck caste has struggled to acquire advantage of unrestricted education programs.

Between 1983 and 2000, improvements in access to education for all of India have been made, although the difference between education rates for Dalits, especially females, and those in higher castes remained constant. In the seventeen year period, enrolment rates for Dalit boys grew from only 47.7% to a meagre 63.25%. When compared to those males in upper castes, enrolments jumped from an already relatively impressive 73.22% to 82.92%. Even poorer results were observed when looking at the female Dalit enrolment rate, which inched from 15.72% to 32.61%, when compared to their upper-caste counterparts whose enrolment climbed from 43.56% to 59.15%. The education gap can also be understood to translate through the entire schooling system, with the proportion of Dalit to non-Dalit success remaining at a constant low rate through primary, secondary, and post-secondary schooling. Although large improvements have been made to increase enrolment rates in India, statistics show that there has been little progress in decreasing the education gap between castes.

6.3.7 Dalits and Curriculum

The treatment of the caste system in text-book and curriculums suggest that the official curriculum barely acknowledges the existence of Dalit and tribal communities, despite the fact that they form nearly a quarter of India's population especially at the district and local levels in many States in the country. The treatment of caste discrimination in text-books and curriculums can strengthen caste division and prejudice. Not only that the school text-books may fail to mention caste discrimination, but also some of them may even attempt to justify the origins of caste discriminations.

There is another systemic problem in the Indian educational system. The authority of the teacher is unquestioned and children usually ask no questions, or are not encouraged to do so, even to clarify their doubts. Children listen to the teacher, copy lessons, memorize them and answer questions. In single- and two-teacher schools that predominate in the more backward regions, the situation is compounded as teachers are confronted with teaching children of many grades together, a situation that their training least prepared them for. They evolve their own coping strategies such as huddling children of two or more grades into one classroom, keeping students busy with writing work, and using punishment to maintain discipline. Learning becomes a casualty in the process. School processes and experience of education in Indian schools for Dalit students have not produced good results. Their performance and achievement is relatively poorer in competencies such as mathematics and language when compared to children in general.

6.3.8 Development Programme for access to Dalit Education

When discussing about method which try to improve enrolment rates, it is essential to scrutinize which circumstances thwart Dalit children from attending school. A family's monetary condition plays a role in whether or not they are competent to afford to propel a child to school. This is a foremost contributor to low Dalit enrolment rates since Dalits have significantly subordinate earnings than those in upper castes, and therefore have a tough time paying for education. Remoteness also plays a key part in determining a child's capability to attend school. Because Dalit abodes are habitually sited remote from villages, it is more precarious for Dalit children to trek to and from school by themselves without risking assault, sexual abuse or abduction. In addition, teachers at the schools are habitually components of superior castes that lay down stumpy expectations for the Dalit children and seldom inquire about to endow them with an optimistic learning environment. There are

many aspects that operate as hindrance for Dalits attempting to achieve a primary education, and which various development schemes encompass to overcome.

India has tried many special stratagems to assist in boosting the inducement to obtain education for Dalit children. Previous stratagem paid concentration on finding ways to give Dalit children an education devoid of divulging them to the ruggedness of upper castes. As time advances and the caste system commence to decline in India, there was a larger swing towards equalizing society so as to offer safer and more affirmative learning milieu. Since gaining its sovereignty, the Indian government has sustained to construct advancement on humanizing the quality of life for India's lowest caste. Contemporary revelation to global contemplation has amplified access to ideas and methods on how to augment education rates for the Dalits, providing for some of the superlative consequences in recent years. The rest of this segment will scrutinize some of the stratagem used over the past one hundred and fifty years, attempting to have a glance at how effectual they actually were.

Following the establishment of the Caste Disabilities Removal Act, the British government tried to enhance Dalit school attendance through schemes which acquired into contemplation the sensitivity of the caste society. Because the Dalit children were regularly beleaguered when they attended schools, the British opted to offer optional teaching methods, rather than directly tackle the caste crisis. One planned substitute was the use of night schooling for Dalit children. In this mode, children would need not to be bothered regarding attending school with upper castes component, but would still mug the peril of travelling devoid of daylight to and from school. Another proposed resolution was the use of all-Dalit schools. This resolution eradicate the peril allied with night-time schooling, but also did not help to decrease aggression between the classes. These two methods collectively resulted in a 4% primary enrolment rate for Dalit children by 1931. Of these Dalit children, 93% were attending all-Dalit schools. A trouble crop up when there were inadequate all-Dalit schools at which children could pursue secondary education. Only 1% of all students at the time ever made it past primary education. It was because of this, that when the British handed over control of the country to India in 1948, the Indian government embarked on thinking of novel ways to amplify access to education.

After Independence, governments strive to bring in global assistance in dealing with a nationwide calamity like sternly stumpy primary enrolment rates. Prescribed to the Indian government by the World Bank, the District Primary Education Program was intended to escalate primary enrolment rates within India. The objective of the

program is to trim down the divergence in enrolment between gender and social standing to 5%, and to shrink the dropout rate to 10%. The DPEP receives the bulk of its financial support from the World Bank. It calls for the configuration of local committees that supervise the hiring and administration of Para-teachers. These Para-teachers are trained teachers employed through the DPEP program to pack growing vacancies in primary schools. Since the introduction of the DPEP, India has truly managed to see declining primary enrolment rates. It is possible that national campaigns to increase enrolment in primary education fail to have a direct intended impact. Instead, the management of such programs focused on a top down approach to education development that they are not competent to ascertain and acknowledge specific issues.

The principal concern which arises out of providing textbooks is that it will not increase enrolment rates. New textbooks provide little incentive for Dalit children to attend classes as they do not alleviate any of the impediments presently jamming them from access to education. Increasing access to text books has aided in escalating the excellence of education despite having little or no impact on enrolment rates.

6.4 Importance of Tribal Education in Indian Context

6.4.1 Concept of Tribal Education

India is a home to a large variety of indigenous people. The Scheduled Tribe population represents one of the most economically impoverished and marginalized groups in India. With a population of more than 10.2crores, India has the single largest tribal population in the world. This constitutes 8.6 per cent of the total population of the country (Census of India, 2011).

Education is one of the primary agents of transformation towards development. Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. It is an activity, or a series of activities, or a process which may either improve the immediate living conditions or increase the potential for future living. It is the single most important means by which individuals and society can

improve personal endowments, build capacity levels, overcome barriers, and expand opportunities for a sustained improvement in their well-being.

Professor Amartya Sen recently emphasized education as an important parameter for any inclusive growth in an economy. So, education is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes. Education is in fact, an input not only for economic development of tribes but also for inner strength of the tribal communities which helps them in meeting the new challenges of life. Literacy and educational attainment are powerful indicators of social and economic development among the backward groups in India.

Currently, the tribes lag behind not only the general population but also the Scheduled Caste population in literacy and education. This disparity is even more marked among Scheduled Tribe women, who have the lowest literacy rates in the country (Maharatna, 2005). The male-female gap in literacy and educational attainment among the scheduled tribes is significant. Education, especially in its elementary form, is considered of utmost importance to the tribals because it's crucial for total development of tribal communities and is particularly helpful to build confidence among the tribes to deal with outsiders on equal terms. Despite the sincere and concerted efforts by the government for the overall development of the scheduled tribes, they are still far behind in almost all the standard parameters of development. They are not able to participate in the process of development, as they are not aware of most of the programmes and policies made for their upliftment. This is mainly due to the high incidence of illiteracy and very low level of education among the tribal people. Hence, the educational status of the scheduled tribes and the role of governance in this direction are highly essential. It is well known that the educational background of tribes is very discouraging as compared to the rest of the population. So, education is an important avenue for upgrading the economic and social conditions of the Scheduled Tribes.

It is proved that education is the sole means to establish peace and brotherhood in the world. India is a land of a multitude of culture, religion, language and races. Tribal community in India constitutes a small portion of the total population with their indigenous culture, language and their unique lifestyle. Tribal people in India are marginalized, underprivileged and deprived in some way or the other. They are still not able to relish the fruits of modernization and technological development. Only education could enable them to cast off their mold of oppression of centuries and bask in the sunshine of socio-economic development. With the help of education

they can empower themselves and build confidence and courage to overcome the barriers of their day to day life.

The aboriginal tribes of India are the oldest inhabitants of the country. For millennia, tribal societies have been subjugated by more recently arrived groups; their land was taken away, they were pushed further into the hilly gorges and wilds, and they were forced to work for their oppressors often without payment. Today tribal groups, which number more than 40 million, require special attention from the government even though they live largely isolated from the national culture.

In the past, many tribal groups were forced to assimilate into the dominant culture of the country. But some groups, such as the Bhils, Gonds, Santals, Oraons, Mundas, Khonds, Mizos, Nagas, and Khasis resisted change and assimilation to maintain their cultural identities and languages. According to many Indians, their continued isolation poses problems to national integration. Under the banner of national unity, the government is now bringing these minority groups into the national mainstream. The main question is whether tribal societies can enter the national mainstream while preserving their distinct social, cultural and political beliefs.

6.4.2 Tribal Education System

Government planners see education as indispensable for helping tribal peoples cope with national integration. Education will also determine their prosperity, success and security in life. The tribes which remain either deprived of or negligent toward education will suffer the consequence.

Compared with the literacy rates of 73.04% for the general population, literacy among tribal peoples in India is at most 59%. The Union and the state governments have spent considerable sums of money for tribal youths' education, but the results are meager. The Commissioner for Scheduled Castes and Scheduled Tribes asserts that unless exploitation among the tribal is combatted and eliminated through education, no improvement in tribal welfare will occur. Within tribal areas, education can be the basis for integrated development.

Government reports indicate that there is no scarcity of schools, other facilities or scholarships for the implementation of tribal education schemes. Most tribal youth find these incentives unattractive, however. Consequently, the government's dream to assimilate the tribes remains unfulfilled and raises basic questions about the implementation of such policies and strategies.

The Relation between Tribal Students and Teachers

Among the various important factors of tribal education that influence integration into the national mainstream of life are the students and their teachers. Tribal students have different backgrounds from their non-tribal schoolmates and even the teachers, who are normally outsiders, do not understand the tribal students. To the teachers, tribal students appear untidy, reinforcing their biases against tribals. These biases are expressed in various forms of discrimination. Tribal youths have complained that teachers did not teach them in the schools because they believed that if they did, the tribal students would no longer be dependent on them. Tribal youths also feel that teachers endeavor to undermine the attitudes toward their own customs, mannerisms, language, or, toward their cultural heritage in general.

Tribal Festivals, Freedom and Youth vs. Education

The educational schedule—the school year, daily classes and holidays—is organized with little understanding of tribal cultures. Tribal festivals and celebrations and the seasonal pursuit of agriculture and gathering are not taken into consideration in planning educational timetables. All too often teachers hold classes as they would in cities or towns, ignoring the daily or seasonal habits of tribal pupils.

The Medium of Instruction

Some tribes still speak their language. While adult males are often bilingual, the women and children speak tribal dialects almost exclusively. Yet, a tribal child, on entering school, is suddenly expected to understand the state language. Children cannot understand the teacher, let alone answer questions. Many teachers assume that tribal students are slow; even if the teachers are sympathetic, overcoming this language barrier requires a great deal of effort. It would help considerably if tribal pupils were taught, during their first years in school, in their tribal language. They could then be gradually encouraged to learn the regional language.

The Constitution of India, under Article 350A, affirms that every state must provide adequate facilities for instruction of pupils in their mother tongues. Decades have passed and state governments have ignored this prescription for tribal people. Since initial instruction to the tribals is given in a foreign language, they understand and assimilate very little. Consequently, their response to education is poor. Had the instruction at the primary stage been in their own tongue, the progress of tribal students would have been better, and today there would be awareness of the

importance of literacy among the tribal populations. Some attempts are being made to educate Gonds, Bhils, Santals, and other groups in their own tongues. According to recent reports, tribal children are responding well to such programs.

Content and Method of Tribal Education

The content and the method of tribal education must be objectively evaluated. Tribal youth have unique historical and social backgrounds but need special attention and orientation in their attempts to bridge two cultures. Many school and college curricula which tribal youths encounter are either irrelevant to them and/or offer only negative views of tribal societies. While national and state governments, in theory, offer many benefits, concessions and facilities to tribal students, few of them reach the intended recipients.

Integration of Tribal Youth in Their Own Culture

Tribal youth, even while they Study at the secondary and college levels, should, be encouraged not to jettison their own cultures and to remain integrated in their own societies. Once they become culturally and socially alienated, it is impossible for them to protect and lead their own societies and maintain traditions that may be essential to the viability of tribal cultures. Furthermore, tribal leaders often begin to imitate non-tribal peoples' exploitive tactics, even looking down on their own people. In some cases they treat tribal populations worse than non-tribal populations. Development in tribal societies should focus on educational programs that encourage keeping tribal youth genuinely integrated in their own culture.

Education of Tribal Leaders

Tribal leadership has been subverted by outside influences and agencies such as the police, the courts and political parties. In the case of political parties, tribal leaders are often manipulated for the block of votes they can deliver rather than encouraged to take the initiative of leading their people to find locally derived solutions to local problems. As a result, village autonomy was destroyed, law and order has deteriorated, and respect for authority was lost. Tribal leaders began to exploit their own people politically, socially and economically.

Tribal students, even while they are receiving their education, must be trained to be dedicated to the service of their own people. They must help to develop their people's inner resolve to resist exploitation and to safeguard their own rights.

6.4.3 Schemes for Promotion of Education

There are several centrally sponsored schemes for this purpose:

- i) **Free Education:** The ST children are exempted from payment of any tuition fee for Entire education right up to the university level.
- ii) **Free textbooks:** At the elementary stage, they are entitled for free text books and Learning materials.
- iii) **Free Mid-day meals:** Under the new schemes, all children in primary schools are Covered under free midday meal programme, which covers the S children?
- iv) **Free Uniforms:** There is a scheme of providing two sets of free uniforms to the children Belonging to ST in elementary schools.
- v) **Stipends:** The ST children are entitled to stipends at varying scales at different stages of education.

6.4.4 Status of Tribal Population in India

The tribal population constitutes a majority in the northeastern states of Mizoram and Lakshadweep (94.4 per cent), Meghalaya (86.1per cent), and Nagaland (86.5per cent). The states with no Scheduled tribe groups are Punjab, Chandigarh, Haryana, Delhi and Pondicherry. India has total tribal population of 10.43 crores (Table-1) which is 8.6 per cent (Table-2) of total population of India as per 2011 census.

Table-1 : Scheduled Tribe population and decadal change by residence in 2011

India	Scheduled Tribe population2011			Decadal change2001-2011		
	Total	Rural	Urban	Total	Rural	Urban
	104,281,034	93,819,162	10,461,872	23.7	21.3	49.7

Source—Census of India, 2011

During 2001 and 2011, the decadal change in the scheduled tribe urban population is 23.7 per cent where as it is 49.7 per cent in urban area and 21.3 per cent in rural area. The urban India has only 2.8 per cent ST population but Rural India has 11.3 per cent ST population. (Table-2)

Table-2 Percentage of Scheduled Tribes to total population in India: 2001-2011

India	Percentage of Scheduled Tribes 2011			Percentage of Scheduled Tribes 2011		
	Total	Rural	Urban	Total	Rural	Urban
	8.2	10.4	2.4	8.6	11.3	2.8

Source—Census of India, 2011

6.4.5 Literacy Trends of tribes in India

Literacy is an important indicator of development among tribal groups. The trend of literacy of tribes in India from 1961 to 2011 is shown in table – 3. The percentage of literacy of tribes was only 8.54 per cent in 1961 which has increased to 59 per cent in 2011. But female literacy of tribes is only 49.4 per cent compared to male literacy of 68.5 per cent. During the post-Independence period, the Indian government implemented legislation and allocated funds to facilitate access to enrollment in primary education (grades I-V) in India. As a result, both literacy rates and gross enrollment ratios of boys and girls across the general population have increased substantially during the past 50 years. (*Source: National Commission for SCs & STs, Fifth Report & Census, 2011*)

Enrolment Ratio of ST students

Gross enrolment ratio of ST boys is more than ST girls in all classes. The gross enrolment ratio is higher in class I to V which is 107.8 for ST boys and 105.7 for ST girls but it is only 95.4 and 98.2 in class VI to VIII. It implies that the tribal enrolment declines significantly in higher class. (*Source-Ministry of Tribal Affairs Data 2017*)

6.4.6 Problems of Tribal Education

There are many critical issues and problems in the field of tribal education. They are as follows:

- i. Medium of language—Language is one of the important constraints of tribal children which prevents them access to education.
- ii. The Location of the Village—The physical barriers creates a hindrance for the children of a tribal village to attend the school in a neighboring village.

- iii. Economic Condition—The economic condition of tribal people is so poor that they do not desire to spare their children or their labour power and allow them to attend schools.
- iv. Attitude of the parents—As education does not yield any immediate economic return, the tribal parents prefer to engage their children in remunerative employment which supplements the family income.
- v. Teacher Related Problems—In the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely the quality of education.
- vi. Lack of Proper monitoring—Proper monitoring is hindered by poor coordination between the Tribal Welfare Department and School Education Department.

6.4.7 Factors affecting Tribal Education

Attitude of Other Students: Attitude of other student is one of the important factors for the promotion of tribal student's higher education i.e., environment factor is one of the crucial factors for the development. The negative attitude we can reflected in university and other higher educational centre mainly located in big cities.

Social Factors: More allocation of funds and opening of schools do not go far in providing education to the tribal's. Formal education has not been necessary for the members of tribal societies to discharge their social obligations. Hence they should be prepared to accept education and it should be presented to them in such a way as to cut the barriers of superstition and prejudice. There is still a widespread feeling among the tribal's that education makes their boys defiant and insolent and alienates them from the rest of their society, while the girls turn modern or go astray. Since some of their educated boys felt alienated and cut off their bonds with their families and villages after getting education and good employment. Some of the tribal groups vehemently oppose the spread of education in their midst. Besides, some of their superstitions and myths also play their part. Some tribal groups believe that their gods shall be angry if they send their children to schools run by 'outsiders'.

Economic Factors: Some economic factors too are responsible for lack of interest shown by the tribal people in getting education. Since most of the tribal people are living in poverty, it is not easy for most of them to send their children to schools.

Lack of Interest in Formal Education: In many states tribal children are taught through the same books which form the curriculum of non-tribal children of the urban and rural areas of the rest of the state. Obviously, the content of such books rarely appeals to the tribal children who come from different cultural backgrounds. Under the traditional tribal set up a child enters adulthood with confidence. He knows his environment thoroughly, knows how to construct his own house, cultivate his field, weave his cloth; in short he acquires all the skills to lead a reasonably comfortable life within the limitations of his culture. The simple skill of reading and writing acquired in an over formal school is no match for this. We cannot afford to push him back to his environment naked. Therefore, a curriculum should be framed in the welfare of tribal people. Certain tribal activities like agriculture, dancing, hunting, tribal games and archery must be allowed to find fullest expression in the extra-curricular activities of the school, thus providing some continuity of the traditional values and forms of organization. A scheme is to be worked out through which the school children will be able to link up the school and the teacher with their parents and the tribal activities. The school has to act as a centre of dispersal of simple technical know-how beyond the skills of reading and writing to become an effective agent of social change. This student-teacher-parent continuum should be able to generate a congenial atmosphere, so that the broad purpose of education, which is to enable an average citizen to comprehend the social, political, economic and other processes and forces around him, is fully served.

Suitable Teachers: Lack of suitable teachers is one of the major reasons for the slow growth of education in tribal areas. Most of the teachers employed for imparting education to the tribal children show little appreciation of tribal way of life and value system. They approach tribal people with a sense of superiority and treat them as 'savage and uncivilized' and hence fail to establish proper rapport with their students. The Scheduled Areas and Scheduled Tribes Commission's report says that a teacher in the tribal areas must have a thorough knowledge of tribal life and culture. He must speak tribal language. Only so can he be in a position to act as a friend, philosopher and guide to the tribal people. Actually the gulf between teachers and taught can be best reduced by appointing teachers from the tribal community itself or a separate cadre of teachers for tribal areas, with some inducements, should be created to serve the educational needs of the tribal society.

Lack of Facilities: One of the major problems in tribal education is that of language. Most of the tribal languages and dialects are in the most rudimentary stage

and there is hardly any written literature. Most of the states impart education to tribal and non-tribal children alike through the medium of the regional language, which makes the education uninteresting and also hurts tribal sentiments.

Nature of habitat: Most of the tribal villages are scattered. This entails long travels to attend schools. Unless the school is situated very close to their villages and its site approved by the local people the result shall not be encouraging. School building also plays an important role in the growth of education among the tribal folk. Due to mismanagement, bungling and sometimes financial constraints, the building and sometimes financial constraints, the building is seldom suitable to run an educational institution.

Number of teachers: Most of the primary schools run in the tribal areas are “Single teacher-managed whose presence in the school is more an exception than a rule”. The enthusiasm of tribal people in the education of their children also depends considerably on the timing of school hours in different seasons. It should not clash with their important socio-economic activities.

To many observers of the situation, the problem of education in tribal areas is the problem of wastage. It is not that wastage and stagnation are peculiar to the tribal communities alone but the extent of wastage is much larger in their case. The problem of

Absenteeism is a serious one in tribal areas. One sees a large number of students on the rolls but the actual attendance is really low, and the number of students passing out at the final examination is even lower. The real problem is *to create such economic conditions as could be conducive to the students* developing sufficient interest in their studies. Education being the most effective instrument of empowering the Socially Disadvantaged Groups, all out efforts should be made to improve the educational status of these groups, especially that of the women and the Girl Child. In fact, the educational backwardness, prevalent amongst these people, necessitates an added thrust on their education, training and skill up gradation, as it will bring forth not only social empowerment but also economic empowerment.

Environment of family: Surrounding or environments is one of the important factors influence for the development of a person generally and particularly in educational development. Most of the tribal parents are agriculturists and labourers; they have little knowledge relating to modern world and modern environment. Their environment narrows that created narrow mentality. And most of tribal fathers are

addicts to alcoholic and other beverage items that creating some problem in mentally and economically end result students will fail exams.

Communication: Communication one of the key factor affecting the development of tribal education. Due to isolation tribal facing problem for expressing modern and regional languages. For understanding tribal language very difficult generally in the case of society and particularly in teachers. So the students facing problem for discussing their doubt with teachers. So their doubt continuing and automatically tribal students became the last in the class.

Cooperation from Stake Holders: Cooperation is essentials for promoting education in the case of tribal students. Their funds are flowing a number of persons hand and at last that amount will get students hands. The delay of funds creating problem, so the respective authorities need to be responsible for providing funds at right time at right hand. And at last but not least the success of tribal education is completed only after getting the cooperation and help from their classmates.

6.5 Government Initiatives towards Implementing Educational Policies

6.5.1 Constitutional Provisions and Acts

Gopal Baba Walangkar (c. 1840-1900) is generally considered to be the pioneer of the Dalit movement, seeking a society in which they were not discriminated against. Another pioneer was Harichand Thakur (c.1812-1878) with his Matua organization that involved the Namasudra (Chandala) community in the Bengal Presidency. Ambedkar himself believed Walangkar to be the progenitor. Another early social reformer who worked to improve conditions for Dalits was Jyotirao Phule (1827-1890).

The 1950 Constitution of India, introduced after the country gained independence, included measures to improve the socioeconomic conditions of Dalits. Aside from banning untouchability, these included the reservation system, a means of positive discrimination that created the classifications of Scheduled Castes, Scheduled Tribes for Dalits. Communities that were categorised as being one of those groups were guaranteed a percentage of the seats in the national and state legislatures, as well as in government jobs and places of education. The system has its origins in the 1932 Poona Pact between Ambedkar and Gandhi, when Ambedkar conceded his demand

that the Dalits should have an electorate separate from the caste Hindus in return for Gandhi accepting measures along these lines. The notion of a separate electorate had been proposed in the Communal Award made by the British Raj authorities, and the outcome of the Pact – the Government of India Act of 1935 – both introduced the new term of *Scheduled Castes* in replacement for *Depressed Classes* and reserved seats for them in the legislatures.

By 1995, of all federal government jobs in India – 10.1 per cent of Class I, 12.7 per cent of Class II, 16.2 per cent of Class III, and 27.2 per cent of Class IV jobs were held by Dalits. Of the most senior jobs in government agencies and government-controlled enterprises, only 1 per cent were held by Dalits, not much change in 40 years. In the 21st century, Dalits have been elected to India's highest judicial and political offices.

In 2001, the quality of life of the Dalit population in India was worse than that of the overall Indian population on metrics such as access to health care, life expectancy, education attainability, and access to drinking water and housing.

Scheduled Castes and Tribes (Prevention of Atrocities) Act, 1989

The **Scheduled Castes and Tribes (Prevention of Atrocities) Act, 1989** is an Act of the Parliament of India enacted to prohibit discrimination, prevent atrocities and hate crimes against scheduled castes and scheduled tribes. The Act is popularly known as the SC Act and ST Act, POA, the Prevention of Atrocities Act, or simply the Atrocities Act.

It was enacted when the provisions of the existing laws (such as the Protection of Civil Rights Act 1955 and Indian Penal Code) were found to be inadequate to check these crimes (defined as 'atrocities' in the Act). Recognising the continuing gross indignities and offences against Scheduled Castes and Tribes, the Parliament passed the 'Scheduled Castes and Schedule Tribes (Prevention of Atrocities) Act 1989.

The preamble of the Act also states that the Act is:

“to prevent the commission of offences of atrocities against the members of Scheduled Castes and Tribes, to provide for Special Courts for the trial of such offences and for the relief and rehabilitation of the victims of such offences and for matters connected therewith or incidental thereto”.

Thus objectives of the Act clearly emphasized the intention of the government to deliver justice to these communities through proactive efforts to enable them to live in society with dignity and self-esteem and without fear or violence or suppression from the dominant castes. The practice of untouchability, in its overt and covert form was made a cognizable and non-compoundable offence, and strict punishment is provided for any such offence.

The SCs and STs (Prevention of Atrocities) Act, 1989 with stringent provisions was enacted on 9 September 1989. Section 23(1) of the Act authorizes the Central Government to frame rules for carrying out the purpose of the Act. Drawing power from this section, the Scheduled Castes and the Scheduled Tribes (Prevention of Atrocities) *Rules* of 1995 were framed. The rules for the Act were notified on 31 March 1995.

The purpose of the Act was to help the social inclusion of Dalits into Indian society, but the Act has failed to live up to its expectations admitted by the Union Minister for Home Affairs in parliament on 30 August 2010.

A number of cases of misuse of this Act has been reported from different parts of the country as mentioned in the Supreme Court verdict of 20 March 2018. In this verdict, the Supreme Court of India banned immediate arrest of a person accused of insulting or injuring a Scheduled Caste/Scheduled Tribe member to protect innocents from arbitrary arrest.

In August, 2018, the parliament of India passed the Scheduled Castes and Scheduled Tribes (Prevention of Atrocities) Amendment Bill, 2018, to bypass the ruling of the Supreme Court of India laying down procedures for arrests under the Act. The bill inserts section 18A (1) (a) in the 1989 Act, that says a “preliminary enquiry shall not be required for registration of an FIR against any person”. The Bill also inserts Section 18A (1) (b), which says “the investigating officer shall not require approval for the arrest, if necessary, of any person against whom an accusation of having committed an offence under this Act has been made and no procedure, other than that provided under this Act or the Code, shall apply”. The amendments rule out any provision for anticipatory bail for a person accused of atrocities against SC/STs, not with standing any court order.

6.5.2 Government Policies and Programmes for Tribal Education

Starting from the First Five Year Plan Period (1951–1956) the government is steadily allocating financial resources for the purpose of tribal development. Towards the end of the plan (1954), 43 Special Multipurpose Tribal Development Projects (MTDPs) were created. During the Third Five Year Plan Period (1961–1966), the government of India adopted the strategy of converting areas with more than 66 per cent tribal concentration into Tribal Development Blocks (TBDs). By the end of Fourth Five Year Plan (1969–1974), the number of TBDs in the country rose to 504. Additionally, in 1972 the Tribal Sub Plan Strategy (TSP) was implemented by the Ministry of Education and Social Welfare. TSP was based on twin objectives of socio-economic development and protection against exploitation. It was generally implemented in the areas where the Scheduled Tribe population was more than 50 per cent of the total population.

The PESA (The Panchayats Extension to Scheduled Areas) Act, 1996 in fact, has made it mandatory for the States having scheduled areas to make specific provisions for giving wide-ranging powers to the tribes on the matters relating to decision-making and development of their community. A centrally-sponsored government scheme of ashram schools exclusively for ST children from elementary to higher secondary levels was initiated in the 1970s. But the poor quality of education in ashram schools, however, has undermined confidence in education as a vehicle for social mobility.

The Janshala Programme is a collaborative effort of the Government of India (GOI) and five UN Agencies—UNDP, UNICEF, UNESCO, ILO and UNFPA—a community based primary education programme, aims to make primary education more accessible and effective, especially for girls and children in deprived communities, marginalized groups, Scheduled Caste/Scheduled Tribes/minorities, children with specific needs.

Our constitution laid down various provisions for uplift of tribal communities but still they are confronted with various challenges. Despite several initiatives taken by the Government to enhance educational status ever since independence, the literacy rate among Schedule Tribes has remained low. Objective of this paper is to analyse the status of tribal education and the government initiatives to promote education among tribals and the challenges faced by the tribals to achieve education.

Recognizing that the STs Count among the most deprived and marginalized sections of Indian society, a host of welfare and developmental measures have been initiated for their social and economic development. In this regard, particular reference has to be made to the tribal sub-plan approach which came into existence as the main strategy from the Fifth Five Year Plan. Along with core economic sectors, elementary education has been accorded priority in the tribal sub-plan approach. Elementary education is considered important, not only because of constitutional obligation, but as a crucial input for total development of tribal communities, particularly to build confidence among the tribes to deal with outsiders on equal terms. Since primacy was accorded to elementary education, a broad policy frame for education was adopted in the tribal sub-Plans according equal importance to quantitative and qualitative aspects of education.

A second important development in the policy towards education of tribals came with recommendations of the National Policy on Education (NPE) in 1986 which specified, among other things, the following:

- Priority will be accorded to opening primary schools in tribal areas.
- There is need to develop curricula and devise instructional material in tribal language at the initial stages with arrangements for switchover to regional languages.
- Promising ST youths will be encouraged to take up teaching in tribal areas.
- Ashram schools/residential schools will be established on a large scale in tribal areas.
- Incentive schemes will be formulated for the STs, keeping in view their special needs and lifestyle.

The unique feature of the policy is its recognition of the heterogeneity and diversity of tribal areas. The policy also proposed the transformation of the structure of primary education with special emphasis on improving access in tribal areas. The policy has also underlined the importance of instruction through the mother tongue for effective teaching and encouraged incorporating locally relevant content and curriculum, besides emphasizing the localized production of textbooks in local dialects. Based on these considerations, the norms for establishing primary schools were relaxed to suit tribal areas in order to improve access to education. For instance, Andhra Pradesh has gone to the extent of establishing schools in habitations where there are even twenty school-age children; Madhya Pradesh has steadily decreased

population size norms in order to open schools in habitations with 200 populations. However, in spite of such relaxation of norms many tribal localities are still without school, as they do not meet even the relaxed criteria.

6.5.3 Suggestions for Improvement of Tribal Education

Some suggestions for improvement of tribal education are as follows

- a) Literacy campaign—Proper awareness campaign should be organized to create the awareness about the importance of education. Extensive literacy campaign in the tribal dominated districts may be undertaken on a priority basis to literate the tribal.
- b) Attitude of the tribal parents—The attitude of the tribal parents toward education should be improved through proper counseling and guidance.
- c) Relevant study materials in local languages—All study materials should be supplied in local languages of tribes.
- d) Appointment of Local teachers and female teachers—It is suggested to appoint more tribal teachers and female teachers in the tribal areas. The ecological, cultural, psychological characteristics of tribal children should be considered carefully by the teachers in tribal areas.
- e) Stipends and various scholarships—Since higher education among the tribes is less, special ST scholarships should be provided to the tribal students perusing higher education, particularly in medical, engineering, and other vocational streams.
- f) Residential schools—More residential schools should be established in each states and districts and extended up to PG level in tribal areas.
- g) Social security—Social security of students, especially of adolescent girls is of great concern in residential schools.
- h) Proper Monitoring—Higher level officials should check the functioning of schools frequently relating to the teaching methods, working hours, and attendance registers.

6.5.4 Constitutional Safe Guard

Framers of the Indian Constitution realized that certain marginalized section in India were excluded from the national main stream and suffered extremely from

social, educational and economic backwardness. They considered that this section needed special constitutional safeguard to protect their rights and interests as to enable them to join the national main stream. List of constitutional provision for Scheduled Caste are as follows:

Educational, Social, Economic and Cultural safe guard:

Article 46 of Indian constitution lays down that, the state shall promote, with special care, the educational and economic interests of weaker sections of the people, and in particular, of the scheduled caste and scheduled tribes, and shall protect them from social injustice and all forms of exploitation.

Article 154(4) empowers the state to make any special provision for the advancement of any socially and educationally backward classes of citizen or for SCs or STs

Article 29(1) provides distinct languages script or culture. This article has special significance for scheduled tribes

Untouchability is abolished under **Article 17**, and its practice in any form is a punishable offence **Article 275(1)** provides Grants in-Aids to states (having scheduled tribes) covered under fifth and six schedules of the constitution.

Article 350A states that „It shall be the endeavor of every state and every local authority within the state to provide adequate facilities for instruction in mother-tongue at the primary stage of education to the children belonging to the minority group.....

Article 243D, 330, and article 332 provides reservation of seats for STs in gram panchayat, house of people and state legislative assembly.

Many other provisions are laid down in **articles 15, 16, 335, 338A, 342** etc.

6.5.5 Scheme and programmes for tribal development

Tribal Panchsheel: It was Pandit Jawaharlal Nehru, the first prime minister of free India who anticipated the necessity of the development of tribal people and for this sake he laid down five principles of tribal development which is called Tribal Panchsheel. It was ratified by Dhebar commission and enshrined in “A Philosophy for North Eastern Frontier Area” written by Verrier Elwin. These five principles are:

1. People should develop along lines of their own genius and we should avoid imposing anything on them. We should try to encourage in every way their own traditional arts and culture.

2. Tribal rights on land and forests should be respected.
3. We should try to train and build up a team of their own people to do work of administration and development. Some technical personnel from outside will, no doubt be needed, especially in the beginning. But we should avoid introducing too many outsiders into tribal territory.
4. We should not over-administer these areas or over-whelm them with multiplicity of schemes. We should rather work through, and not in rivalry to, their own social and cultural institutions.
5. We should judge results, not by statistics or the amount of money spent, but by the quality of human character that is evolved. (source : “A Philosophy for NEFA” by Verrier Elwin)

Post-Matric Scholarship for Scheduled Tribe Students: This scheme was introduced to encourage the ST students pursuing Post-Matriculation, in professional, technical as well as non-professional courses in various recognized institutions by providing them financial support. Students having family income not more than Rs.1,08,000 per year, are entitled for this scheme. This scheme is in operation since 1944-1945, and implemented by state government and UTs administration with 100% central assistance.

Hostel for ST students Girls’ and Boys’: A plan for providing hostel accommodation for ST girls was started during the third five-year plan period and for the boys this programme was launched in 1989-1990 and both these schemes merged in the 10th five-year plan. Aim of this scheme is to facilitate hostel accommodation to the peripheral ST students who are unable to pursue their education due to their financial condition and location of their residence.

Rajiv Gandhi National Fellowship Scheme (RGNF): RGNF was introduced in the year 2005-2006 with the objective to encourage the students belonging to the ST community to pursue higher education such as M.Phil and Ph.D by providing them financial assistance. University Grant Commission (UGC) took the responsibility to implement this scheme on the behalf of Ministry of Tribal Affairs.

Vocational Training Center in Tribal Areas: Aim of this scheme is to develop the skill of ST students depending on their qualification and present market trends. This vocational training would enable them to get suitable employment or enable them to become self-sufficient.

National Overseas Scholarship Scheme for ST: This scheme provides financial support to those meritorious tribal students who wish to pursue their studies in abroad (Masters, Doctorate, Post-Doctorate) in specified field of Engineering, Technology, and Science.

Scheme of Top Class Education for ST Students: A scheme of scholarship was introduced by Ministry of Tribal affairs in 2007-2008 to encourage brilliant students of tribal community for continuing their study at degree or post-degree level.

Ashram School in Tribal Sub-Plan Area: This scheme was started in 1990-1991 with a view to provide education with residential facility to ST students.

Tribal Research Institute: Fourteen Tribal Research Institutes (TRIs) have been set up in Andhra Pradesh, Assam, Bihar, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu, West Bengal, Uttar Pradesh, Manipur and Tripura.

Book Bank: In order to reduce dropout rate among ST students from professional institutes/universities, funds are allotted for purchase of books under this scheme.

Coaching for ST: Under this scheme free coaching classes are provided to ST students to enhance their skill and capabilities for various competitive examinations, so that they can compete with main stream students in all competitive examinations.

Challenges: Despite constitutional provisions and safe guard with various government initiatives and programme, educating tribal children is still a major concern for the government. There are so many socio-cultural, economical, geographical, and administrative obstacle (report Ministry of Tribal Affairs, GOI, 2013) for which literacy rate of tribal people has never been at par with entire population. However the contemporary challenges faced by the tribal people in order to acquire education are as follows.

Socio-economic and cultural: Most of the tribal community is economically backward. It is very difficult for them to fulfill their basic needs. Sending their children to school is much like a luxury to them. They prefer to send their children to work to supplement the family income. **Reluctance of parents towards education:** Illiteracy of parents and their attitude towards education is indifferent, as well as their community never encourages the pupils to pursue study. Besides parents are not willing to send their daughters to co-educational institutions.

Infrastructural challenges: Most of the schools located in tribal areas have minimal infrastructural facilities. These schools are not equipped with teaching learning materials, study materials, even minimum sanitary provisions are not

maintained. Lack of communication plays pivotal role in discouraging tribal children to come to school regularly.

Language related challenges: In most of the states, official/regional languages are used for class room teaching and these are not understood by the tribal children at primary level. For them these languages seem to be a foreign tongue as they speak only in their mother tongue.

Teacher related challenges: Irregularity of the teachers in school fail to establish communication bridge among the tribal students. Besides inadequacy of trained teachers is a big problem in imparting education to tribal children.

Recommendations

1. Government should take some specific initiative through various programmes like awareness camp, street drama, counseling, etc which can create awareness among the tribals about the importance of education.
2. Emphasis should be given to career or job oriented courses.
3. Infrastructural requirement has always been neglected. It should be taken under consideration. School in tribal areas should be furnished with adequate class rooms, teaching aids, electricity, water supply, separate toilet for girls and boys, boundary walls, play ground etc.
4. Teachers should be locally recruited who understand and respect tribal culture and practices and most importantly are acquainted with the local language.
5. New teacher training institutes should be opened in tribal sub plan areas to meet the requirement of trained teachers.
6. Teaching and learning should be imparted in local language.
7. Representation of tribal students in higher education is very low; to counter this problem there must be some career counseling programmes at secondary level along with providing scholarship for pursuing higher education.
8. There is no sufficient higher secondary schools in tribal areas, so government needs to establish residential school in such areas under various governmental schemes.

9. There must be strong machinery to protect students from abuse, neglect, exploitation, and violence.
10. In order to bring the tribal students in the main streams of national development, community involvement is necessary through panchayati raj institutions.
11. Establish separate school for girls in tribal areas, as some parents hesitate to send their daughters to co-educational institutions.
12. Proper monitoring by high level officials at regular interval is necessary for smooth functioning of school administration.

6.6 Summary

Education is a driving force of history, no civilization could flourish without educating its people. Since the attainment of independence, government of India has taken several initiatives, schemes and programmes and allotted funds to different plans to spread education among the Dalit and Tribal Communities. No doubt all these efforts are significant and highly appreciable, but despite all these efforts, growth rate of education among the tribals is very sluggish. Representation of tribals in higher education does not meet its expected level. Education is the key to tribal development. Tribal children have very low levels of participation. Though the development of the tribes is taking place in India, but the pace of development has been rather slow. If govt. will not take some drastic steps for the development of tribal education, the status of education among tribes will be a story of distress, despair and death. Hence time has come to think it seriously about tribal education and inclusive growth. So, there is an urgent need for various govt. interventions, planners and policy makers to address this problem and allocate more funds in the central and state budgets for tribal education. Easy access and more opportunities should be provided to the tribal children in order to bring them to the mainstream of economic development. Now the time has come to take drastic decision and effective plan to reduce the obstacles in pursuance of education by tribal children. Apart from government's initiative, if various NGOs and local media play an important role in creating awareness among the tribals, only then can they bask in the auroral radiance

of economic development. Thus, this unit provides a fair idea about the status of dalit education and the importance of dalit and tribal education in Indian context.

6.7 Self-Assessment Questions

1. Who are called Dalit in India? Discuss the historical backdrop of Dalit people in India.
2. Comment on the social status and economic status of Dalit people in India.
3. Discuss the history of educational scenario of Dalit education in pre-independent India.
4. Comment on the constitutional provisions of Dalit Education in India.
5. What are the specific hindrances in the way of Dalit education and bringing them in the main stream of educational arena?
6. What should be the specialized factor in Dalit curriculum?
7. What are the development programmes taken for the development of Dalit education in India?
8. Discuss in detail the status of Tribal population in India and the status of their education system.
9. What are the major problems of Tribal education in India?
11. Comment on the government policies for the development of educational status of the tribal people.
12. How does Scheduled Castes and Tribes (Prevention of Atrocities) Act, 1989 promote Tribal Education in India?
13. What is Janashala Programme?
14. What are the constitutional safe guards for the Tribal education in India?

6.8 References

Ambedkar, B.R. (1989). Annihilation of caste, in V.Moon (Compiled) Dr. Babasaheb Ambedkar Writings and Speeches', (pp.25-85), (1), Education Department: Government of Maharashtra.

- Ambedkar, B.R. (2006). Castes in India: Their Mechanism, genesis and development, in M. Mohanty (Ed.). *Class, Caste and Gender: Reading in Indian Government and Politics* (pp.131-153), (5), New Delhi: Sage Publications
- Beteille, A (2000.) *Caste in Contemporary India*, in C.J.Fuller (Ed.). *Caste Today, SOAS studies on South Asia: Understandings and Perspectives* (pp.150-179) New Delhi: Oxford Univeristy Press
- Bourdieu, P. (2000). *Pascalian Meditations*, Cambrdige: Polity Press Bourdieu, P. & Waquant, L. (1996) *An Invitation to Reflexive Sociology*, Chicago: The University of Chicago Press. Bourdieu, P. (2001). *Practical Reason: On the theory of Action*. Cambridge: Polity Press. *Journal of Social Inclusion* 3(1)2012 98
- Chakravarti, A(2006) *Caste and agrarian Class: a view from Bihar*, in M. Mohanty (Ed.).*Class, Caste and Gender: Readings in Indian Government and Politics*, (pp.47-88),(5), New Delhi: Sage Publications
- Desai, S. & Kulkarni, V. (2008). Changing educational inequalities in the context of affirmative action in India. *Demography*, 45(2), 245-70. Deshpande, A. & Newman, K. (2007). The role of caste in post-university employment expectations. *Economy and Political Weekly*, 42(41), 4133-4140.
- Dunn, D. (1993). Gender inequality in education and employment in the scheduled castes and tribes of India. *Population Research and Policy Review*, 12(1), 53-70
- Elwin, V. (1959). *A philosophy for NEFA*. Shillong: S. Roy on behalf of the North-East Frontier Agency.
- Gallanter, M. (1991).*Competing Equalities: Law and the Backward classes in India*, Delhi: Oxford University Press.
- Gajarawala, T. J. (2010). Miseducation: Dalit and Beur writers on the antiromance of pedagogy. *Comparative Literature Studies*, 47(3), 346-348.
- Guru, G. (2006). *The Language of Dalitbahujan Political Discourse*, in M. Mohanty (Ed.). *Class, Caste and Gender: Reading in Indian Government and Politics*, (pp.256-267), New Delhi: Sage Publications.
- Guru, G. (2002) *How Egalitarian are the Social Sciences in India*, *Economic and Political Weekly*, 37(50), 5003-5009

- Guru, G. (1995). Dalit women talk differently, *Economic and Political Weekly*, 30(41/42), 2548-2550.
- Insight Foundation (I.F) (2010). On suicides of dalit students in India's premier educational institutions. *Countercurrents*, Retrieved from <http://www.countercurrents.org/insight300411.htm>
- Jaffrelot, C. (2004) *Dr. Ambedkar and Untouchability: Analyzing and Fighting Caste*, New Delhi: Permanent Black.
- Jeffrey, C. & Jeffrey, P. & Jeffrey, R. (2004). "A useless thing!" or "Nectar of the gods? The cultural production of education and young men's struggle for respect in liberalizing north India, *Annals of the Association of the American Geographers*, 94(4), 961-981.
- Kasbe, R. (1985). *Ambedkar and Marx (Marathi)* Pune: Sugawa publications.
- Krishnan, P.S. (2006) *Logical step forward in Debating Education 3: The Reservation Issue*, (pp.3-14) New Delhi: Safdar Hashmi Memorial Trust (SAHMAT).
- Kochukunju, S. (2008). PoykayilSreekumara Guru: A dalit social reformer and a renaissance leader of Kerala. *Journal of Literature and Aesthetics*, 299-302.
- Kothari, R. (2006). Caste in Indian Politics, in M. Mohanty, (Ed.). *Class, Caste and Gender: Readings in Indian Government and Politics-5*, (pp.183-206), New Delhi: Sage Publications.
- Mungekar, Bhalchandra (2006). In Defence of Quotas' in *Debating Education 3: The Reservation Issue*, (pp.15-18), New Delhi: Safdar Hashmi Memorial Trust (SAHMAT).
- Nambissan, G.B. (1996). Equity in Education? Schooling of Dalit children in India, *Economic and Political Weekly*, 31(16/17), 1011-24.
- Nambissan, G. (2006). Dalits and the Rights to Education, in Ravi Kumar (Ed). *The Crisis of Elementary Education in India*, (pp.224-265), New Delhi: Sage Publications.
- Nambissan, G. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*, Working Paper Series, (pp.1-31), 1(1) New Delhi: Indian Institute of Dalit Studies and UNICEF.

- Nanda, M. (2006). *A Prophet Facing Backward*, New Delhi: Critical Quest.
- Neelakandan, S.M. (2010). Questioning Caste and Gender in Kerala, *Women's Link*, 16(3), 11-17. *Journal of Social Inclusion* 3(1)2012 99
- Omvedt, G. (1994). *Dalits and Democratic Revolution: Dr. Ambedkar and the Dalit Movement in Colonial India*. New Delhi: Sage Publications.
- Patil, M.S. (2008). *Caste System and Dalit Feminism: A Comparative Study of Mang and Mahar Women in Maharashtra*. Unpublished Doctoral Dissertation, Jawaharlal Nehru University.
- Patil, M.S. (2005). History and Reform in the Reservation Debate. *Insight Magazine*, 1(7&8), 7-12.
- Ramadas, C. (2006). *Ayyankali: With Regards*, (Malayalam), Ernakulam: Dooth Books.
- Rao, S.S. (2002). Dalits in Education and Workforce. *Economic and Political Weekly*, 37(29), 2998-3000.
- Rege, S. (1998). Dalit Women Talk Differently: A critique of difference and towards a dalit feminist standpoint position, *Economic and Political Weekly*, 33(44), 39-46.
- Sadgopal, A. (2006). Anti-reservation ShriLL: Images Vs Reality, in *Debating Education 3: The Reservation Issue*, (pp.90-96). New Delhi: Safdar Hashmi Memorial Trust (SAHMAT).
- Sanil, M.N. (2006). Still A Part Apart, *The Little Magazine*, vi(4&5), 97-99.
- Senthil S.C. (2008). Caste, higher education and Senthil's suicide, *Economic and Political Weekly*, 43(33), 10-12.
- Sikand, Y. (2006). Defining Dalits, in *Debating Education 3: The Reservation Issue*, (pp.79-82), New Delhi: Safdar Hashmi Memorial Trust(SAHMAT).
- Simon Wigley, and ArzuAkkoyunlu-Wigley. "Human Capabilities versus Human Capital: Guaging the Value of Education in Developing Countries." *Social Indicators Research* 78.2 (2006): 287-304. Print.
- Srinivas, M, N. (2006). Caste in modern India, in M. Mohanti (Ed.). *Class, Caste and Gender: Readings in Indian Government and Politics-5*, (pp.154-182) New Delhi: Sage Publications.

- Sukumar, N. (2008). Living a Concept: Semiotics of Everyday Exclusion. *Economic and Political Weekly*, 43(46), 14-17.
- Tharu, S., Poduval, S. & Kumar. P. (1998). Higher Education, New Agendas, New Mandates, *Economic and Political Weekly*, 33(42/43), 2701-2702.
- Thorat, S. (2004). *The Hindu Social System and Human Rights of Dalits*. New Delhi: Critical Quest.
- Thorat, S. & Attewell, P. (2007). The Legacy of Social Exclusion: A correspondence study of job discrimination in India, *Economic and Political Weekly*. 42(41), 4141-4145.
- Thorat, S. (2008). Higher Education in India: Status, Emerging Issues and Approach in the Eleventh Plan, (pp.1-20) Fourth J.P. Naik Memorial Lecture, New Delhi: Educational Records Research Unit, School of Social Sciences, Jawaharlal Nehru University.
- Verma, V. (2011). Conceptualizing Social Exclusion: New Rhetoric or Transformative Politics, *Economic and Political Weekly*, (XLVI/50), 89-97.
- Weisskopf, T.E. (2004). Impact of Reservation on Admissions to Higher Education in India, *Economic and Political Weekly*, 39(39), 4339-4349.
- Weisskopf, T.E. (2006). 'With Reservations', *The Little Magazine*, vi(4&5), 24-32.

