



**Farook Training College Innovative Academia (FTCIA)**  
**Online Collaborative Learning Platform (OCLP)**

**OCLP**

**Pre-Edited Version of Study Materials.**

**(Chance for minor errors)**

Farook Training College Innovative Academia (FTCIA)

## **Online Collaborative Learning Project (OCLP)**

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*The entire materials are prepared by the B.Ed students (2020-22) of Farook Training College, Calicut, Kerala.*

*It is expected that this will be a support for those who need simplified, concise but comprehensive study materials for their examination preparation. It is a smart footstep to self learning and peer learning.*

*A note of appreciation to all student teachers who are the workforce behind this great endeavor.*

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B.Ed SEM-1-EDU-01-EDUCATION IN CONTEMPORARY INDIA

Unit 1

**Features of Indian society**

**Fahima. P**

## Concept of social diversity

- Social diversity is a feature of a society which is determined by caste, class, religion, occupational pattern in a given territory.
- In the social sphere, the general customs and manners of the people greatly differ. People of different regions use different types of dresses, their eating habits and customs differ.
- Certain people are quite civilized while others are very backward in their customs.
- The concept of diversity is most often used in relation to culture. Culture refers to our way of life including everything that is learned , shared, and transmitted from one generation to the next.
- Culture is not static.

## Diversity at individual level

- Diversity at individual level is often denoted as psychological differences among individuals.
- It is said that no two individuals are exact duplicates. They differ from each other in some way or the other.
- Individual differences are contributed by physical appearance and psychological characteristics.
- In psychology, individual differences refers to the extent and kind of variations or similarities among people on some of the important psychological aspects such as intelligence , personality, interests and aptitude.

## Regional diversities

- There is a vast difference between food habits, language, culture, customs, dress, lifestyle of people belonging to different regions. The diversity is reflected in the state wise division and within the states.
- India has great regional diversity. The country has mountains, sea coasts, deserts, plain areas and more. This is why India is a regionally diverse country.
- Regional diversity is an indication of each person's uniqueness from a certain area.



## Diversity in language

- Greatest variety in languages can be found in India.
- Most of these languages are distinct and have their own distinct form of writing and speech.
- In India, there are literally hundreds of linguistic groups each with its own characteristic sub culture
- Tribal groups or ones which are more isolated from the world are likely to speak a different language.

## Caste and class in Indian society

- Caste system may be defined as an integration of interacting endogamous groups into structure of a status hierarchy .
- In the traditional Indian society, a community was divided into a number of endogamous groups of intermarrying circles called castes.
- Members in each caste group followed the same hereditary occupation and were socio economically homogenous.
- The class on the other hand may be described as the division of society into different prestige categories or classes.
- Usually it is the prestige of the occupation followed by persons determines their position in class system.

## Tribal diversity in India and their anthropological features

- Tribe has been defined as a group of indigenous people having common name, language and territory tied by strong kinship bonds, practicing endogamy, having distinct customs, rituals and beliefs.
- The tribal population of India constitutes nearly 8.6 percent of the total population.
- Some of the major tribal groups in India include Gonds, Santhals, Khasis, Angamis, Bhils, Bhutias and Great Andamanese. All these tribal people have their own culture, tradition, language and lifestyle.

- The constitution of India has recognized tribal communities in India under Schedule 5 of the constitution. Hence the tribes recognized by the constitution are known as Scheduled tribes.
- Tribal people in India are called Adivasi carrying the specific meaning of being the original inhabitants of a given region.
- Tribes represents an element in Indian society which is integrated with the culture mosaic of our civilizations.

## Racial diversity

- A race is a group of people with a set of distinctive physical features such as skin, colour, type of nose, form of hair etc.
- India possess a rich variety of races.
- Prof.V.A Smith says “ from the human point of view India has been often described as an ethnological or racial museum in which numerous races of mankind may be studied”
- Most contemporary anthropologists classify Indians as belonging to one of the four major ethno racial groups ; Coucasoid, Mongoloids and Negritos.
- Dr. B.S Guha identifies the population of India into 6 main ethnic groups ; the Negrito, the Proto Australoids, the Mongoloids, the Mediterranean or Dravidian, the Western Brachycephals and the Nordic.

- The people of India can be viewed as 6 racial groups namely, Indo Aryan, Saytho Dravidian, Mongolo Dravidian, Mongoloid, and Dravidian.
- People belonging to these different racial stocks have little in common either in physical appearance or food habits.

## Physical diversities

- India is a land of geographical diversities.
- Its geographical diversity extends from great Himalayas in the north, Plains of Ganges and Indus, Deccan plateau, western and eastern sea coasts and to a number of islands.
- The extreme diversity of physical features presents different kinds of climatic conditions for the inhabitants.
- Cherappunji in Assam is the place which records the highest rainfall in the world and on the other hand there is no rainfall in the deserts of Rajasthan.
- When pinching winter is felt in the Kashmir region for more than the people of extreme south like Kerala never experience such cold at any time.

## Role of education in respecting diversities

- Education has a major role in respecting diversities of the nation.
- Education helps in unifying countries through assimilating cultures, develops pluralism among citizens and ultimately developing a diversity consciousness among citizens.
- Assimilation – process in which people lose their cultural differences and blend into the wider society.
- Pluralism – process through which cultural differences are acknowledged and preserved.
- Diversity consciousness – is the understanding, awareness and skills in the area of diversity. It can be nurtured through the process of education.
- Globalization and technology – Education helps in living in the world of globalization and technology.



- Self awareness – education develops self awareness among individuals. Uncomfortable experiences in strange lands can teach us about ourselves. By examining how we react and adjust to cultural experiences shape our thinking and behaviour.
- Diversity education – refers to all strategies that enable us to develop diversity consciousness. Through diversity education, we develop awareness, understanding and a variety of skills in the area of diversity. Among these are flexible thinking, communication, teamwork and leadership skills as well as the ability to overcome personal and social barriers.

## Analysis of case studies, educational statistics and field engagement with diverse groups

This is mainly intended to get practical experience to teacher students on the feature of Indian society, more specifically its diverse nature. Curriculum suggests 3 types of practical experience for learners.

- Analysis of case studies – A thorough review of case studies about any sections, class, tribes, religious groups, linguistic groups or a group of people living in remote area such as islands can develop self awareness about the deep rooted diversity in India and to develop a diversity consciousness.
- Analysis of educational statistics – Analysis of educational statistics such as enrolment ratio in different levels of education among different castes, classes, religions, states etc can develop awareness about the effects of diversity.

- Field engagement with diverse groups – Conducting field visits to diverse groups such as rural areas, tribal areas, urban dwellings, coastal areas or any remote areas can provide realistic and life oriented examples to develop awareness about the complex nature of Indian society.

## Aspirations of Indian society

- Nationalism – Lack of national consciousness, growing regionalism, casteism and communalism and lack of good leadership lead to the phenomenon of disintegration. Today Indian society has to aspire for the growth of the nationalistic spirit. It is essential to continuously strive to integrate multi complex heterogeneous subgroups into the mainstream of cohesive national life.
- Social order- The components of Indian social order are ;
  - a) Family and kinship- It performs essential social functions such as socialization, economic function and moral development. The aspiration of Indian society today should be to preserve and reinforce the Indian family ideal.

- b) Economic order –The Indian society has to aspire for the alleviation of widening gap between rich and poor.
- c) Religious order – Religions provide peace and harmony to the society. But it also can be misused by the terrorists and communalists. India should aspire continually for the safeguards of religious harmony and tolerance.
- d) Legal order – Obedience of law is mandatory and violations of law are punished by the organized force of the community. The Indian society has to be aspire in strengthening the legal order for efficient action.

## 2 Mark Questions

1. What do you mean by the concept of social diversity?

## 4 Mark Short Essays

1. Briefly explain racial diversities of Indian society.
2. Discuss the factors contributing to inequality in Indian society.

## 10 Mark Essays

1. What are the different forms of diversity in Indian society? Explain the role of education in respecting diversities?



Unit 2  
**Education and Contemporary India**

**Anita James**  
**Afrah**

# Education- Fundamental understandings

Meaning of Education: Education is the process of bringing desirable changes into the behaviour of the human being.

❖ Etymological: , the word “Education” has been derived from different Latin words:-

- Educare - To bring up, to nourish
- Educere - To lead out, to draw out
- Educatum - Training , act of teaching
- E & Duco - from inside & progress
- Educatus – to bring up, educate

❖ Broad Meaning: • Life itself / womb to tomb process

❖ Narrow Meaning : • Schooling/instruction

❖ Synonyms of Education

- Pedagogy – to lead the pupil
- Shiksha – to instruct , to control
- Vidya – to know

## Definitions of Education

- ❖ Education is the manifestation of divine perfection, already existing in man.  
-Swami Vivekananda
- ❖ By education, I mean an all- round drawing out of the best in the child and man- body, mind and spirit.  
-Gandhiji
- ❖ Education is the creation of a sound mind in a sound body.  
-Aristotle
- ❖ Education is natural, harmonious and progressive development of man's innate powers.  
-Pestalozzi
- ❖ Education means the bringing out of the ideas of universal validity which are latent in the mind of every man.  
-Socrates
- ❖ Education is complete living.  
-Herbert Spencer
- ❖ Education is the capacity to feel pleasure and pain at the right moment.  
-Plato

## Functions of Education

The function of Education is to help the growing of a helpless young animal into a happy, moral and efficient human being. The following are the major functions of education:-

- Progressive development of innate powers
- All round development of personality
- Character formation & moral development
- Preparation for adult life
- Preservation of culture & civilization
- Creation of the sense of citizenship
- Developing international understanding
- Inculcation of social feelings
- Development of a sense of community involvement
- National development
- Proper use of leisure time
- Improving emotional unity
- Control and sublimation of basic instincts.

## Aims of Education

- ❖ Knowledge aim – Knowledge is essential for intellectual development, better adjustment in life, social efficiency, character formation and spiritual upliftment.
- ❖ Vocational aim – Vocational education has rich potential for interesting activity, initiative, experimentation, discovery and creativity. It can help in developing the head, heart and the hand alike.
- ❖ Harmonious development aim – It include the harmonious development of the head, heart and mind.
- ❖ Complete living aim – It was formulated by Herbert Spencher. According to him complete living consists of five groups of activities- self preservation, securing a vocation, being a worthy member of his home, contributing one's best to the society and utilizing leisure time profitably.
- ❖ Character aim – Character depends on strong will supported by sound moral principles. It can be strengthened by concentration, self control and culture of refined sentiment.
- ❖ Individual aim – It aim at the development of all innate abilities of the individual. It should cater to the needs to the physical, intellectual, social, emotional and moral development of the child.
- ❖ Social aim – It aims at making each individually socially efficient. Also prepare pupils to live successfully in a society.

## Nature of Education as a discipline

- Education is a life long process- It starts from the womb of the mother and continues till death. It is the process of development from infancy to maturity.
- Education is a systematic process- It refers to transact its activities through a systematic institution and regulation.
- Education is the development of individual and the society- It is called a force for social development, which brings improvement in every aspect of the society.
- Education is modification of behavior- Human behavior is modified and improved through educational process.
- Education is training- Human senses, mind, behavior, activities, skills are trained in a constructive and socially desirable way.

## Continuation...

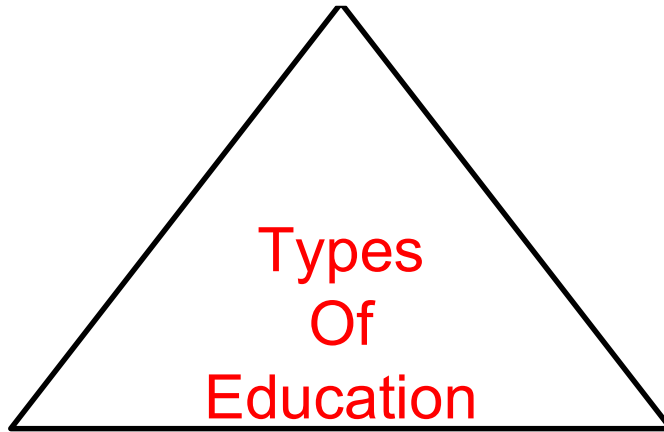
- Education is life- Life without education is meaningless and like the life of a beast. Every aspect and incidents needs education for its sound development.
- Education is a continuous reconstruction of our experiences- Education reconstructs and remodels our experiences towards socially desirable way.
- Education is a dynamic process- Because it develops the child according to changing situations and times. It always induces the individual towards progress.
- Education is a bipolar process- Here one personality acts on other to modify the development of the other person.
- Education is a three dimensional process- All education proceeds by the participation of the individual in the social consciousness of the race. Thus it consists of 3 poles- the teacher, the child and the society.

Formal Education

Types  
Of  
Education

Informal  
Education

Non Formal Education





## Formal Education

- It is intentional, organized and structured form of learning, imparted in educational institutions like School, College or University.
- It is facilitated by a teacher or trainer in a classroom, intentional on the part of the learner and leads to certification.
- It is regular and on a continuous basis.
- It is hierarchically structured, chronologically graded and legally institutionalised.
- It is an examination oriented system of education where the individual is loaded with knowledge by the teacher.
- It is a type of education that incorporates formalism. Many types of formalities are observed here like age of admission, curriculum, syllabus, textbooks, timetable, methods of teaching, qualification of teachers, inspection, supervision, examination etc.

# Characteristics

- Deliberate
- Fixed place
- Curriculum and syllabus
- Specific objectives
- Assessment
- Certification

# Merits and Demerits

## Merits

- Imbibes self discipline.
- Can be given to large number of students simultaneously.
- Help to develop social qualities in the learner.
- Gained knowledge can be measures or evaluated.
- Can easily implement the policies and programs of the State.
- Continuous learning.

## Demerits

- Rigid program
- Merely bookish
- Unnatural way of teaching and learning.
- Does not consider student's attitude, value and customs.
- More burden to the learner.
- Not accessible to many especially to those who are socially and economically weak.

## Informal Education

- Informal education is the kind of learning that take place incidentally from the everyday experience of the individual.
- He learns all the time, from every event and from every experience.
- It has no anticipated goals, formal planning and rigid organization.
- It is unsystematic.
- It is a life long process and happens at all levels and phases of life.
- This can be any type of information that the learner picked up from the television, radio, conversations with friends and family.

## Characteristics

- Learner is highly motivated
- No formalities are observed.
- No specialized agency or institution to impart this.
- Nothing is preplanned.
- No formal goals fixed up and no means to attain these
- Often spontaneous
- No formal curriculum
- Never organized
- Unintentional but essential
- Can be negative

# Merits and Demerits

## Merits

- Anywhere and at anytime.
- Takes place in each and every moment.
- Uses variety of methods.
- Lifelong education
- No specified teachers and examinations
- No conscious effort to learn
- Long retention is possible
- Accelerate social adaptability of the individual.

## Demerits

- Non purposive, unplanned, unsystematic and unorganized.
- No time limits.
- Can absorb wrong information through media.
- Invalid for certification and professional recognition.
- Doesn't give much confidence to the learner.
- Do not prepare the learner to face the challenges of a modern technology dominated society.
- Acquisition of in-depth knowledge is not possible.
- It lacks comparability.

# Formal and Informal Education

## Formal

- Several formalities
- Direct education
- Controlled envt.
- Time bound
- Conscious
- Fixed goals
- Given for a particular period
- Conscious efforts are made by the training & learning.
- It is institutionalized
- There is prescribed syllabus to cover
- Learning is always deliberate
- There is often examination and certification.

## Informal

- No formalities
- Indirect education
- Uncontrolled free envt.
- No time limit
- Unconscious
- No goals are fixed
- Life long
- No conscious efforts from the part of either the training & learning.
- It is non- institutionalized
- There is no prescribed syllabus to cover
- Learning is incidental
- There is no examination and no certification.

## Non Formal Education

- It is an organized and systematic educational activity carried on outside the established formal system.
- It facilitates multiple entry, exit and re-entry and re-exit.
- It is an open system of education without rigid rules and regulations and fixed time schedule.
- Non-formal education is primarily dominated by principle of flexibility and elasticity.
- It links the programme of education to the needs, abilities and aptitude of the student.
- It is intended for all ages and sections of the society.
- It is flexible in admission, curriculum, time-table, attendance, methods of teaching, examination, certification etc.,
- Mass media, Non govt. organizations, correspondence courses, open schools, open universities etc., are some of the agencies.



## Characteristics

- It is flexible.
- It is oriented towards the learner as well as his environment and life.
- It is diversified in content and method
- It is non authoritarian
- It is built on learner's participation
- It mobilizes local resources.
- It enriches human and environmental potential
- It has no time boundaries

# Merits and Demerits

## Merits

- It is the only means of filling up the gap between the 'schooled' and 'unschooled population'.
- It provides part-time instruction to the non-enrolled children and to those who cannot follow full-time programmes.
- It fulfills the educational needs of all children, youth, adults, men, women, rich and poor, merchants, farmers etc.,
- It will help to eradicate adult illiteracy.
- It will enable the pupils to learn and earn.
- Non-formal education enables to study those students who had to
- discontinue formal education due to financial and other circumstances.
- It will enable students in geographically remote areas to get education because the formal education cannot be within their reach.

## Demerits

- It is always treated as secondary and inferior.
- Less commitment and seriousness from the part of the learners as well as from the part of the stakeholders.
- Many higher level cognitive skills are not often possible to accomplish.
- Seldom counted as equivalent to formal education for employment and placement purposes.
- Disadvantages in terms of social prestige, access to good jobs and access to public treasury.
- As the peoples are opting this after a particular period, exact development can't be takes place.
- Teachers are not well trained.

# Formal and Non Formal

## Formal

- It is rigid
- It is development based
- It is time bound education
- The curriculum, subjects of study and co-curricular activities are fixed
- Not integrated with work
- Characterized by externally imposed discipline
- Confined to educational institutions
- It is teacher dominated and authoritarian
- More subject centered

## Non Formal

- It is flexible
- It is need based
- It is not a time-bound edn.
- The curriculum, subjects of study and CCA are varied and diversified
- Always integrated with work
- Characterized by self imposed discipline
- Not confined to any educational set up
- It is participatory and lenient
- More learner centered

## Levels Of Education

### 1. Pre- Primary Education

It is informal education of the child in the age group 3-6 carried out the formal educational institutions before the child joins the primary classes. It is also known as Nursery education, Kindergarten education, ECCE etc.

#### a) Need and Importance of Pre- primary Education:-

The first 5 years of the child are the most impressionable years of its life. It helps in a child's emotional, social and personal growth and development. It is helpful in developing children's interests, help to working mothers, relief to the parents who are busy in dealing household duties, prepare child to his or her primary education.

#### b) Problems of Pre- primary Education:-

- Attitude of parents- Parents in non- urban areas are little interested in giving pre- primary education.
- Poverty of parents- Poor parents cannot afford to send their children to nursery school as most of schools are private.
- Problems of finance- In order provide education to all children, large number of schools are required which in turn require a lot of money.
- Problem of control- As most of the nursery schools are being set up by private organizations, the Govt has no control over such institutions. They are imparting sub- standard care and education to the children.

- Problem of curriculum- They do not have a proper curriculum. Mostly they relay stress upon formal instruction. Activities for creative expression are not provided in these institutions.
- Problem of staff- most of the Pre primary schools are run with unqualified staff.
- Problem of Inadequacy of space and equipment- Necessary space and equipment are indispensable for efficient and effective functioning of pre- primary schools. But most of the existing institutions work in congested buildings are ill- equipped.

## 2. Primary Education

It is the first stage of formal education which comes after pre primary education and before secondary school. Primary education comprises of two stages – Lower Primary stage of 4 years, covering the age group 6 to 10 and Upper Primary stage of 3 years, covering the age group 10 to 13.

### a) Importance

It is the foundation on which the entire educational structure is to be built. It moulds the personality of the child. Here the child learns the fundamentals of his culture and gathers necessary knowledge and acquires fundamental skills and attitudes required for leading a successful life in a democratic society.

## b) Problems of Primary Education

- Apathy of parents- A majority of parents in India do not bother about the education of their children.
- High birth rate- As a result of high birthrate, efforts to make a compulsory primary education is not fully succeeded.
- Conservation beliefs of religion and tradition- Some parents restrict education to their daughters as part of their religious and traditional beliefs.
- Existence of backward groups- groups such as SC/ST do not bother about giving education to their children as they can not afford.
- Poverty of parents- Some parents cannot even afford to their daily requirements. So they cannot meet the day today expenses of the child incurred by him in school in connection with his education.
- Scattered habitations- As a result of this, many children cannot be brought under the roof of a school.
- Problem of space- most of the schools operate in unsuitable buildings with inadequate space.
- Problem of resources- only a few schools have facilities like blackboard, furniture, drinking water, urinals etc.

## c) Suggestions for improvement

It include co-operation of parents, population control, financial support, opening more schools, enhancement facilities etc.

### 3. Secondary Education

It takes place after seven years of primary education and it consists of class 8,9,10. It is considered as the basic educational qualification of a person. Earlier, it was the terminal stage of education for most of the pupils. But now, importance of education and vocation is very well known by the society.

#### a) Problems of Secondary Education

- It ignores the individual difference in intelligence, aptitudes and interests of children.
- It is bookish and divorced from real life.
- Rigid timetable and lack of opportunities in classroom for experimentation and research.
- It is purely academic. A person after qualifying the matriculation examination cannot find a vocation.
- There is much wastage because of mass failures at the matriculation level.
- Children learn to pass the examination and not for realising the developmental goals.
- Lack of qualified teachers

## 4. Senior Secondary Education

It consists of 2 years (+1 and +2). Students have the freedom to choose preferred stream and subject. Based on the chosen stream and subject they go for higher studies.

### a) Problems of Senior Secondary Education

- Due to extension of high schools it do not have adequate facilities such as libraries and laboratories.
- In rural areas parents are apathetic to this scheme.
- Non availability of trained, experienced and qualified teachers for diversified courses.
- Lack of facilities for scientific evaluation.
- The required personnel such as counsellors and psychologists are not available to provide proper guidance.



## 5. Higher Education

It means university education of the academic streams that lead to general degrees. They become more specialized in subjects. Higher education includes professional courses such as engineering, medical, agricultural etc. It is an optional final stage of formal learning that occurs after the completion of senior secondary education.

- Under graduate stage- 3 to 5 years, usually begin at the age of 18, 3 year courses such as arts, science, humanities etc., 4 year courses like agriculture, engineering, pharmaceutical science etc.,
- Post graduate stage- 2 years, known as masters, here one can specialize any preferred subject.

### a) Importance of Higher Education

More job opportunities, increase your earnings, better citizen, personal development, less fear of unemployment etc.,

### b) Problems of Higher Education

- Most of the colleges do not have the minimum facilities for effective teaching.
- Admission procedures are not scientific.
- inadequate financial support
- Political influence
- Lack of project based learning
- Quality and assessment of practices
- Job placement

## b) Suggestions for improvement

- Only students with aptitude and abilities should be admitted for higher education. Others should be directed to polytechnics and other courses that provide a vocation.
- Correspondence courses and part time courses should be organized in order to reduce pressure on institutions of higher education.
- To attract better teachers the service conditions of teachers should be improved.
- While sanctioning new colleges, provision of minimum facilities should be ensured.
- University centres should be established at different places for providing necessary guidance to the nearby affiliated colleges.

## 6. Professional Education

It includes any programmes that improve the knowledge, skills, attitudes or behaviours required for a particular job. Professional education refers to education for professional jobs, which could include medicine, engineering, teaching, law etc. such jobs are often referred to as white collar jobs and such education usually takes place at a university. In India, important professional courses are medical, engineering etc. It is more practice and skill oriented and such courses require vigorous training in the field.

## 7. Distance Education

It refers to teaching and learning situation in which the teacher and the taught are geographically separated and therefore, rely on electronic devices and or print materials for instructional delivery.

The advantages of distance education are the following:-

- It is reliable and cost effective alternative means of communication.
- Provide education to the learner at his door, even to those who live in remote areas.
- Provide many benefits to adults.
- Provides a variety of programmes according to the needs of the learners.
- Helps in the co-ordination of various educational dimensions such as general, basic, professional, technical, lifelong and in-service programmes
- Minimizing pressure caused by the explosion of population.
- Realisation of educational needs
- Learner centred in the sense that suits the needs, conveniences and aspirations of the learners.
- Provides freedom to the learner

## 8. Open Education

It is the education without academic admission requirements and is typically offered online. Open university provide university level education for all those who are capable of achieving it, regardless of their age, status or previous academic qualifications. Here teaching materials are directly send to the students. It allow students to study at their own pace, they can drop out of the system between courses and start studying again at their own convenience. Most significant characteristic is its multi media approach. It gives correspondence courses, contact classes, T.V and radio etc. lesson packages and questions based on these are sent regularly to the students. Students also receive a list of books which they are recommended to read. IGNOU is an important open university in India.

## 9. Adult Education

It is the practice of teaching and educating adults. It takes place in the workplace, through extension schools, community colleges, lifelong learning centers. It is provided at the night time while people are engaged during the day time. Its aim is to make the adults realize the importance of education, so that they give education to their own children.

## 10.Special Education

It is the practice of educating students in a way that provides accommodations that address their individual differences, disabilities, and special needs. Such students have some other potential. So they have a different curriculum.

## 11. Inclusive Education

It is a new approach towards educating the children with disability and learning difficulties with that of normal children within the same roof. It help to remove inferiority complex among disabled children, prepare to face new challenges, help to identify their skills etc. Some barriers of this include negative approach, lack of physical facilities, lack of funds, lack of trained teachers, social discrimination, inappropriate curriculum etc.

## 12. Alternative Education

Also known as non traditional education. It includes a number of approaches for teaching and learning, separate from that offered by traditional education.

Eg :Rishivalley school

# INTERDISCIPLINARY NATURE OF EDUCATION

- Interdisciplinary approach, learners draw two or more disciplines in order to advance their understanding of a subject or problem that extends beyond the scope of any single discipline
- The term interdisciplinary is applied within education and training pedagogies to describe studies that use methods and insights of several established disciplines or traditional fields of study

## EDUCATION AND PHILOSOPHY

- Philosophy is considered as the mother of all sciences, it is the root of all knowledge
- Philosophy determines the real destination towards which education has to go
- Great philosophers have been great educationists also

- Education is the dynamic side of philosophy
- Education is a means to achieve the goal
- Philosophy is wisdom, education transmits that wisdom from one generation to another
- Education and philosophy are the two sides of the same coin
- To answer many questions pertaining to education( what is education?, why should a child be educated?, for what is he to be educated, how is he to be educated?)
- Aims, curriculum, text book, methods of teaching, evaluation etc. are influenced by philosophy
- Aims of education are related to aims of nation and aims of society, which in turn is related to philosophy of life
- Various fields of philosophy like the political philosophy, social philosophy and economic philosophy have great influence on the various aspects of education

## EDUCATION AND PSYCHOLOGY

- Education is the modification of behavior in a desirable direction or in a controlled environment and psychology is the study of behavior
- Consider needs, interests, attitudes and other psychological factor
- Preparation of curriculum for different stages as per the age, ability and capacities of the learner must be based on some of the psychological principles
- Effectiveness of teaching methods
- Individual differences
- Classroom discipline – Reinforcement

## EDUCATION AND SOCIOLOGY

- Sociology is the science of society and education is an implicit aspect of any social system
- Education is the function of a social system and sociology is the study of it



- Socialization is the aim of sociology and is attained through Education
- Educational system is different in different societies
- Influences aims, curriculum, methods
- Education is the means for achieving the goals of sociology

### EDUCATION AND ANTHROPOLOGY

- Classroom is a miniature society
- Education has the important aim in inculcating human values in learners so that people learn to tolerate differences, develop, compassion and live in peace and harmony based on understanding and acceptance of mutual difference
- Enculturation and Acculturation
- Anthropology helps to accommodate cultural differences in the classroom
- Helps to unravel the common misconcepts in Education
- Cultural pattern of a country determines its educational pattern
- Helps to support sustainable, people centric educational policies, curriculum construction and above all better focused training

## EDUCATION AND POLITICS

- Education is the right of the nation and politics should make sure it is provided
- Education enhances political engagement and civic
- Education produce the best of responsibilities governments and in turn politics determine the many aspects of education
- No educational system can survive without the financial support and protection of the government in power
- Education is the servant and product of education

## EDUCATION AND HISTORY

- History interprets the past and the present education modifies it
- Education of the history helps to improve the quality of life for mankind including education
- Educational development taken place not in a single day but through the historical progresses.

- Historical approach is one of the approaches adopted in the methods of teaching
- The life and sacrifice of historians, eminent personalities and scientists are not only the lessons of History but also that of Education
- History has a much role on the educational progress from traditional Guru Kula system into modern technological online teaching.

## 2 Mark Questions

- 1) Define education according to Swami Vivekananda?
- 2) Define non formal education with examples?
- 3) What is the knowledge aim of education?
- 4) Define education according to Gandhiji?
- 5) Define informal education with examples?
- 6) What is the role of philosophy in education?

## 4 Mark Questions

- 1) Analyze the problems of secondary education in India?
- 2) Role of philosophy in education?
- 3) Analyze the problems of primary education in India?
- 4) Education is a womb to tomb process. Analyze the concept?
- 5) Philosophy and education are inter-related. Explain?
- 6) Major aims of education?
- 7) Various agencies of education?
- 8) Explain different types of education?
- 9) Explain interdisciplinary nature of education?

## 10 Mark Questions

- 1) The highest function of education is to bring about an integrated individual who is capable of dealing with life as a whole. Explain the concept of education in terms of meaning, definition, function and aims?
- 2) Discuss the emerging issues and challenges of higher education in India. Suggest few remedies to improve the quality of higher education?
- 3) Explain the interdisciplinary nature of education.

Unit 3  
**Evolution of Education in India**

**Afrah**  
**Farsana K**

# **History of Education in ancient and medieval India**

- Indian civilization is much older than the ancient civilization of the west. The ruins of a human civilization have been found in the excavations of Harappa and Mohenjo-Daro. It seems to have developed in the Indus Valley which is said to be older than the most ancient Egyptian civilization of the west. Sind-Baluchistan region also shows a civilization older than the west.
- In order to understand modern Indian education and its problems, a study of education in ancient and medieval India is essential.
- The beginning of education in ancient India can be traced back to the education through the Upanishads and Dharamshasthras. The most important contribution of the ancient Indian system of education is the concept of Gurukulas.



# Vedic system of education

Education in the ancient Indian vedic times focused on the following features.

- Knowledge and Experience-The Gurukulas laid emphasis upon knowledge, obtaining of experience and students exhibited the knowledge through discussions.
- Spirituality-Knowledge came to be seen as the instrument of salvation. Nature was regarded as divine and worshiped. Fire sacrifices, fasting and taking of vows became a part of life. The objective of education was centered on the spiritual world.
- Development of good character and personality-Education aimed at developing the virtue of self control, self respect, love, co operation, sympathy etc in the students.

- Fulfillment of duty-Great importance was attached to developing qualities as discipline, obedience, fulfillment of social responsibilities etc. Education was also aimed at earning for livelihood and for this some skills were taught
- Protection of culture-Considerable attention was given to the protection and propagation of culture. This is through the gurukulas.

#### AIMS OF VEDIC EDUCATION

- Immediate aim-Vocational
- Ultimate aim-Self realization or moksha

# Gurukula system of education

- ~~The oldest educational institution~~
- Education in the house of Guru, situated in forests in serene and peaceful surroundings
- Rituals are there in education. Upanayana is the ritual to start education
- Particular period of education. e.g. 12 years, entry at 6 to 8 years
- Oral teaching was prevailed
- Pandits were the teachers
- Sanskrit was the medium of instruction
- Practice of homa, pooja, etc
- Admission to Brahmins or higher castes
- Followed strict discipline
- Method of education- sravana, manana, and nidhidhyasana
- Subjects were Veda, literature, mathematics, Vedanta etc
- Moksha is the ultimate aim
- Guru is like god

## Demerits of Vedic Education

- Rigidity in structure
- Strict discipline
- Education for based on caste
- Immense importance to religion
- Lack of freedom of thought
- Neglect of women education

## Buddhist Education

- Buddhists imparted education in **Sanghas** and **Viharas**
- Sanghas means collective groups and viharas are buddhist monastery
- Every kind of religious as well as worldly education was there in Buddhist education
- The buddhist education was open to all, there was no caste system or any other barriers to those who seek education
- Based on the teachings of Gautam Buddha
- Teaching were mainly oral
- Medium of instruction was in Pali language

## Buddhist Education

- Two levels of education – primary and higher. Children of six years were admitted to their primary level of education
- The initial ceremony of buddhist system of education was known as Pabbaja or Babbajja.
- The final ordination ceremony was known as Upasamvada or Upasapada.
- Buddhists raised India's international stature considerably by the high level of education in their monasteries
- Education were in the cave dwellings or in their monks residences.
- Bikkus(bikshus) were the teachers who were the buddhist monks
- Wherever Bhuddhist monasteries or viharas were established, educational centres too emerged. Among the most notable universities developed during this period, were the universities at Taxila, Nalanda, Ballabhi, and Vikramashila

# Nalanda and Taxila

## NALANDA

- The most famous university of ancient India, was situated near Patna in Bihar
- Established by emperor Asoka in 4<sup>th</sup> century B.C
- Devoted to Buddhist studies, but also trained students in fine arts, medicine, mathematics, astronomy, politics and art of war.
- Students from foreign countries like China, Middle Asia, Jawa, Korea used to come
- It is from here the propagators of the messages of the Buddha proceeded to China and Tibet.
- Its golden age was from the 5<sup>th</sup> century to the 13<sup>th</sup> century AD

## TAXILA

- It was the educational institution started by Emperor Bharatha in the memory of his son
- This was situated at the capital of Gandhara
- Taxila maintained good relation with foreign countries such as Greece, Babylonia, Persia and China
- Education was for all caste
- Instruction started by the age of 16 and continued for 12 to 15 years
- The curriculum mainly consisted of the Vedas and 18 specialisations, besides Mantaras and Tantras



## Demerits of Buddhist Education

- Primary emphasis upon religion
- Hatred for handwork
- Neglect of women education
- Neglect of worldly life

# Islamic Education

- Education in medieval India is a great epoch of Indian education
- Islamic education flourished at the period of Delhi Sultanate and Mughal Empire
- Mohammed Gazni invaded India and established Islamic education
- Education was restricted to men only
- Education was imparted through Maqtabas and Madrassahs attached to the Mosque

## AIMS OF EDUCATION

- Propagation of religion
- Spread of the message of Quran and Hadis
- Teachers laid emphasis on the inculcation of moral and spiritual values

- Preparation for life here after
- Strengthening of administration

## MAQTABS AND MADRASSAHS

### MAQTABS:

- It was taken from the Arabic word 'Kataba' means 'to write'
- It is the primary educational institute
- Admission was through the formal observance of a ceremony known as 'Bismillah'. The ceremony was observed when the child was 4 years, 4 months, and 4 days.
- It was run under the guidance of learned 'Moulavis'
- Teaching of alphabets of Arabic and the recitation of the Quran was at most compulsory

## MADRASSAHS:

- It was taken from the Arabic word 'Darasa' which means 'to learn'
- It provided higher education to the students
- Education was free
- No examination and was promoted according to the opinion of teachers
- Three types of degrees- Fazil, Aalim, Kabil

## Demerits of Medieval Islamic Education

- It was rigid with reference to religion
- Education of women and Hindus was neglected
- Individual attention was lacking
- Corporal punishment was common
- No psychological incentive was provided for pupils

## Patronage of learning under Mourya, Gupta and Mughals

- Mourayas, Guptas and Mughals are the major dynasties in India
- During the period of these kingdoms, educational system developed along with the remarkable achievements in other fields.

### EDUCATION IN MOURYAN PERIOD

- It was the largest empire ever in the Indian subcontinent(BC 322-185)
- The Mauryan kings were great patrons of the arts and literature
- The guilds of the merchants began to render an imperative contribution to education
- The universities of Nalanda and Taxila were set up by the Mauryans
- Fine arts and architecture were cultivated and encouraged

- Buddhist monasteries also acted as educational institutions
- Taxila, Ujjayini, and Varanasi were famous centers of learning
- The education they provided was the areas of metallurgy, mining, carpentry, weaving and dyeing

### EDUCATION IN GUPTA PERIOD

- Gupta period is considered as the golden age of Indian history because of its high level of development in education, literature, art, architecture and science.
- During the Gupta period education was given at most importance. This is evident from the intellectual output in various fields like literature, science, mathematics, astronomy, astrology, medicine
- Important centres of learning - Patliputra, Vallabhi, Ujjain, Ayodhya, Nashik.
- The teachers were learnt Brahmanas, known as acharyas and Upadhyayas sometimes called bhattas.
- Teachers and acharyas were given fees in the forms of agraharas it was given by Gupta rulers and general public.

- The students were called sishyas-they had to learn 14 sections of science comprising of four Vedas six vedangas, the puranas, mimamsa, nyaya, and dharma.
- They are so hard to get the knowledge of vyakaran-grammar
- Students from other countries came to get education like China and south east Asia
- Nalanda and Taxila were the two important universities

### EDUCATION IN MUGHAL PERIOD

- Education mainly through Maqtabs and Madrassahs
- The credit for organizing education on a systematic basis goes to Akbar, he treated all his subjects alike and opened a large number of schools and colleges for Muslims as well as for Hindus throughout his empire
- He also introduced a few curricular changes, based on students individual needs and the practical necessities of life.

- Girls received their education at home or in the house of some teacher living in close proximity. There were special arrangements for the education of the ladies of the royal household, and some of the princesses were distinguished scholars
- Vocational education was imparted through a system of apprenticeship either in the house of ustads (teachers) or in karkhanahs (manufacturing centers).
- There was no separate administration of education, and state aid was sporadic and unsteady
- Colleges were established at Fatehpur Sikri, Agra, Delhi, and other places.
- Islamic theology, jurisprudence, philosophy, logic, and astronomy were taught by distinguished teachers some of whom had received education from outside India



## COLONIAL POLICY OF EDUCATION

- British people came to India for business deals.
- They entered Indian sub-continent as traders seeking spices.
- First they spread their powerful hands in Bengal.
- Later their aims changed and tried to establish an empire in India.
- Socio-political conditions of Indian subcontinent helped them to become the ruler.
- Britishers showed no interest in the development of education system in the first stage of their rule in India, because their prime motive was trading and profit-making.

- The company wanted some educated Indians to assist them in the administration of the land and to understand the local customs and laws well. Moreover they needed support from Indian people.
- To fulfill their needs they started some educational institutions in **Calcutta, Madras** and **Benaras**.
- To win the sympathy and support of both Hindus and Muslims communities, they started

**The Calcutta Madrasa** - 1781 (by Warren Hastings)

**Benaras Sanskrit College** - 1791 ( by Jonathen Duncan)

- They appointed **Pandits** in Benaras Sanskrit college and **Moulavis** in Calcutta Madrassah

## ACTIVE INTERVENTION OF THE BRITISH IN INDIAN EDUCATION

- There were various acts that were established for the education and its development in India during British rule.

Few of the important ones are mentioned below.

### ❑ First Charter Act 1813

- **Charles Grant** came to India and studied about Indian education in 1773 .
- He conducted a survey and wrote an essay '**observation**'.
- He recommended the spread of education in India.

The other major recommendations are,

- ❖ English is to be given special importance
  - ❖ Education through Indian languages
  - ❖ Recommended science, literature, philosophy, religion and other subjects.
- 
- English Parliament accepted these suggestions but implemented after 40 years in 1813.
  - The **Charter Act of 1813** was the first concrete step towards modern education in the country and Charles Grant considered as **Father of modern Education in India**.
  - As per this act, Govt. appointed East India company to educate Indians. They decided to spend 1 lakh Rs per year to Indian education and the process reviewed after every 20 years.

## ❑ Second Charter Act

- Next Charter came up in 1833.
- As per this charter, the amount is increased from one lakh to 10 lakh annually.
- To spend this amount **Thomas Babington Macaulay** came to India as Law member of the Government Generals Council in 1834.
- When he reached here there was a controversy among Indians about the medium of education.
- There were two classes of people among which one group argued for education in Indian languages and the other to the English language.

- The controversy among the people is known as **Oriental- Occidental controversy/ Oriental Anglicist Controversy.**
- Lord Macaulay solved this controversy through his proposal of education for the Indians, called **Macaulay Minutes.**
- Through this, he justified the use of English as the medium of instruction. Thus the controversy has come to an end.

**According to his Minutes:-**

- Indian knowledge and languages considered completely worthless.

For instance, he said of Indian literature: *“...a single shelf of a good European library was worth the whole native literature of India and Arabia.”*

- He also believed that western science was far superior to Indian knowledge
- He advocated the shutting down of all colleges where only eastern philosophy and subjects were taught.
- He suggested English literature along with Sanskrit and Arabic and appointed English Scholars
- English is the most flourishing and useful of all European languages
- He proposed **Downward Filtration theory**. They will give education to some upper class people only and from them education will be filtered to the lower levels .

- He wished to create a class of Indians who were Indian in colour and blood but English in taste and affiliation.
- Education is good for health and not for taste
  
- Macaulay's proposals were officially sanctioned in March 1835.
- In 1837, English was made the court language.
- In 1844, high government posts were open to Indians.

Thus the dreams of Macaulay became true.



## □ WOOD'S DISPATCH

- **Charles Wood** was the President of the Board of Control of English East India Company. He had a great impact on disseminating education in India.
- In **1854** he sent a **dispatch** on 19<sup>th</sup> July to Lord Dalhousie, the Governor-General of India, during the period of third charter act.
- Wood's dispatch suggested that primary schools must Adopt vernacular languages.
- Through the dispatch, he also suggested that high schools use anglo-vernacular medium and that English should be the medium for college-level education

## The major recommendations of Wood's dispatch

- The education of Indians cannot be neglected
- Establishment of a Dept. of education
- Recommended universities
- Suggested particular stages in education as primary, secondary, high school, colleges and universities
- Suggested training of teachers
- Proposed women education
- Recommended education of Muslims

## Impact of Wood's dispatch:

1. Bombay, Madras and Calcutta universities were set up in 1857
2. In all provinces, education departments were set up
3. Bethune School (by J.E.D. Bethune) was started for women education
4. Agriculture Institute at Pusa and an Engineering Institute at Roorkee were started
5. Rapid westernisation of education system with European headmasters and principals in schools and colleges
6. Leadership among Indian students
7. Industrial Development
8. An Urge for protection of motherland
9. A self disciplined government

With the merit of these recommendations the woods dispatch is known as **Magna Carta of Indian Education**

## Education under British Administration (1857–1947)

- By getting education Indian people started thinking about the need of self disciplined government
- **First independence struggle** took place in **1857** against the company's rule.
- As a result of this struggle, the power of administration was transferred from the East India Company to the British Crown.
- The Queen's proclamation of 1858 advocated a policy of strict religious neutrality.
- Because of the Government policy of religious neutrality the missionaries were greatly disappointed.

- After the transfer of administrative power from the East India Company, it was considered necessary to assess the development of education in the country.
- It was felt that the proposals suggested by Wood's dispatch was not properly carried out.
- Because of all these reasons, the missionaries started an agitation and formed an organization in London which was known as the "**General Council of Education in India (GCE)**".
- When **Lord Ripon** was appointed the viceroy of India, GCE requested him to institute an enquiry into Indian Education.

- Lord Ripon appointed the first **Indian Education Commission** on 3rd February 1882.
- Sir William Hunter (a member of viceroy's Executive Council) was appointed as the chairman of the commission.
- The commission known as **Hunter Commission** after the name of its chairman.
- Besides the chairman, the commission consisted of 20 other members. There was a good representation of missionaries and Indians(7 members) in the commission.
- In this manner a number of other education commissions were also appointed during the British period.

# COLONIAL CRITIQUE OF EDUCATION

There are many drawbacks to British education.

1. Education for a few was their policy
2. Rate of literacy was low during British rule.
3. British govt. negated Indian values. It disseminated the western culture in India
4. Their policy led to the closure of Indian educational institutions
5. Education was a pouring in process, limited to particular class .
6. British followed the Downward Filtration Theory which was never practical.
7. Women Education was neglected under the British Educational policies.
8. There was a lack of indigenous religious and moral education.

# NATIONALISTIC EDUCATION

- In the early decades of the 19th century the responses to western education were in the form of reform movements in India.
- Deeply influenced by the foreign presence and educational system, by degradation of Indian society, **Raja Ram Mohan Roy** and **Daynand Saraswati** evolved idea of an Indian past to meet the British challenges
- This considered as the nationalistic origin of Indian Education.
- The influence of western thoughts awakened the feeling of nationalism among early nationalists.
- Gradually they become the strong critique of colonial system of education.



- The supporters of Nationalistic view includes **Gopal Krishna Gokhale, Annie Basant, Arabindo Ghosh, J Krishnamoorthi** etc.
- During the first quarter of the twentieth century, Indian nationalist leaders formed a National Council of Education to make out a strategy for imparting education to all sections of the country.
- Under this strategy, a number of national schools, colleges and universities were set up.
- National Muslim University (1875) - Aligarh (UP)
- Baroda University (1908) - Baroda (Gujarat)
- Central Hindu School (1898) – Benaras
- New English School (1880s) - Benaras Set up by : Sri Bal Gangadhar Tilak
- National Council of Education (1906) - Calcutta

- Nationalistic education promote the interests of nation.
- Education aims at freedom from economic and other dependency. Education should be a binding force that connect people together. This is through the national language, national flag and national anthem.
- India is a multicultural, multi linguistic, pluralistic land. Through the process of education this nature of India is to be promoted.

## BASIC EDUCATION

- **Mahatma Gandhi** thought that western education had created a gulf between the educated few and the masses of uneducated.
- In the **Wardha conference** (October 1937) under the chairmanship of **Dr Zakir Hussain**, Gandhiji proposed a scheme for Indian education.
- He proposed **Basic Education**. This is education for the children between six to 14 years.
- The main principle behind this scheme was learning through activity.
- Gandhian ideas published in a series of articles in the weekly magazine **Harijan**.

- Basic education aims at compulsory elementary education in the age group six to 14.
- This scheme highlights patriotic, educated Indians with a vocational aim.
- Education should be integrated with life.
- The history of free and compulsory education was there with the movement of Gopalakrishna Gokhale during 19-10-12.
- The bill was rejected and again it is submitted.

## Features of Basic Education

1. Free, universal and compulsory education
2. Education for self reliance
3. Craft centered education
4. Education in mother tongue
5. Principle of Non-violence
6. Work centered education
7. Citizenship education

## 2 Mark Questions

- 1) Differentiate between Pabbaja and Upanayana
- 2) Distinguish between Maktabas and Madrassahs
- 3) What is Basic Education
- 4) What is Oriental occidental controversy

## 4 Mark Short Essays

- 1) Write a short note on the system of education in Sanghas and Viharas
- 2) How significant was Gandhiji 's contribution to Indian education
- 3) Discuss the features of basic education.
- 4) What are the principles of Basic Education? Discuss it 's relevance in present context.
- 5) What was the significance of Wood 's Dispatch

## 10 Mark Essays

1. Analyze the features of Gurukula system of education prevailed in ancient India
2. Compare the contrast between Vedic and Bhuddhist sysytem of education
3. Explain the 'Educational System' proposal by Gandhiji. How far it is relevent in contemporary context?



**B.ED I-SEMESTER  
EDU 01: EDUCATION IN CONTEMPORARY INDIA**

**UNIT 4  
CONSTITUTIONAL SAFEGUARDS OF EDUCATION**

## **GROUP MEMBERS**

- ❖ AHSANA
- ❖ AKSHARA JILLS
- ❖ ANN MARY SHAJI

# **CONSTITUTIONAL VISION OF INDIA**

## **□ CONSTITUTION**

Constitution is the fundamental and supreme law of a country, which describes the method of formation of Government, nature of Government, its powers and responsibilities. Our Constitution also describes who citizens are, and what are their rights and duties.

# **MAKING OF INDIAN CONSTITUTION**

## **DEMAND FOR A CONSTITUENT ASSEMBLY**

- It was in 1934 that the idea of a Constituent Assembly for India was put forward for the first time by M. N. Roy, a pioneer of communist movement in India. In 1935, the Indian National Congress (INC), for the first time, officially demanded a Constituent Assembly to frame the Constitution of India.
- In 1938, Jawaharlal Nehru, on behalf the INC declared that 'the Constitution of free India must be framed, without outside interference, by a Constituent Assembly elected on the basis of adult franchise'.
- The demand was finally accepted in principle by the British Government in what is known as the 'August Offer' of 1940.
- In 1942, Sir Stafford Cripps, a member of the cabinet, came to India with a draft proposal of the British Government on the framing of an independent Constitution to be adopted after the World War II. The Cripps Proposals were rejected by the Muslim League which wanted India to be divided into two autonomous states with two separate Constituent Assemblies. Finally, a Cabinet Mission was sent to India. While it rejected the idea of two Constituent Assemblies, it put forth a scheme for the Constituent Assembly which more or less satisfied the Muslim League

## **CONSTITUENT ASSEMBLY**

- A constituent assembly is a body of representatives composed for the purpose of developing or adopting a constitution.
- To make the constitution of independent India, 'The Constituent Assembly' was constituted in November 1946 under the scheme formulated by the Cabinet Mission Plan.

## **WORKING OF THE CONSTITUENT ASSEMBLY**

- The constituent Assembly held its first meeting on December 9, 1946. The Muslim League boycotted the meeting and insisted on a separate state of Pakistan. The meeting was thus attended by only 211 members.
- Dr Satchidanand Sinha, the oldest member, was elected as the temporary President of the Assembly. Later, on December 11, 1946, Dr Rajendra Prasad and H.C. Mukherjee were elected as the President and Vice-President of the Assembly, respectively. Sir B.N. Rau was appointed as the Constitutional Advisor to the Assembly.
- On December 13, 1946, Pandit Nehru moved the historic 'Objectives Resolution' in the Assembly. It was adopted by the Assembly on January 22, 1947. Its modified version forms the 'Preamble to our Constitution'.
- The representatives of the princely states, who had stayed away from the constituent assembly, gradually joined it. After the acceptance of the Mountbatten Plan on June 3, 1947, for partition of the country, the representatives of most of the princely states took their seats in the assembly.
- The assembly also became a legislative body. In other words, two separate functions were assigned to the Assembly, which were, making of a constitution for free India and enacting of ordinary laws for the country. Thus, the Assembly also became the first Parliament of free India.
- Whenever the Assembly met as the Constituent body, it was chaired by Dr Rajendra Prasad and when it met as the legislative body, it was chaired by G.V. Mavlankar. These two functions continued till November 26, 1949, when the task of making the constitution was over. On January 24, 1950, the Constituent assembly held its last session.

# **SALIENT FEATURES OF INDIAN CONSTITUTION**

- The Constitution of India was enforced on January 26, 1950, which contained 395 Articles, 8 schedules, and 22 parts.
- It is the lengthiest written constitution in the world. At present, the Constitution contains 448 articles, 25 parts, and 12 schedules.

## **1. The bulkiest constitution of the world**

The Indian constitution is one of the bulkiest constitution of the world, comprising of 395 articles, 22 parts and 12 schedules.

## **2. Rigidity and flexibility**

The Indian constitution is combination of rigidity and flexibility, which means some parts of it can be amended by the Parliament by a simple majority, whereas some parts require a two-third majority as well as not less than one-half of the state legislatures.



### **3. Parliamentary system of government**

The Indian constitution provides for a parliamentary system of government, i.e., the real executive power rests with the council of ministers and the President is only a nominal ruler (Article 74).

### **4. Federal system with a unitary bias**

The Indian constitution described India as a 'Union of States' (Article 1), which implies that Indian federation is not the result of any agreement among the units and the units cannot secede from it.

### **5. Fundamental rights and fundamental duties**

The Indian constitution provides an elaborate list of Fundamental Rights to the citizens of India, which cannot be taken away or abridged by any law made by the states (Article 12–35). Similarly, the constitution also provides a list of 11 duties of the citizens, known as the Fundamental Duties (Article 51A).

### **6. Directive principles of state policy**

The Indian constitution mentions certain Directive Principles of State Policy (Article 36–51) which that government has to keep in mind while formulating new policy.

### **7. Secularism**

The constitution makes India a secular state by detaching from religious dogmas (Forty-second Amendment).

### **8. Independent judiciary**

The constitution provides an independent judiciary (Article 76) which ensures that the government is carried on in accordance with the provisions of the constitution and acts as a guardian of the liberties and fundamental rights of the citizens.

## **9. Single citizenship**

The Indian constitution provides a single citizenship for all the people residing different parts of the country and there is no separate citizenship for the states (Article 5–11).

## **10. Bicameral legislatures**

The Indian constitution provides a bicameral legislatures at centre consisting of Rajya Sabha (Council of States) and Lok Sabha (House of the People) (Article 79).

## **11. Emergency powers**

The constitution vests extraordinary powers, known as Emergency Powers in the President during emergencies out of armed rebellion or external aggression or due to failure of constitutional machinery in the state (Article 352–360).

## **12. Special provisions for minorities**

The constitution makes special provisions for minorities, Scheduled castes, Scheduled Tribes, etc. by granting them certain special rights and provisions.

Basically those are some of the interesting features of Indian constitution. Moreover, the constitution also has many other features such as, Panchayati Raj, Rule of Law, Provisions for Independent Bodies, etc. which are very unique in nature

## **PREAMBLE**

- The Preamble is called the introduction letter of the Indian Constitution. . It secures justice, liberty, equality to all the citizens of India and promotes fraternity among the people
- The preamble was amended by the 42nd Constitutional Amendment Act in 1976, in which three new words Socialist, Secular, and Integrity were added.

## **PREAMBLE OF INDIAN CONSTITUTION**

**WE, THE PEOPLE OF INDIA**, having solemnly resolved to constitute India into a **SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC** and to secure to all its citizens:

**JUSTICE**, social, economic and political;

**LIBERTY** of thought, expression, belief, faith, and worship;

**EQUALITY** of status and of opportunity and to promote among them all;

**FRATERNITY** assuring the dignity of the individual and the unity and integrity of the Nation;

**IN OUR CONSTITUENT ASSEMBLY** this twenty-sixth day of November 1949, do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

## **COMPONENTS OF PREAMBLE**

1. The Preamble indicates that the source of authority of the Constitution lies with the people of India.
2. It declares India to be a socialist, secular, secular, democratic and a republic nation.
3. It states its objectives to secure justice, liberty, equality to all citizens and promote fraternity to maintain unity and integrity of the nation.
4. It mentions the date (November 26, 1949) on which the constitution was adopted.

## **KEY WORDS IN PREAMBLE**

### **Sovereign**

The Preamble proclaims that India is a Sovereign State. 'Sovereign' means that India has its own independent authority and it is not a dominion or dependent state of any other external power. The Legislature of India has the powers to enact laws in the country subject to certain limitations imposed by the Constitution.

### **Socialist**

The word 'Socialist' was added to the Preamble by the 42nd Constitutional Amendment in 1976. Socialism means the achievement of socialist ends through democratic means. India has adopted 'Democratic Socialism'. Democratic Socialism holds faith in a mixed economy where both private and public sectors co-exist side by side. It aims to end poverty, ignorance, disease and inequality of opportunity.

### **Secular**

The word 'Secular' was incorporated in the Preamble by the 42nd Constitutional Amendment in 1976. The term secular in the Constitution of India means that all the religions in India get equal respect, protection and support from the state. Articles 25 to 28 in Part III of the Constitution guarantee Freedom of Religion as a Fundamental Right.

### **Democratic**

The term Democratic indicates that the Constitution has established a form of government that gets its authority from the will of the people expressed in an election. The Preamble resolves India to be a democratic country. That means the supreme power lies with the people. In the Preamble, the term democracy is used for political, economic and social democracy. The responsible representative government, universal adult franchise, one vote one value, an independent judiciary, etc. are the features of Indian democracy.

### **Egalitarian**

Egalitarian is a principle which believes that all people are equal and deserve equal opportunities and rights. Any director in society are expected to reduce inequalities among citizen and fulfilled minimum code requirement of all. The preamble of Indian constitution also visions the same.

### **Republic**

In a Republic, the head of the state is elected by the people directly or indirectly. In India, the President is the head of the state. The President of India is elected indirectly by the people; that means, through their representatives in the Parliament and the State Assemblies. Moreover, in a republic, political sovereignty is vested in the people rather than a monarch

## **Justice**

The term Justice in the Preamble embraces three distinct forms: Social, economic and political, secured through various provisions of the Fundamental and Directive Principles. Social justice in the Preamble means that the Constitution wants to create a more equitable society based on equal social status. Economic justice means equitable distribution of wealth among the individual members of the society so that wealth is not concentrated in a few hands. Political Justice means that all citizens have equal rights in political participation.

**Liberty** Constitution provides for universal adult suffrage and equal value for each vote

Liberty implies the absence of restraints or domination on the activities of an individual such as freedom from slavery, serfdom, imprisonment, despotism, etc. The Preamble provides for the liberty of thought, expression, belief, faith, and worship.

## **Equality**

Equality means the absence of privileges or discrimination against any section of the society. The Preamble provides for equality of status and opportunity to all the people of the country. The Constitution strives to provide social, economic and political equality in the country.

## **Fraternity**

Fraternity means the feeling of brotherhood. The Preamble seeks to promote fraternity among the people assuring the dignity of the individual and the unity and integrity of the nation.

## **□ FUNDAMENTAL RIGHTS**

- The Fundamental Rights have been classified under the six categories-:  
**Right to Freedom, Right to Equality, Right against Exploitation, Right to Freedom of Religion, Cultural and Educational rights and Right to constitutional remedies.**
- These Fundamental Rights are envisaged in Part III (Articles 12 to 35) of the Indian Constitution.
- Initially, the constitution of India had 7 Fundamental Rights that are borrowed from the Constitution of the USA. But later on, Right to property was abolished and now there are just 6 Fundamental Rights in force.
- The 44th Amendment has abolished the Right to Property as a Fundamental Right guaranteed by Art. 19 (f) and Art. 31 of the Constitution. It is now only a Legal Right under article 300-A, gives protection against executive action but not against legislative action



## **1.RIGHT TO EQUALITY ( ARTICLE 14-18 )**

- Article 14 :represents the idea of equality, which states that the state shall not deny to any person equality before the law or the equal protection of the laws within the territory of India.
- Article 15: Non-discrimination on grounds of religion, race, caste, sex, or place of birth
- Article 16: Equality of opportunity in public employment
- Article 17: Abolition of Untouchability
- Article 18: Abolition of Titles. However, military and academic distinctions are exempted from the prohibition

## **2. RIGHT TO FREEDOM ARTICLE 19-22**

Article 19;

The Right to Freedom guarantees to the citizens of India six Fundamental Freedoms:

- 1) Freedom of Speech and Expression,
- 2) Freedom of Assembly,
- 3) Freedom to form associations,
- 4) Freedom of Movement,
- 5) Freedom to reside and to settle,
- 6) Freedom of profession, occupation, trade, or business.

### **Article 20;**

Protection in respect of Conviction for Offences Article 20 provides protection against arbitrary and excessive punishment for any person who commits an offense. This article has taken care to safeguard the rights of persons accused of crimes. Moreover, this article cannot be suspended even during an emergency in operation under Article 359.

### **Article 21;**

Protection of Life and Personal Liberty Article 21 states no person shall be deprived of his life or personal liberty except according to the procedure established by law. However, Article 21 puts a limit on the power of the State given under Article 246, read with the legislative lists. Thus, Article 21 does not recognise the Right to Life and Personal Liberty as an absolute right but limits the scope of the right itself.

### **Article 22;**

Safeguards against Arbitrary Arrest and Detention Firstly, Article 22 guarantees the right of every person who is arrested to be informed of the cause of his arrest; secondly, his right to consult and to be defended by a lawyer of his choice. Thirdly, every person arrested and detained in custody shall be produced before the nearest Magistrate within a period of twenty-four hours and shall be kept in continued custody only with his authority.

### **3. RIGHT AGAINST EXPLOITATION (ARTICLE 23,24)**

- Article 23 prohibits traffic in human beings, women, children, beggars or other forced labor militate against human dignity.
- Article 24 prohibits employing children below the age of 14 years in any hazardous profession. This right followed the human rights concepts and United Nations norms.

## **4. RIGHT TO FREEDOM OF RELIGION (ARTICLE 25-28)**

Articles 25 and 26 embody the principles of religious tolerance and serve to emphasize the secular nature of Indian democracy, i.e. equal respect to all religions.

- Article 25 offers freedom of Conscience and Free Profession, Practice and Propagation of Religion whereas
- Article 26 helps to manage religious affairs, which is subject to public order, morality and health, every religious denomination or any section.
- Article 27 provides freedom not to pay taxes for religious expenses on the promotion or maintenance of any particular religion.
- Article 28 prohibits religious instructions in educational institutions wholly maintained by the state.

## **5. RIGHT TO MINORITIES (CULTURAL AND EDUCATIONAL RIGHTS) ARTICLE 29,30**

- Article 29 provides protection of the interests of minorities. A minority community can effectively conserve its language, script, or culture by and through an educational institution.
- Article 30 states the rights of minorities whether based on religion or language to establish and administer educational institutions.

## **6. RIGHT TO CONSTITUTIONAL REMEDIES ARTICLE 32-35**

- Rights, in order to be meaningful, must be enforceable and backed by remedies in case of violation. This article guarantees the right to move the Supreme Court by appropriate proceedings for the enforcement of Fundamental Rights and deals with the Supreme Court's power to issue order or writs for the enforcement of Fundamental Rights.
- Article 33 empowers Parliament to modify the application of Fundamental Rights to the armed forces or forces charged with the maintenance of public order. On the other hand, Article 35 lays down that the power to make laws to give effect to certain specified Fundamental Rights shall vest only with the Parliament and not with State Legislatures.
- Therefore, Fundamental Rights play a significant role because they are most essential for the attainment of the full intellectual, moral, and spiritual status of an individual. Therefore, the objective behind the inclusion of Fundamental Rights in the Constitution was to establish a government of Law to preserve individual liberty, building an equitable society, and establish a welfare state.

## **□ FUNDAMENTAL DUTIES OF AN INDIAN CITIZENS**

- The fundamental duties were incorporated in Part IV-A of our constitution by 42nd Constitutional Amendment Act, 1976. Presently we have 11 fundamental duties in our constitution under article 51-A, which are statutory duties and are enforceable by law. The idea behind the incorporation of the fundamental rights was to emphasize the obligation of the citizen in exchange of the comprehensive fundamental rights enjoyed by them.

- The 11th Fundamental duty was added by 86th constitutional Amendment Act 2002; Who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years

- There is no provision in the constitution for direct enforcement of any fundamental duties nor for any section to prevent their violation.



## **The Following are the Duties in Our Constitution:**

1. To abide by the constitution and respect its ideals and institutions, the National Flag and the National Anthem.
2. To cherish and follow the noble ideals which inspired our national struggle for freedom.
3. To uphold and protect the sovereignty, unity and integrity of India.
4. To defend the country and render national service when called upon to do so.
5. To promote harmony and the spirit of common brotherhood amongst all the people of India.
6. Transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women.
7. To value and preserve the rich heritage of our composite culture.
8. To protect and improve the natural environment including forests, lakes, rivers and wild life and to have compassion for living creatures.
9. To develop the scientific temper, humanism and the spirit of inquiry and reform.
10. To safeguard public property and to abjure violence .
11. To strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavor and achievement.
12. Who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.

## **□ DIRECTIVE PRINCIPLES OF STATE POLICY**

The Directive Principles of State Policy is contained in Part IV of the Constitution (Articles 36-51). The aim of the Directive Principles was to set up certain social and economic goals before the law makers to bring about social change in the country in direction of greater social and economic equality.\

- The Directive Principles of State Policy are contained in Part IV of the Constitution (Articles 36-51). The Directives are unenforceable rights i.e., if the state fails to fulfill any obligations, one cannot go to the court. Sanctions behind the directive principles are political, are based on sound constitutional and moral obligations
- Article 37 of the constitution lays down that it shall be the duty of State to apply these directives in making laws. Article 355 and 365 of the constitution can be applied for enforcing implementation of directive principles

## **Classification of Directive Principles:**

- (1) The State shall try to promote the welfare of the people by establishing a social order in which social, economic and political justice shall inform all the institutions of the national life. [Art. 38(1)]
- (2) The State shall strive to minimize inequalities of income and status among different sections of society. [Art. 38(2)]
- (3) The State shall secure-
  - (a) Right to an adequate livelihood to all citizens;
  - (b) The ownership and control of material resources of country to subserve the common good;
  - (c) That the operation of economic system does not result in concentration of wealth to common detriment;
  - (d) Equal pay for equal work for both men and women;
  - (e) That the health and strength of workers and children are not abused due to economic necessity;
  - (f) That children are given opportunities to develop in a healthy manner and childhood and youth are not exploited. [Art. 39]

- (4) The State shall ensure that the operation of legal system promotes social justice by providing free legal aid for poor citizens. [Art. 39A]
- (5) The State shall take steps to organize Village Panchayats and endow them with such powers and authority as to enable them to function as units of self-government. [Art. 40]
- (6) The State shall make effective provisions for securing right to work, to education and to public assistance to citizens in case of underserved want. [Art. 41]
- (7) The State shall make provisions for securing just and humane conditions of work and for maternity relief. [Art. 42]
- (8) The State shall secure to all workers a living wage, decent standard of life and full enjoyment of leisure and social and cultural opportunities. The state shall also promote cottage industries in rural areas on cooperative basis. [Art. 43]

- (9) The State shall take steps to secure the participation of workers in the management of industries. [Art. 43 A]
- (10) The State shall endeavor to secure for the citizens a uniform civil code throughout the territory of India. [Art. 44] For political reasons, the Central govt. has not so far, enacted such a uniform Civil Code.
- (11) The State shall endeavor to provide early childhood care and education for all children until they complete the age of six years. (article 45 substituted by the Constitution Eighty-sixth Amendment Act, 2002.)
- (12) The State shall promote the educational and economic interests of weaker sections specially Scheduled castes and Scheduled tribes. [Art. 46]

- (13) The State, as its primary duty, shall try to raise the standard of living of people and level of nutrition and to improve public health with special attention on prohibiting consumption of intoxicating drinks. [Art. 47]
- (14) The State shall organize agriculture and animal husbandry on modern and scientific lines. Particularly prohibiting slaughter of cows and other drought and milch animals. [Art. 48]
- (15) The state shall protect and improve the environment and safeguard the forests and wildlife of the country. [Art, 48A] (16) The state shall try to protect historical monuments and objects of national importance. [Art. 49]
- (17) The State shall take steps to separate executive from judiciary in the public services of the state. [Art. 50]

# **CONSTITUTION AND EDUCATION**

## **EDUCATION IN INDIA**

- Education in India functions at three levels; Central, state and concurrent level.
- the amendment of 1976 of Indian constitution the subject education comes under concurrent list.
- Both the Central and state can legislate any matters regarding education from primary to university level. If any dispute arises , the legislation framed by central government will have the overriding authority.

## **ARGUMENTS IN MAKING EDUCATION A CONCURRENT SUBJECT**

### **IN FAVOUR**

- To ensure uniformity in education policy
- Better implementation of education policies
- Better utilization of fund
- Quality leadership from the central government
- For better discipline
- Improvement in standards



## **ARGUMENT AGAINST**

- Based on democratic values
- State has better appreciation of local needs
- Free from red tapism
- Sense of security to minorities
- Unity in diversity

## **FREE AND COMPULSORY EDUCATION**

- Article 45 of the directive principle of state policy states that, the state shall endeavor to provide within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age fourteen year.
- But this directive could not be fulfilled, great effort are need to attain 100% primary education. So that the central government made a new provision called right to education act in 2002. At the time of independence the literacy rate of India was 14%, government put large efforts to raise the level, but even this time large section of the population are illiterate.
- According to the National policy on literacy mission 1986, the government has launched National literacy mission and operation blackboard to increase the literacy rate in primary education. Open night schools, distance education, correspondence course, open learning and adult literacy centers are the other measures.
- The national institute of open schooling and several open universities has been set up to gain the goal of universalization of education.

## **EDUCATION OF MINORITIES**

Article 30 of Indian constitution clearly explains about the establish and administration of educational institution by minorities. this explains two things;

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

## **LANGUAGE SAFEGUARDS**

- Article 29(1) of Indian constitution explain about the safeguards of language in India. It states that;

Any section of the citizen, residing in the territory of India or any part there of having a distinct language, script or culture of its own, hall having the right to conserve the same.

## **EDUCATION FOR WEAKER SECTION**

- The article 15,17,14 safeguard the educational interest of the weaker section of the Indian community that is socially and economically backward classes of citizens and scheduled caste and scheduled tribe
- under the article 46 of Indian constitution the federal government is responsible for the economic and educational development of scheduled caste and scheduled tribes; it states that  
" the state shall promote with special care of educational and economic interest of the weaker section of the people and in particular, of the scheduled castes scheduled tribe and shall protect them from social injustice and all forms of exploitation  
this is one of directive principles of state policies hi handlebar

## **SECULAR EDUCATION**

- India is a secular country. under the Indian constitution, minorities whether based on religion or language are given full right to establish educational institution of their choice. article 25 ,28 and 30 mainly deals with this;
- Under article 25; the constitution guarantee all citizens the right to have freedom of conscience and the right to profess practice, and propagate religion
- By article 28(1), the Indian constitution states that; no religion instruction shall be provided in any educational institution if wholly maintained out of state fund article
- Article 30 states that the state shall not, in granting aid to educational institution maintained by the state or receiving aid out of state funds, on ground only of religion race caste language or any of them.

## **EQUALITY OF OPPURTUNITY IN EDUCATIONAL INSTITUTIONS**

- Under the fundamental right of equality our constitution laid down that in the eye of law everyone should have an equal status and opportunity, to no one in the justice be denied, everyone should have liberty of thought and expression and no one shall be discriminated on the basis of any position cast, class or creed.
- By article 29 the Indian constitution also ensured the equality of opportunity in educational institutions. It states that;

no citizen shall be denied admission in any educational institution maintained by the state or receiving aid out of state fund, on grounds only of religion, race, caste, language or any of them.

- The Kothari Commission, 1964-66 recommended that for the equalization of educational opportunities the central government should undertake the responsibility in education, which will also reduce the Interstate differences and also help in the advancement of weaker section of community.

## **INSTRUCTION IN MOTHER TONGUE**

- There is a diversity of language in India. Therefore it is also important use mother tongue as a medium of instruction and subject of study.
- Article 26 states that; any section of the citizens, residing in the territory of India or any part of thereof, having a distant language, scripts or culture of its own, shall have the right to consider converse the same.
- Article 350 states that; it shall be endeavor of every state and every local authority to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority group.
- In 1952-53 Secondary Education Commission recommend that the mother tongue should be the medium of instruction throughout the secondary school and also in 1964-66 the Kothari Commission has also said that the mother tongue should be the medium of instruction and subjects of study at college and university level.

## **PROMOTION OF HINDI**

- Indian constitution makes provisions for the development and promotion of Hindi as national language
- Under the article 351 of Indian constitution lay down that Hindi except as the official language of India; it states that;

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

## **WOMEN EDUCATION**

~~One of the main features of modern Indian education is the advancement of women's education. the national policy of education expect that education would be used as a strategy for achieving a basic change in the status of women. the policy states that education will be used as an agent on the basic change in the status of women. In order to neutralize the accumulated distortion of the past, there will be it will conceived edge in the favor of women.~~

- The Indian constitution old so make provinces under different articles.

article 15 states that the state shall not discriminate any citizen on groups only of sex. And constitution also ensured that nothing in this article shall prevent the state from making any special provision for women and children.



## **EDUCATION IN THE UNION TERRITORIES**

- Article 239 of constitution states,  
save as otherwise provided by parliament by law, every union territory shall be administrator by the president acting to such extent as he think fit through as administrator to be appointed by him with such the designation as he may specify.

# **CONCEPT OF INEQUALITY, DISCRIMINATION AND MARGINALIZATION**

## **CONCEPT OF INEQUALITY**

- the term refers generally to a condition of unevenness, or to unfair treatment, it takes many forms in society. Individuals experience a sense of inequality in many areas of their lives, from being treated unfairly because of their race, gender, sexual orientation, or other trait, to feeling despondent about a lack of educational opportunities and high-paying jobs.
- Rousseau had made a distinction between natural and social inequality. Initially, it emerge from the unequal division of physical and mental abilities among the member of the society which finally rise the social entitlement of people to wealth, political power and status.
- Hierarchy, stratification, class division are some of the notion used by anthropologists, sociologist and political scientist to describe social inequality. Egalitarian societies is an example of social equality.
- Rank societies do not have unequal access to wealth or power but they do contain social groups that enjoys greater honor and power. The complex class societies have unequal access to economic resources, power, education and status.

## **CONCEPT OF DISCRIMINATION**

- Discrimination is a practice of unfairly treating a person or a group of people differently from other people or group of people. It is treating someone differently simply because of who they are or what they believe.
- Every person has the right to be treated equally, regardless of their race, nationality, class, caste, religion, belief, sex, language, sexual orientation, gender identity, age or other status.

## **CONCEPT OF MARGINALIZATION**

- The process whereby something or someone is pushed to the edge of a group and accorded lesser importance. This is a social phenomenon by which a minority or subgroup is excluded, and their needs or desires ignored.
- Being poor, unemployed, discriminated against, or being disabled by the society that won't work around the problems of impairment; they all bring with them the risk of exclusion.
- Being excluded from economic, social and political means of promoting one's self-determination can have adverse effects for individuals and communities alike.

## **CONSTITUTIONAL PROVISIONS AND GOVERNMENTAL POLICIES RELATED TO THE ISSUES OF INEQUALITY, DISCRIMINATION AND MARGINALIZATION**

- Educational issues
- Political issues
- Employment issues
- Other issues

### **EDUCATIONAL ISSUES**

- Indian society suffers from substantial inequalities, discrimination and marginalization in education; where Adivasis, Dalit groups, women and minorities suffers a lot in Indian society context.
- Indian constitution provide some positive discrimination policies and program to support and uphold these category. Among those reservation is one of the method. The reservation for higher education and also jobs in the state and central government jobs
- 15 % of the seats are reserved for scheduled caste.
- 7.5% of the seats are reserved for scheduled tribes.
- 27% of the seats are reserved for other backward communities.
- as there was an increase in the population and mass education, the demand for college admission went high, especially in the field of medical and engineering. To reduce the educational disparities, government has ensured special reservation for these categories in these educational area.

## **POLITICAL ISSUES**

- 73rd and 74th Constitutional amendment Act, led to the reservation of seats in local self-government (like panchayat) for Dalit, Adivasis, and women, along with greater devolution of political power of local government.
- Many Dalit political action groups are focusing on local governments and working to ensure that Dalit candidates manage to get representation in local government, which are charged implementation of many schemes directed toward the weaker section of the society .

## **EMPLOYMENTAL ISSUES**

- These marginalized groups are given special consideration and treatment in the employment area, especially in central and state government jobs. By 1990s, due to the continues absence of Dalit and Adivasis from the upper ranges of civil services led to the implementation of quotes.
- In addition to the quote systems, the backward groups are given with special cut off in competitive exams for getting governmental jobs.

## **OTHER ISSUES**

- Government provide different program to bring forward these backward groups by promoting the education among the groups. there are different schemes provided such as scholarships and fellowship for mid day meal, uniforms, stationary items etc.
- One of the schemes is funded by central government, providing four year of remedial tutoring to select secondary students to prepare them for gaining entrance in college and universities.

## **2 MARK QUESTIONS**

1. List out the rights of an Indian citizen.
2. What are the duties of an Indian citizen?
3. What is concurrent list? Give two subjects which come under concurrent list?



## **4 MARK QUESTIONS**

1. What are the major values enshrined in our constitution?
2. What are the rights and duties of Indian citizen?

## **10 MARKS QUESTIONS**

1. Explain the provisions for constitutional safeguards of education in India with special reference to concurrent status and values related to the aims of education.

## **UNIT - 5**

# **CURRENT ISSUES OF EDUCATION**

## **GROUP MEMBERS**

- ❖ ANURAJ
- ❖ FATHIMA THASNI UNNAIKAL
- ❖ FATHIMATHUL HULOODA. T.P

# **HISTORICAL BACKGROUND OF CURRENT ISSUES OF EDUCATION**

## **□ UNIVERSALIZATION OF ELEMENTARY EDUCATION (UEE)**

- Universalization of education is a provision to provide free educational opportunities to children of the society irrespective of caste and sex
- UEE has been accepted as a national goal in india. Central and state governments are making much efforts to achieve this goal
- The article 45-” The state shall endeavor to provide within the period of ten years from the commencement of this constitution for free and compulsory education for all children until they complete the age of 14 years

## **UEE IMPLIES FIVE ASPECTS**

### **1.UNIVERSALISATION OF PROVISION**

- Adequate school facilities should be provided to all the children between the age of 6 to 14
- Primary school should be set up within 1km from habitation
- Need to open large number of schools throughout the country

### **2.UNIVERSALISATION OF ENROLMENT**

- All the children between the age 6 to 14 must be enrolled
- NPE 1986- assures to enroll all children before 14 years and achieve UEE by 2015

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### **3.UNIVERSALISATION OF RETENTION**

- Reveals a child who joins primary schools; he or she should remain there till he or she completes all their primary education

### **4.UNIVERSALISATION OF PARTICIPATION**

- For UEE participation of community is quite inevitable
- The community- take responsibility for identifying its own need and to take decisive role in ensuring the implementation of UEE programme

### **5.UNIVERSALISATION OF ACHIEVEMENT**

- For success of UEE – achievement of learner
- Outcome of education- based on minimum level of learning(MLL)
- For assessing achievement of MLL- CEE is emphasized



## **CONSTRAINS TO UNIVERSALISATION**

- Inadequacy of financial provision
- Poverty among parents
- Indifference of parents
- Problem of population explosion
- Outdated method of teaching
- Political inference
- Multitudes of language and dialects
- Lack of research work upon problems

## **Efforts made by central and state govts**

- All india council for elementary education AICE1957
- Primary education acts
- Kothari commission 1964( lower and upper primary)
- National policy on education 1986( facilities, quality, trained teachers, books, remove inequalities)
- District primary education programme(DPEP)1994(Opening of new schools, mass appointment)
- National programme of nutrition(mid day meals)
- Sarva Shiksha Abhiyan(SSA)

## **Why we need universalisation**

- Education is the powerful weapon to change the world
- Education is important not only for the development of one's personality but also the fastest growth of the nation
- Education develops good political ideology
- Improves in the quality of leadership and fellowship
- Education empowers mind- able to conceive good thought and ideas
- Safety and security against crime and prevention of war and terrorism
- Women empowerment
- Make the world to abetter place to leave
- Education encourages innovation and creativity

## **WOMEN EDUCATION**

- Refers to any form of education that aims at improving the knowledge and skill of women and girls.
- Includes general education at schools and colleges, vocational and technical education, health education etc
- **History of women education in india**
- According to 2011 census, female literacy rate is 65.46%.
- Women education helps for the improvement in quality of life
- In Vedic age, women had access to education in India. But they gradually lost the right. During British period, there was a revival of interest in women education
- Raja Ram Mohan Ray, Iswara Chandra Vidya sager emphasized on women education in India
- Jyotirao phule is remembered as the champion of women education in India
- Women education got its best after independence in 1947
- In 1971,only 22% of the Indian women literate and by the end of 2001,54.16% female were literate. In 2011 ,it was 65.46%

## **Objectives of Women Education**

1. To find out the present situation of women education in our country
2. To carry out a study that will explore the barriers and problems faced by the female students seeking education
3. To find out probable measures to reduce problems of women education
4. To study recommendations of different commissions and committees on women education

✓ **Different commissions and committees laid great emphasis on women education and recommended according to the requirements of the society. among them some important committees are university education commission, mudaliar commission, kothari commission etc**

## **Importance of women education**

- Better standard of living
- Decreased mortality rate
- Improved health and hygiene
- Increased women empowerment: women education will help to increase women empowerment to seek gender equality in the society
- Achievement of self honor
- Elimination of crimes against women
- Women in politics : women education can lead to raise political leads who can fight for the rights and justice of other women

## **Problems of women education in india**

- Poor financial conditions of the parents
- Negative attitude of parents towards girls creates hindrances for girl education
- Early marriage
- Lack of proper curriculum for education of girls
- Lack of proper physical facilities etc

### **Conclusion**

- Female literacy is more in Kerala, Goa and Mizoram. Bihar, up, mp lacks in women education
- Currently , Indian women contribute only 18% of the country's GDP- one of the lowest in the world and only 25% of India's labor force is women
- The women now has to play a positive role in the country's planning , development and progress

## **EDUCATION OF DALITS**

- Ensuring access to education for the Dalits of India has been the greatest challenge for the Indian government
- Dalits suffer from low rates of literacy and primary education enrollment, but the most realistic one describes history and unequal access as cause
- The ancient caste system resulted in the social and economic oppression of Dalits
- The Dalits also known as SC /ST
- They have experienced consistent denial to access to education since the 1850s
- Now, many of the improvements to Dalits were coming from outside influences
- Lack of the proper education Dalits who were still physically and economically harassed



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- Caste discrimination combined with additional attempts to increase the accessibility and appeal for education have contributed to the slow progression of Dalits
- govt introduced some social programmes and policies , the Dalit literate population still remains much lower the Dalit of India continue to experience low enrollment rates and a lack access to primary education
- The entire schooling system , with proportion of Dalits to non Dalits remaining at a constant low rate through primary, secondary and post secondary schooling
- Statistics shows that there has been little progress in decreasing the education gap between castes

## **MULTILINGUALISM**

- Multilingualism is the use of more than one language, either by an individual speaker or by a community of speakers.
- The word “multilingualism” is derived from two words, “multi” and “lingual”. Multi means two or more and “lingual” means “language”.
- **DEFINITION**: “multilingualism is the use of several languages by an individual or society. Sometimes bilinguals are described as multi lingual but usually the term is reserved for speakers or socio linguistic situation in which more than two languages are used”.
- India is a multilingual country. There are more than 1700 language which are spoken as mother tongue in India.

## **NATURE OF MULTILINGUALISM**

- It may be forced or voluntary
- Multilingualism is universal in nature.
- It is purely based on the needs of society.
- it is promoted or given to an individual by society.
- It is also caused due to migration of people

## **CHARACTERISTICS OF MULTI LINGUAL CLASSROOM**

- There is a diversity of languages.
- Free opportunity to increase the knowledge
- Creates the feelings of global citizenship.
- Growth of knowledge and liberal attitudes of the students.

## **ROLE OF TEACHER**

- Teachers need to first in the liberal mindset
- Teachers will encourage students to learn another language.
- Teachers can arrange songs, dance, drama, recitation of different activities.

## **MEADIUM OF INSTRUCTION**

- Language as a vehicle of communication is very crucial to the whole process of education and it is mostly through language that education is imparted in formal settings
- India is a multilingual country with thousands of mother tongues . Therefore with educational development in the country, a large number of such languages have been adapted either as medium or as a subject by educational system
- 8<sup>th</sup> schedule of indian constitution specifies 15 modern indian languages. Of these, hindi is the official language of india and english of an associate language
- The language policy of india is basically embodied in part XV11 of the indian constitution along with the eighth schedule( article 344 and 351)
- The constitution give full freedom to the state to choose one or more languages of the eighth schedule or language spoken in the region as their official language.

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- Since independence, the government of india has appointed various committees to study language policy
- These committees and commissions recommended various formulae for the for the study of languages

### **Three language formula**

- In 1957, the Central Advisory Board of education examined this problem in relation to national needs and suggested a three language formula
- This formula was further reviewed at the meeting of the chief ministers of the state in 1961
- the meeting came to the conclusion that at the school stage a child should study

1, The regional language

2, Hindi in non Hindi areas and any other Indian languages

3, English or modern European language

- Later , the education commission ,1964-66 , examined the implementation of this and recommended a modified three language formula
  - According to the modified formula,
    - The mother tongue or regional language is to be taught from the first standard to the tenth standard as the first language
  - ➤ The second language could either be Hindi or English as an optional language
  - The third language, to be taught between the eight and tenth standards, could either be Hindi or English, whichever is not studied previously

# **□ LPG**

## **A) LIBERALISATION**

- Liberalization means removing all unnecessary controls and restrictions like permits, licenses, duties etc imposed by the government.
- It was introduced in July 1991.

## **ADVANTAGES**

1. Good service infrastructure
2. Access to world class education
3. Access to greater product and process innovation
4. Foreign direct investment in educational sector

## **B) GLOBALISATION**

- Globalization means integrating the economy of a country with the world economy
- It refers to growing economic interdependence among countries in the world with regard to technology, capital goods, services , information etc.

### **Globalization has 4 parameters**

1. Reduction of trade barriers to permit free flow of goods and services across national frontiers
2. Creation of an environment in which free flow of capital can take place.
3. Creation of an environment to allow free flow of technology among the nation states.
4. Creation of an environment in which free move of labor can take place



## **C) PRIVATISATION**

- It refers to mode of working by being outside the control of the government. it is the process of transferring ownership of the public sector to private sector
- Privatization indicates emergence of a new culture in the society in which marketization, competition, efficiency, become the guiding principle in economic decision making.

### **BENEFITS OF PRIVATIZATION**

1. Higher economic growth
2. Release huge amount of public capital in various sectors
3. Enables government to downsize the administrative machinery and thus save huge fund
4. Privatization results in better management of the educational institutions

## **LIBERALISATION AND EDUCATION**

- Liberalization in education means the spirit of freedom and openness.
- It aims to bring relaxation , flexibility, accommodation of diversities, tolerance of others interests,
- Liberalization in education allow anyone can open their school, college, universities, and institute if he / she fulfill the eligibility criteria of government. Here the process of opening any educational institute is very simple not complex.
- Because of liberalization in education quality of education improves.
- Competition among school increases.
- Hidden talent of students come out because of liberalization in education

## **PRIVATIZATION IN EDUCATION**

- Because of privatization, the quality of education improves.
- Privatization in education means the government transfer the function of government school to private school.
- Public private partnership has become a slogan in new development strategies.
- Aim of inclusive education achieve through privatization.

## **GLOBALISATION IN EDUCATION**

- Globalization improves quality in education
- It promotes world culture through interactions
- Partnership and networking among the countries improves the quality of teaching and research
- It is helpful in developing international understanding

## **FINANCIAL ALLOCATION TO EDUCATION**

Public expenditure on education consists of current and capital public expenditure on education includes govt spending on educational institution ,education administration aswell as subsidises for private entities.

### **Public expenditure on education in india**

- Education in india is provided by the public sector as well as private sector, with control and funding coming from three levels: central, state and local
- The higher allocation of funds was required to implement the recent legislation 'Right of Children to Free and Compulsory Education Act'2009.
- In recent times, several major announcements were made for developing the poor state of affairs in education sector india, most notable one being the National Common Minimum Programme(NCMP) of the United Progressive Alliance(UPA)

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- The announcements are;
  - a) to progressively increase expenditure on education to around 6 percent of GDP
  - b) to support this increase and to increase the quality of education ,there would be an imposition of an education cess over all central government taxes
  - c)to ensure that no one is denied of education due to economic backwardness and poverty
  - d) to make right to education a fundamental right between 6-14 age group
  - e) to universalisation of education through SSA and Mid Day Meals
- The public expenditure on education can be identified from the five year plans in india.
- Government 's commitment to increasing the share of public expenditure on education to 6% of GDP has been expressed in the National Common Minimum Programme

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- Expenditure on education has steadily raise from 0.64% of GDP in 1951-52 to 2.31% in 1970-71 and 4.26% in 2000-01. but it declined to 3.49 in 2004-05
- Due to a declining priority of education in the public policy paradigm in india, there has been an exponential growth in the private expenditure on education also
- The union finance minister announced a total expenditure estimate of Rs 93224 crore for education in 2021-22.
- This consists of Rs 38350 crore for the department of higher education and Rs 54874 crore for Department of School Education and Literacy
- The union govt decreased the budgetary allocation for the ministry of education by 6.13% when compared with the allocation in 2020-21

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## **PLEBEINIZATION**

- The term originated from ancient Rome
- IN Rome there were two classes; patricians( upper crust) and pleians( common people)
- Social stratification is a feature of all ancient societies
- Indian society was stratified based on rigid caste hierarchy; Brahmins, Kshatriyas , Vaishyas and Sudras
- After the advent of modern educational system and influence of socio religious reform movements in the 19<sup>th</sup> century, the rigidity of caste system began to decline
- Indian constitution proclaims a society based on equality
- Still there is wide gap between rich and poor or common people and elite class
- Access to quality education is difficult for the lower class in India. Hence, plebeinization of educational system, which means access to quality education to common people, is the need of the hour to safeguard the constitutional obligations and vision and principles of modern democracy

## **SOCIAL STRATIFICATION**

- A system by which society categorized people, and ranks them in hierarchy
- Categorizes groups of people into a hierarchy on the basis of wealth, status or power
- A group have to different access to resources , power and perceived social worth
- Social stratification is a term used in the social sciences to describe the relative position of persons in a given social group , category, geographical region or other social unit
- Indian society is historically considered as stratified society
- During the vedic period, Brahmins and Kshatriyas received higher status while vyayas were considered as common people and sudras were lower castes or out castes
- Independent India tries to alleviate its social differences . But , neoliberal policies and influence of LPG increased social gaps in India



# **RECOMMENDATIONS OF DIFFERENT POLICY FRAME WORKS**

## **RECOMMENDATIONS OF DIFFERENT COMMISSIONS**

The history of education in India took a significant turn after independence. we achieved this by adopting the recommendations of various commissions as well as by implimenting sound policies. An overview of the recommendations of these commissions are;

1. University Education Commission 1948-49  
(Radhakrishnan Commission)
2. Secondary Education Commission 1952-53  
(Mudaliar Commission)
3. Indian Education Commission 1964-66  
(Kothari Commission)

## **1. University Education Commission 1948-49**

### **(Radhakrishnan Commission)**

- The University of ~~Radhakrishnan~~ **Commission** was meant for aiming a higher education for the people and a diverse community. None other than Sarvapalli Radhakrishnan formulated this institution, and his sole aim to develop the youth of yesterday. He was also the former Vice-Chancellor of the Banaras Hindu University.
- The commission report, which was made, was drafted for about two volumes on to which the roles and the choices were mentioned. The 1<sup>st</sup> volume of the draft consisted of all the recommendations, and the second volume consisted of all the data which could be used for the study management. The whole university aimed to manage a source of formal education in the youth so that they could become better and smarter for a new India.

## **Major Recommendation;**

- To teach that every life in this world has a meaning. It was a single concept for **Radhakrishnan Commission 1948-49** to develop the lofty role of life and to have sole use of every life that is on this planet. There is no other source of life and that when you are here, you have meaning towards your life and a responsibility to achieve as well.
- It was idealistic of Radhakrishnan to awaken the youth and develop their mind and soul towards the path of wisdom. He wanted the youth to understand the present value of the country, and he wanted everyone to know what it meant for them. This is why the Radhakrishnan Commission strived to teach the youth towards the modernized shape of their culture.
- To acquaint all the youth with the social and philosophical knowledge so that they could strive towards the rich and enhanced domains of economic and political matters. It was to their source that the youth wanted to strive towards the better, and this could only be done with the help of a built-in and robust system.
- For the self-development of the youth. It was the sole idea of the Radhakrishnan Commission to help the child to develop towards the better. It was their central management that could help the youth to formulate the concept towards a better democracy and Indian constitution with the framework which needed to be changed.

## The recommendation for the teaching staff:

- There were four categories on which the teaching staff was designated here. One was for the professors, another one for the readers, the third one for the lecturers, and the fourth one for the instructors. Each and every one of them has the intended role and had to educate the youth towards the promotion of their goals and a common objective. The **Radhakrishnan Commission 1948-49** helped the students to develop on the grounds of their merit solely.
- The commission recommended a percentage of higher salaries for the teachers so that they could get the motivation for teaching. There were other benefits that were presented to them like the provident funds, the hours of work, and the paid leaves, which was intended solely for the development of the teaching staff there.



## **2. Secondary Education Commission 1952-53** **(Mudaliar Commission)**

- In 1952 Union Government of India appointed Dr. A Laxman Swami Mudaliar as a chairman of secondary education commission.
- The aim of this commission was to examine the existing system of secondary education in the country. It aims to suggest measures to improve it.
- The commission submitted its report in August 1963 on almost all aspects of secondary education.
- Secondary education is considered to be the backbone of the country's entire educational programme. Secondary education is also the basis of higher education which gives the desired direction to the nation's power.
- An inefficient system of secondary education therefore is bound to affect adversely the quality of education at all later stages. The Secondary Education Commission, 1952 -53, suggest some measures covering its various aspects to recommend which had a far reaching effect on India's Secondary Education.

## **AIMS**

- Development of democratic citizenship
- Development of personality
- Education for leadership.
- Improvement of vocational capability and efficiency
- Concept of world citizenship

## **MAJOR RECOMMENDATIONS OF THE COMMISSION:**

- The secondary education should cover the age group of students of 11 to 17 years and the total duration should be seven years.
- Students should be enrolled for secondary education only after four or five years of primary or junior basic education.
- The seven years of secondary education is to be divided into two parts- Junior high school stage for three years and high school for four years.
- The intermediate classes should be abolished. The twelfth class should be attached to the University where as the eleventh class should be added to the high school.
- The Commission had recommended the introduction of three year degree course.
- For the students who pass the high school, there should be a provision for a pre-university examination course of one year.

- Public schools should be continued and pattern of education given to them should be brought into reasonable conformity with the general pattern of national education.
- The Mudaliar Commission pointed out many defects in the then curriculum of the education system. The Commission has emphasized the necessity of reorganizing the secondary school curriculum in order that the aims of education may be realized. It found out that the curriculum was narrow, bookish and theoretical, overcrowded and dominated by examinations. In short, it did not cater to the various needs and capacities of the adolescents.
- At the higher secondary stage at least two languages should be studied- one is the mother tongue and other is the regional language.
- The medium of instruction should either be in mother tongue or in the regional language.
- The Commission recommended ways to improve the standard of teaching and suggested to appoint a committee of experts. This committee should make research for finding out ways and means for improving the teaching methods
- All the students should be medically examined at least twice a year. Full medical facilities should be available for ailing students.



### **3. Indian Education Commission 1964-66** **(Kothari Commission)**

**National Education Commission (1964-1966)**, popularly known as **Kothari Commission**, was an ad hoc commission set up by the government of India to examine all aspects of the educational sector in India, to evolve a general pattern of education and to advise guidelines and policies for the development of education in India. It was formed on 14 July 1964 under the chairmanship of Dalut Singh Kothari, then chairman of the University Grants Commission. The terms of reference of the commission was to formulate the general principles and guidelines for the development of education from primary level to the highest and advise the government on a standardized national pattern of education in India. However, the medical and legal studies were excluded from the purview of the commission. The tenancy of the commission was from 1964 to 1966 and the report was submitted by the commission on 29 June 1966.

## **Important Objectives**

- Some of the important objectives behind setting up the Kothari Commission are listed below.
- To provide policies and guidelines for the development of education in India.
- To find and evolve a general pattern of education in India
- To examine every aspect of the Indian education sector.
- Although the Kothari Commission was established to review the entire education sector, two important domains were left out of its purview – they were legal education and medical education.

## **Major Recommendations**

- Provision of Free and Compulsory Education – Recommended providing free and compulsory education for children aged 6 to 14 years.
- Languages – The Commission recommended adopting a three-language formula at state levels. It intended to promote a language of the Southern States in Hindi speaking states. It intended to promote Hindi, English and a regional language in non-Hindi speaking states.
- The Kothari Commission recommended promoting regional languages, Sanskrit as well as international languages, preferably English.
- The Kothari Commission recommended providing favourable and adequate service conditions for teachers and providing them with the necessary freedom to conduct and publish those findings.
- To promote social justice, the Kothari Commission focused on girls education, education of backward classes, education of tribal people, physically and mentally handicapped children.
- As Science and Maths are an integral part of the growth of any nation, the Kothari Commission recommended making Maths and Science an integral part of education.
- The Commission recommended reforms to improve education at University level by paying special attention to postgraduate level research, training, providing adequate libraries, laboratories and funds.

## □ National Policy on Education (NPE)- 1986

- In **1986**, the **government** led by Rajiv Gandhi introduced a new **National Policy on Education**. The new **policy** called for "special emphasis on the removal of disparities and to equalise **educational** opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities.
- The NPE called for a "child-centred approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide. The policy expanded the open university system with the Indira Gandhi National Open University, which had been created in 1985. The policy also called for the creation of the "rural university" model, based on the philosophy of Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.

## **The features are;**

- **All-round Development**

In our national perception education is essential for all, as it is fundamental to our all round development—material and spiritual.

- **National System of Education**

The concept of a 'National System of Education' implies that, up to a given level, all students, irrespective of caste, creed, location or sex have access to education of a comparable quality.

- **Common Educational structure**

It envisages a common educational structure i.e. 10 + 2 + 3 which was recommended by Kothari Commission (1964-66). This structure has now been accepted in all parts of the country.

Regarding the further break-up of first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary followed by 2 years of High School.

- **The Education of the Handicapped**

The policy states that the objective should be to integrate the physically and mentally handicapped with the general community, to prepare them for normal growth and to enable them to face life with courage and confidence.

- **Strengthening of National Institutions**

The NPE '86 recommends that the institutions of national importance like UGC, NCERT, NIEPA, AICTE, ICAR, IMC etc. will be strengthened to enable them to give shape to national system of education and to cope with the emerging demands of the nation.

- **Empowerment of Women**

The national system of education will play a positive role in the empowerment of women. It will foster the development of new values through redesigned curricula, text books, the training and orientation of teachers, decision makers and administrators, and the active involvement of educational institutions.

- **Education of Scheduled Castes**

The main focus in this regard is the equalization of SCs population with the non-SCs population X all stages and levels of education, in all areas and in all the four dimensions—rural male, rural female, urban male and urban female.

- **The Education of Backward Sections and Areas**

Suitable incentives will be provided to all educationally backward sections of society living in rural areas. Hilly and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infrastructure.

# National Policy on Education - Review Committees

The implementation of the National Policy on Education 1986 was evaluated by two committees namely the **Ramamurti Committee (1990)** and the **Janardhana Reddy Committee (1992)**. As a result of the recommendations of these two committees, slight modifications were made in the NPE in 1992.

## 1. Ramamurti Committee (1990)

Despite efforts at social and economic development, a majority of our people continue to remain deprived of education, which is one of the basic needs for human development. Government accords the highest priority to education – both as human right and as the means for bringing about a transformation towards a more humane and enlightened society. The National Policy on Education, 1986 would enable the country to move towards this perspective of education. The government therefore, decided to set up the NPE Review Committee. That Committee for Review is popularly known as Ramamurti Review Committee after the name Acharya Ramamurti, the chairman of the committee. The committee was appointed on May 7, 1990 and the report was tabled in the Parliament on January 9, 1991.

**The approach of the committee in reviewing the NPE,1986 and its implementation has been guided by the following concerns:**

- a) Equity and social justice
- b) Decentralization of educational management at all levels
- c) Establishment of a participative educational order
- d) Inculcation of values indispensable for creation of an enlightened and humane society
- e) Empowerment of work

**The following are the major recommendations:**

- Development of a common school system: In order to achieve this objective, the existing Government schools and schools aided by local bodies have to be transformed through quality improvement, into genuine neighborhood schools.
- Removing disparities in education: the rural areas in general and the tribal areas in particular, have suffered in terms of resources, personnel and infrastructure facilities. Therefore the need of the hour is planning for, and implementation of, educational development programmes in terms of disintegrated targets, area, community and gender specific activities



- Promotion of women education: in order to promote participation of the girls and women in education at all levels, there is need for an integrated approach in designing and implementing the schemes that would address all the factors that inhibit their education.
- Value education: Value education is to be conceived as a continuous process. Value education should ensure that education does not alienate the students from the family, community and life.
- Early childhood care and education (ECCE): the scope of the constitutional Directive (Article 45) should be enlarged to include ECCE.
- Right to education: Right to Education should be examined for inclusion among the fundamental rights.
- Operation Black board: the state governments should develop all decision making power concerning operation black board for planning and implementing the scheme.
- Work experiences/ SUPW: work experience or socially useful Productive Work should be integrally linked with various subjects both at the level of content and pedagogy.
- Resources for education: the first step should be to provide for at least 6% of the GNP for education. All technical and professional education should be made self financing

## **2. Janardhana Reddy Committee (1992)**

- At the request of the Central Advisory Board of Education (CABE), a Committee was set up in July 1991 under the chairmanship of Shri N. Janardhan Reddy, Chief Minister of Andhra Pradesh.
- This Committee submitted its report in January 1992. The report of the Janardhan Reddy Committee concluded that very little changes were required in the National Policy of Education of 1986. The CABE considered this report as the Revised National Policy.
- This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people

## **RECOMMENDATIONS OF THE COMMITTEE**

- **Common School system:** Effective measures need to be taken to implement the provision of NPE in regard to common school system. To this end, disparities between schools should be ended as early as possible by upgrading the quality of ordinary schools and providing amenities for achieving minimum levels of learning.
- **Universalisation of elementary Education:** What is needed is not so much a constitutional amendment as suggested by Ramamurti Committee as a manifestation of a national will to achieve UEE. Operation Black board, being one of the priorities strategies for UEE, should continue during the vii plan, in an expanded and extended form.
- **Secondary Education:** It would be necessary to bring about a planned expansion of secondary education facilities all over the country to cope with new demands for secondary education. Open learning should be given utmost encouragement.
- **Vocationalisation of Education:** The existing vocational stream at the +2 level may be suitably strengthened and, wherever possible, the vocational courses may be started from class ix also

- **Management of Education:**The District Board of Education should be set up and operationalised expeditiously. Constitution of specialized state level education Tribunal is desirable. “Making the system work” has to be treated as non negotiable. Formulation and Implementation of an Action Plan to put into practice the strategy outlined in the NPE is strongly recommended.
- **Resources for Education:** Provided for priority areas like UEE, Adult Literacy and vocationalisation. Higher education and technical and management education has to be progressively made largely self- financing by revising the fee structure with appropriate support to the needy students by way of student loans.
- **ECCE:** The scope of Article 45 of the constitution need not be enlarged. The Anganawadi workers should play an expanded role for a number of activities and support services for women and children, such as child care, family welfare, nutrition and health.
- **Navodaya Vidyalayas:**The scheme should continue and a Navodaya Vidyalaya should be set up in each district as originally envisaged. Further, the following measures are suggested.
- **Adult and continuing education:** The ‘dual track approach’ of promoting simultaneously UEE and adult literacy should continue in educational planning. Programmes of post- literacy and continuing education should be planned for neo-literates.

## **Pedagogic Shifts**

- There has been a tremendous change in the pedagogic practices at school level as well as at higher education in India after 1990s. It was result of researches in teaching learning process and different committee and commission reports on the educational practices all over the world.
- For a long time educational practices was centered on teacher as the pivot. Recently, there is shift in researches in education which mainly considers teaching learning process from learners perspective. One major reports by UNESCO published in 1995 was Delor's commission report learning the treasure within is a landmark in the evolution of pedagogic practices all over the world.
- The mainly envisages a learner centered classrooms and learner friendly school. As a result of the report, member nations of united nations began to revamp the pedagogic practices in their country.
- In India, the first of such attempt was distract primary education project (DPEP) which aims for universalisation of elementary education in India as a concentrated effort to enroll all children in India to primary before 2010.
- For achieving this target, the projects propose learner oriented and child friendly pedagogic practices in school.
- For ensuring legal provisions 86<sup>th</sup> constitutional amendmend and Indian parliament. As a policy document on school education, NCERT put forward a National curriculum framework clearly indicates the theoretical and pedagogic bases of curricular shifts in school education in India.

## □ **SSA (SARVA SHIKSHA ABHIYAN)**

- Even though free and compulsory education up to 14 was stressed through DPSP in Indian constitution, the primary education remained stagnant in India until the introduction of NPE 1986, which started many programs to strengthen the education as whole and particularly elementary education.
- **SSA** is an integrated primary program designed by the central government to be implemented from the academic year 2001- 2002. It was aimed to last till 2010. It aimed to provide quality primary education to all children from 6-14.
- **Sarva Shiksha Abhiyan** is a program with a clear time frame for universal elementary education. It was started on 2001. However, its roots go back to 1993-1994, when the District Primary Education Program (DPEP) was launched, with an aim of achieving the objective of universal primary Education. aimed to provide quality primary education to all children from 6-14.

It was a :

- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education

**The following are the major objectives of the program:**

- To ensure all children attend schools by 2003
- To give 5 year primary education to all children by 2007
- To provide 8 year elementary education by end of 2010
- Life oriented and quality elementary education to all
- To remove all inequalities in terms of religion, social, gender etc in providing elementary education
- Universal retention by 2010

## □ **RMSA (Rashtriya Madhyamic Shiksha Abhiyan)**

- RMSA is a flagship scheme of Government of India, launched in March, 2009 to enhance access to secondary education and improve its quality.
- **Major Objectives:**
- 1. The scheme envisages to achieve 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.
- 2. Improve the quality of education imparted at secondary level by making all secondary schools conform to prescribed norms.
- 3. Remove gender, socio-economic and disability barriers.
- 4. Provide universal access to secondary level education by 2017
- 5. Enhance and universalize retention by 2020



### **Physical Facilities**

- .Additional class rooms
- .Laboratories
- .Libraries
- .Art and crafts room
- .Toilet blocks
- .Drinking water provisions
- Residential Hostels for Teachers in remote areas.

### **Quality Interventions**

- .Appointment of additional teachers to reduce PTR to 30:1
- .Focus on Science, Math and English education
- In-service training of teachers
- .Science laboratories
- .ICT enabled education
- Curriculum reforms
- .Teaching learning reforms

## **□ RTE 2009 (Right To Education Act, 2009)**

- Initially free and compulsory education from 6-14 age was included in the DPSP( directive principles of state policy). It was envisaged that after the formation of constitution, within 10 years the country should attain uiversalisation of elementary education.
- The constitution through its 86<sup>th</sup> amendment act,2002 inserted article 21-A, in the constitution of India to provide free and compulsory education to all children in the age group of six to fourteen years as fundamental right (RTE) Act, 2009.
- The RTE act 2009, which represents the consequential legislation envisaged under article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.
- Article 21-A and the RTE Act came in to effect on 1st April 2010. According to this every child in the age group of 6-14 years will be provided 8 years of elementary education in an age appropriate classroom in the vicinity of his place of residence. The act officially came to effect from April 1, 2010.

- Major provisions (regarding the rights of children) of the act include:
  1. Free and compulsory education to all from 6-14 age
  2. Free and compulsory admission, attendance, completion of elementary education
  3. Provision for a non admitted student to be admitted to an age appropriate class
  4. Duties and responsibilities of respective governments, local authority and parents in providing free and compulsory education
  5. Provides for appointment of appropriately trained teachers
  6. Prohibits physical punishments and mental harassments, screening procedures for admission, capital fee, private tuition by teachers etc

## **□ NATIONAL CURRICULUM FRAMEWORK (NCF 2005)**

- NCF provides the framework for creation of school syllabus and writing of textbooks and gives guidelines on teaching practices.
- National curriculum framework for school education (2005) developed by NCERT.
- NCF expects a teacher to be a facilitator of students learning process.
- It was introduced as result of the fact that learning has become a source of burden and stress on children and their parents is an evidence of a deep distortion in educational aims and quality.
- To correct this NCF provides certain guidelines like:
  - a) Connecting knowledge to life outside the school
  - b) Ensuring that learning shifts away from rote methods
  - c) Enriching the curriculum so that it goes beyond textbooks
  - d) Making examinations more flexible and integrating them with classroom life
  - e) Nurturing democratic policy of the country

## **Importance Of NCF**

- To remove ills of present school education
- To correct the inflexibility of school practice
- To make learning more interesting activity than life
- To encourage creative thinking in schools
- For the development the overall development of the personality
- Considering and giving due importance to present of the child without compromising future

### **A. Aims of education in NCF 2005**

- Commitment to democracy and respect democratic values
- Emphasizes independence and the ability to make one's own decisions
- A sensitivity to others well-being and feelings.
- The ability to Learning to learn and the willingness to unlearn and relearn are important
- The ability to contribute to society in various ways
- Appreciation of beauty and art forms is an integral part of human life

## **B. Learning and Knowledge**

- Reorientation of our perception to learner and learning.
- child centered pedagogy.
- Holistic approach to learners development.
- adequate room for children thought, curiosity and questions in teaching.
- connecting knowledge across boundaries.
- inclusive environment in class for all
- Use experiences attained from inside and outside school

## **C. Curricular Area**

- Language: : implementation of three language formula & multilingual education
- Mathematics: Teaching mathsematics to develop thinking and reasoning ,visualizing, abstraction and formulate and solve problems
- Science: Teaching of science is to enable learner to acquire method and process that will nurture thinking process curiosity and creativity.
- Social science : social science to be considered from disciplinary perspective while emphasizing indicate pop approaches.

- Work: Work should be infused in all subjects from primary stage upwards.
- Art: Art and heritage crafts should be recognized as intergralcomponent of school curriculum
- Peace school : peace-oriented values should be promoted in all subjects throughout the school year with the help of relevant activities.
- Health and physical education :health and physical education, yoga these are contribute to the physical, social, emotional and mental development of a child.
- Habitat and learning : Habitat and learning is equivalent to environmental education

#### **D. Schemes of study and asesment**

##### **1.Early Childhood Education:**

- Age of 3-6 years.
- Most critical period.

##### **2. Elementary School:**

- Class I to Class VIII.
- Period of compulsory schooling.

### **3. Secondary School:**

- Class IX to X.
- Period of intense vibrancy and energy.
- Abstract reasoning and logical thinking.
- Critical understanding of the self.

### **4. Higher Secondary Education:**

- Two Years.
- Students make choices based on their interests, aptitude and needs regarding their future life.

### **Assessment and Evaluation**

- Assessing Learners: creativity, innovativeness, overall development
- Assessment in the Course of Teaching: like preparing report cards of students by teachers
- Curricular Areas that cannot be 'Tested for marks'.
- Design and conduct of assessment.



## **Reforms**

- Shift from content-based testing to problem-solving and understanding .
  - Setting up of a single nodal agency for coordinating the design and conduct of entrance examinations.
  - Availability of multiple text books to widen teachers' choices and provide for the diversity in children's needs and interests.
  - Sharing of teaching experiences and diverse classroom practices to generate new ideas and facilitate innovation and experimentation.
  - Development of syllabi, textbooks and teaching learning resources could be carried out in a decentralized and participatory manner involving teachers, experts from universities, NGOs and teachers' organizations.

## **NATIONAL CURRICULUM FRAMEWORK FOR TEACHER EDUCATION (NCFTE)**

- As a part of rejuvenating school education as well as teacher education towards modernization, contextualization and professionalization.
- Epistemology of learning has gone major changes. That is learning don't involve discovering the reality, but constructing reality.
- The national curriculum framework for teacher education (2009) developed by NCTE tries to ensure that teacher education courses are reoriented to align with the epistemological shift envisaged in the NCF 2005 and develop teachers as facilitators of learning.
- It includes contexts, concerns and 10 visions of teacher education which calls for
  - a. preparing teachers for learning society
  - b. Empowering teachers in learning to learn
  - c. Making teacher education liberal, humanistic and responsive to the demands of inclusive education.

- Major concerns addressed include:
  - a) Inclusive education
  - b) Ensuring equitable and sustainable development
  - c) Utilising community knowledge in education
  - d) Integration of ICT and E learning in the curriculum of teacher education.

**Important provisions of the program include:**

- Teachers should be prepared to care for children and love to be with them, love knowledge and be constantly learning, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners.
- Teachers should change their perception of child as a receiver of knowledge and encourage its capacity to construct knowledge; they should ensure that learning shifts away from rote methods.
- Teacher education should engage with theory along with field experiences.
- Teachers need to be trained in organizing learner-centred, activity based, participatory learning experiences

- Teacher education should provide opportunity to trainees for reflection and independent study without packing the training schedule with teacher-directed activities only;
- The program should help teachers to develop social sensitivity and consciousness and finer human sensibilities.
- Enrich the curriculum so that it goes beyond the textbooks and contextualizes educational experiences
- Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as 'given' and accepted without question;
- Citizenship training; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity, secularism and caring values

**TRANSCENDING CASTE, CLASS, AND GENDER**  
**THROUGH DIFFERENT PROGRAMS AND POLICIES**

- The provisions of SSA, RMSA, RTE act, NCF etc that stress upon the need to provide education of equitable quality to all children of the country and transcending class, caste, gender through these programs. This has been based on certain principles like;
- Systematic revamp of entire content and process of education with significant implications for curriculum, teacher education, educational planning and management as interpreted in NCF 2005.
- Equity; not only equal opportunity of education but also creating conditions for disadvantaged sections of the society like SC, ST, Muslim minority, children with special needs and assistance, landless agricultural people etc
- Gender concern: not only an effort to enable girls to compete with boys but to give a perspective on education as per the National Policy on Education 1986, that is an intervention to bring about change in the status of women
- Role of teacher in motivating the students to innovate and create a culture in the classroom and beyond the classroom that stresses on an inclusive environment for children especially for the oppressed and marginalized.

- Moral compulsion on parents, teachers, educational administrators and other stakeholders stressed through SSA, RMSA, NCF AND RTE ACT
- Transcending caste, class, gender through different programs like SSA, RMSA, SAMAGRA, RTE, NCF, NCFTE ETC and provisions like
  - Opening of residential schools/Ashrams
  - Pre-and Post-metric scholarships
  - Free textbooks and uniforms
  - Hostels for girls and boys
  - Book bank schemes
  - Remedial coaching
  - Awareness to parents
  - Grand in aid to all schools
  - Special development programs to the marginalized

## **Mid- Day Meal Program (MDMP)**

- The Mid-Day Meal Scheme was started in India on 15 August 1995 as 'National Programme of Nutritional Support to Primary Education (NP-NSPE)'.  
➤ It was renamed as 'National Programme of Mid Day Meal in Schools' in October 2007, also known as the Mid-Day Meal (MDM) Scheme.  
➤ Under the MDM scheme, one meal is provided to all children enrolled in government schools, local body schools, government-aided schools, special training centres (STC), maktabs and madrasas supported under the Sarva Shiksha Abhiyan. Cooked meals are provided to every child enrolled and attaining school from six to fourteen years.  
➤ Meals are provided to children studying in Class I to VIII.



### **Objectives Of Mid-Day Meal Scheme are:**

- ❖ To increase the enrolment in the schools of the children who belong to disadvantaged sections of the society.
- ❖ To increase the attendance of the children in government and government-aided schools.
- ❖ To retain the children studying in class I to VIII.
- ❖ To give nutritional support to the children studying in the elementary stage, especially in the drought-affected areas.
- ❖ To address hunger and malnutrition and improve socialisation among castes.

### **Features Of Mid-Day Meal Scheme Are:**

- Every school should have a hygienic cooking infrastructure for hygienically cooked mid-day meals.
- The mid-day meals are to be served only on the school premises on all working days of the school
- The headmaster or headmistress is entitled to utilise the school funds on account of mid-day meal fund exhaustion. However, the same will be reimbursed to the mid-day meal fund as soon as the school is credited with the same.

- Two or three adult members taste the cooked meals from the school management committee.
- The Food and Drugs Administration Department of the State can collect samples for ensuring the quality and nutritional value of the meals.
- Quality items with AGMARK are procured for cooking the mid-day meals in the schools.
- The State Steering-cum Monitoring Committee (SSMC) will oversee the implementation of this scheme, including establishing a mechanism to maintain the quality and nutritional standards of the meals.
- Food allowance is provided to the children when the cooked meals cannot be provided because of unforeseen circumstances in the following manner:
  - Quantity of the food grains according to the entitlement of a child, and
  - Cooking cost prevailing in the respective state.

## **2 MARK QUESTIONS**

- Exapand RMSA
- When was SSA expanded in India

## **4 MARK QUESTIONS**

- Explain the impact of globalization on education.
- Explain major objectives of SSA.
- Describe the concept of UEE.

## **10 MARKS QUESTIONS**

- Explain the salient features of national policy on education 1996.
- Explain the nature of curricular shift in the school education of Kerala, after 1990s.

B Ed. I Sem. EDU 01 EDUCATION IN CONTEMPORARY INDIA

Unit 6

**EDUCATION IN CONTEMPORARY KERALA  
SOCIETY**

# Group Members

1 NIHALA.K

2 KAVYA CHANDRAN

3 MAJIDA SHIRIN

# EVOLUTION OF EDUCATION IN KERALA

- Kerala had a high level of literacy even during the sangam age 1500 AD. Kerala had a golden era in terms of education where all got the chance to get educated without any difference in caste, sex.
- During the period, communities such as the kuravas, parayaras, panas, vedas and others were considered superior to brahmins in their cultural and intellectual accomplishment
- The great sangam poets, paranar and kapilar belonged to pana community
- Even female education was not neglected



## **a. SALAIS**

- During the Vedic period a number of Vedic schools named salais were originated in different parts of Kerala and were attached to temples. These institutions were residential in nature
- It is an institution in which training was given In all branches such as Vedic, dramatic, philosophic
- Admission was restricted to Brahmin children's only
- Grammar, theology, philosophy, law etc. taught in salais
- The famous salais in Kerala were kanthallur, parthivapuram, tiruvalla and muzhikkulam.

- Gradually the salais were disappeared and the Sabha mutt were originated. Sabha mutt were known as temple universities
- These were of three types karma Sabha mutts, sastra Sabha mutts, and sanyasa Sabha mutts
- Mutts imparted education to the Namboothiri youths, the method of instruction was oral.
- The famous mutts in Kerala are in trichur and thirunavayal
- Four mutts available in trichur namely vadake mutt, naduvil mutt, edayil mutt and thekke mutt. Adhya shankara himself was the founder of these mutt.
- Ezhuthupalli for the non Brahmin children's. Each village had its patasala or Ezhuthupalli and teacher was knowns as Asan or Ezhuthachan.

- The lessons were written by pupils on ola. Parents used to pay fees mostly in kind for the education of the children.

This type of village education continued till English education began to replace it

## **b. BUDDAH VIHARAS**

- Buddhist monks were pioneers in the field of education
- Buddhist used to call their viharas by the term pallis
- The people of kerala copied the buddhist example of running educational institutions side by side with their temples
- The historians strongly argue that the sreemoolavasam viharam identified in Buddhist literature is existed in kerala and believed that it is established at musiris

## **c. OTHUPALLIS**

- Othupallis were traditional religious educational institutions of Muslims of north Kerala attached to mosque.
- Set up outside a mosque under the care of a mulla, mullakka or musliar
- Single teacher institution
- Educational tool used in the class was a wooden slate
- Considered as centers of primary level of learning
- After the education from othupallis, students prefer to join at Dars which are considered as centers of higher learning attached to mosques

## **d. KALARIES**

- Kalari was an indigenous educational institution which belongs to Kerala only
- Gives training in martial arts
- The training given in the Kalari is called Kalarippayattu
- Pupils are given regular physical exercise and training in the use of weapons such as kuruvadi, spear, dagger, sword, shield, etc
- Kalaries were intended to foster martial spirit of the Nairs
- These were fencing schools and were generally attached to the Bhagavati temples
- Panicker or Kurup who supervised the body message and the physical culture of the pupils under his charge

- Chekavas also were masters in martial arts
- The course of the training in kalari begins on the first day of karkatakam, the month of July. The tutor is given a present either in coin or clothes.
- The most suitable time for physical exercise and muscular development is when the monsoon is at its height.

## **e. KUDI PALLIKOODAM**

- Kudi pallikoodam meant for the education of non brahmins. All people are admitted were organized like formal school.
- Each village has its own kudi pallikoodam with a teacher paid by the community.
- Transmission of knowledge in heredity trades was the responsibility of the jati
- They undertook to train their youngsters their respective traditional vocation
- Education has been based on rote learning; books and papers were not used in these schools and children wrote on sand, rice grains or palm leaves
- Teachers were known as ashan. subject were Basic mathematics, astrology
- Functioned as pre primary school
- The state had little or no role in school education though kings would patronize people famous for their learning



## **g. ROLE OF CHRISTIAN MISSIONARIES IN EDUCATION**

- When the number of Christian increased in Kerala, they began to organize Sunday classes and other services.
- The Christian missionaries started a number of schools during 19<sup>th</sup> century
- Christian Missionaries; The London Mission Society (LMS) , Church Mission Society (CMS) and Basel Evangelical Mission(BEM) started schools and colleges in different parts of Kerala.
- **LMS**
  - Who worked in south Travancore was Rev. Mead of the LMS during the period of 1817-187. He devoted his whole energy to educational work.

- **CMS**

- Active in Kottayam since 1813
- Focused on educational development
- Established CMS college in 1817
- Set up a grammar school at Kottayam in 1821
- 1821- first printing press- by Benjamin Bailey
- They also started schools for girls
- 1818 an English school was opened at Mattancheri by Rev. V. Dawson, with financial aid from cochin govt.
- 1826- Samuel Ridsdale, came to cochin and established 6 schools for boys and 4 schools for girls
- 1836 CMS started an English school at trichur which become a high school in 1889

- 1845- English school was established at Ernakulam
- 1875- A.F Sealy raised to the status of a second grade college affiliated to the university of Madras
- 1889- rules were framed for giving grants in aid to private schools

- **BEM**

- Laid the foundations of western education In the Malabar area
- Opened a primary school at kallai in 1848 and it developed in to the Malabar Christian college
- 1857- opened at Tellichery the first English school In North Malabar
- BEM was later taken over by the government and developed into the government Brennen college.
- The Victoria college, paghat, began as a school in 1866 and zamorins Guruvayurappan college Calicut was started as a school in 1877 for the young princes of the zamorins family

# EDUCATIONAL RENAISSANCE IN KERALA IN THE 20th CENTURY

- Renaissance in 20th century had face of Religious reform renaissance movement of Kerala have different levels. It includes social strike like channar revolt, villuvandi samaram, for equal justice
- Here the reformation which were lead by the thinkers like , Sree Narayana Guru, Chattambi Swamikal, Thaikkad Ayya, Sahodaran Ayyappan, Vakkom Muhammed Khader Moulavi etc..
- Socio religious reform movements which ultimately led to the renaissance in Kerala like Sreenayana Dharma Paripalana Yogam ( SNDP) , Nair Service Society (NSS) , Sadhu Jana Paripalana S angam ( SJPS) , Sahodara Prasthanam etc...

- Later as result of a number of renaissance movement and leaders Kerala became one of the leading state in India with regard to human development and educational achievement

## a. SREE NARAYANA GURU

- Sree Narayana Guru was born on August 20, 1855 at chembazhanthi, Thiruvananthapuram
- His parents Madan Asan and Kutti Amma and they affectionately called him 'Nanu'
- Sree Narayana Guru was a great saint, scholar ,philosopher, poet and the forerunner of social renaissance in Kerala
- He redeemed the downtrodden human from the curse of casteism
- ' Oneness of humanity' was his dream ; unparalleled were his deeds
- Obtaining a clear vision of the unity of the downtrodden humanity around him , Sree Narayana Guru decided to return to the world he had withdrawn
- He started his revolutionary mission consecration of a Hindu temple was the exclusive right of Brahmins

- As the first revolutionary step he himself consecrated a temple dedicated to Lord siva in Aruvippuram in 1888
- He campaigned against the observance of such practice as Thalikettukalyanam, Tirandukuli etc...
- Sree Narayana Guru had a highly electric outlook in religious matters as is evidenced by his famous saying " One caste, One Religion, One God for man"
- He has been hailed as " Father of Modern Kerala Renaissance.
- In 1903 Sree Narayana Guru established a social organisation called ' Sree Narayana Dharma Paripalana ( SNDP) yogam to spread the message of Guru against the caste system in kerala
- SNDP establishes several educational institutions of the ezhava community

- In 1925 Guru supported the famous vaikom satyagraha movement which demanded entry for lower caste people in the siva temple at vaikom and all temples in kerala
- Sree Narayana Guru left us on september 20, 1928



## **b. VAKKOM MUHAMMED ABDUL KHADER MOULAVI**

- Writer, architect, social reformer and journalist of the Muslim community
- Born in 1873 in Anchutheng near chirayinkeezh
- In 1904 he imported a printing press directly from England and set up Anchutheng
- In 1906, Moulavi started the 'Muslim' magazine
- He started also a litho press in Vakkom and published an Arabic - Malayalam magazine called 'Al Salam'
- Swadhesabhimani was published under the leadership of CP Govindapillai. In 1906 K Ramakrishna Pilla became the editor of Swadhesabhimani

- Ramakrishna pillai was deported in 1910 for his sharp criticism of the Divan rule
- Moulavi submitted a petition to the Maharaja of Travancore in 1915 regarding the reform of muslim education
- The 'Islamia' publishing grandhasaala was established to public books that provide guidance to the Muslim community. Deepika magazine is the front page of the company
- Moulavi has contributed a lot of to the educational and social fields to the muslim community
- Moulavi died october 31 ,1932

### **c. CHATTAMBI SWAMIKAL**

- Chattambi Swamikal was born in 1853 at kollur, Trivandrum
- His parents were Vasudeva sharma and Nangamma pillai , he was known by his pet name kunjan
- Chattambi Swamikal attended a tradition school in Thiruvananthapuram run by Pattayi Raman Pillai Asan, he was a renowned scholar and a writer at that point in time
- He gained knowledge in literature, music, astronomy, drawing, veena and medicine
- He had been practicing yoga and penance for a long time
- Simplicity, cleanliness, and non casteism were the hallmarks of the Swamis
- Swamis major works that Pracheena Malayalm, Vedhathikara Niroopanam, Adwaita Chinthapadhathi, Chithakasalaym, Vedhanthasaaram

- He fight against the monopolistic position of Brahmins
- He worked for untouchability, sub caste barriers , casteism,etc...
- Chattampi Swamikal died 1924

## d. AYYANKALI

- Ayyankali was born on August 28, 1863 to Maala and Ayyan at Venganoor
- He born in the pulaya community gave leadership to the movement started by the pulayas and other depressed classes for their social advancement
- Ayyankali in 1893 rode a villuvandi ( ox cart) challenging the ban on untouchables from accessing public roads
- Inspired by Sree Narayana Guru a social reformer from Ezhava caste Ayyankali started Sadhujana Paripalana (SJP) Sangham(1907)
- Major purpose of SJPS was to campaign for education for Dalits in Kerala

- The man was later instated as a member of the Assembly of Travancore known as the Sree Moolam Praja Sabha
- He also played an instructor role in establishing community courts
- Ayyankali passed away on june 18 1941 leaving behind a better and more inclusive world for lower caste communities in Kerala

# **EDUCATION AFTER FORMATION OF MODERN** **KERALA**

- After formation of Kerala state in 1956 the government have taken keen interest in the field of education.
- Kerala education act 1957 enhanced the participation of government in the management of private school
- It guaranteed security of service to the teacher's working in aided school.
- Pension and other retirement benefits also were granted to private school teachers

## **a. PRIVATE SECONDARY SCHOOL SCHEME**

- Introduced in 1950
- Aimed at improving the service conditions of teachers in school under private management
- Due to some opposition scheme revised in 1951
- Laid rules regarding the collection of fees and its distribution for the maintenance of private school



## **b. ABOLITION OF FEES**

- Abolition of fees from primary level to high school level.
- The abolition of fees in form 1 and 2; in 1954-55 form 3 rd in 1955-56 rendered both primary and middle school education free.
- 1960-61 high school fees abolished.
- By 1969-70 entire school education in Kerala was made totally free.

## **c. KERALA EDUCATION RULES (KER)**

- Kerala Education Rules (KER) was formed in 1959.
- It unified the salary, leave and other services conditions of teachers.
- The statutory body "State Education Advisory Board " Was formed in 1961.
- First statutory board to advice a state government of matters concerning education
- The university act of 1957 has been amended in many times.
- The Kerala university act of 1969 and 1974 deserve special mention.
- The university act of Kerala further increased the control of the state in the administration of the universities as well as the management of private colleges.

## **d. EDUCATIONAL EFFORT TO REDUCE REGIONAL DISPARITIES**

- At the time of the formation of Kerala 1956, main disparities exist between the travencore, cochin, malabar.
- Educationally backward malabar, government attempted sanctioning new school, upgrading existing school, allotting more funds etc.
- Successive five year plan helped to narrow down the educational disparities between the regions
- Kerala government treated special concern for depressed and backward communities.
- Free supply of clothes, slates and books, exemption from payment of all kind of fees etc. policies are allowed

- Special effort to increase female literacy since 1956.
- For preventing the drop out rate, increased the enrolment of females belongs to backward

## e. NOON MEAL PROGRAMME ( MID DAY MEAL )

- Introduced in 1940s.
- This was continued and extended after the formation of the present state of kerala.
- With the assistance from the cooperative for American relief every where (care) government continued non meal at school.
- It covered 73% of LP school.
- From 1984 onwards feeding programme with kanji and pulses were introduced in government and aided LP schools.

## **f. WHOLE PROMOTION SYSTEM**

- Due to high drop out rate during 1960s government devised the whole promotion policy in 1972-73.
- Initially introduced in standard 1 and 2 and later extended to other standards.
- This policy reduced drop out rates.
- It was highly criticized on the ground of deterioration in the quality of school education in the state

## **g. TRAVEL CONCESSION**

- Introduced in 1950s to facilitate the easy travel of students to schools.
- It reduced the burden of the parents on the household expenditure on education.
- The scheme has enabled thousands of poor students from far off places to reach their school at low expenses.

## **h. EDUCATIONAL EXPANSION SINCE 1990s**

- Economic activities have Under gone significant changes in India with the introduction of new economic policy in 1991
- The education sector in Kerala witnessing new trends with the coming of LPG
- So far the government has played dual role of an investor and facilitator in public and private investment in education.
- Now Kerala stand out as the most literate state by attaining universal elementary education.



## **i. CURRICULUM FRAMEWORK FOR SCHOOL EDUCATION (2007)**

- Kerala develop first time a curriculum frame work, ideas articulated by National Curriculum Framework(2005).
- In1997, Kerala made an effort for the formulation of comprehensive curriculum focusing on the process of teaching and learning.
- Curriculum revision programme in Kerala held on the basis of NCF 2005
- The curriculum revision initiated in 1996 in Kerala had a strong influence in the formation of NCF 2005.
- Based on the NCF 2005 , effort to revise the Kerala school curriculum began in August 2006

- Three pillars of KCF 2007.
  1. Constructivism
  2. Critical pedagogy
  3. Issue based curriculum

## **j. HIGHER EDUCATION IN KERALA**

- In 1957-58 there was only one university in Kerala viz.
- While the number of universities increased, the number of affiliated colleges multiplied even faster.
- The Kerala university had only 46 arts and science college affiliated to 1957-58.
- Number increased 79 in 1975-76&90 in 2003
- Calicut university formed in 1968
- It had 34 arts and science colleges by 2003 it increased to 138.
- Kannur university the youngest of all the universities established in 1996 has 46 colleges affiliated to it.

- In Kerala established subject specific universities. some of them are
  1. Cochin university of science & technology
  2. Kerala agricultural university
  3. Kerala university of health & science.

# **KERALA DEVELOPMENT EXPERIENCE AND EDUCATION**

- The small state of Kerala today is a model for other countries and states. Major changes have taken place in Kerala since the early days of the caste system, untouchability and the loss of the opportunity to do as one pleases. The peoples and great personalities reacted against the anarchy that existed in the past. Major changes took place in Kerala through such social reforms.
- The female literacy children's education, low infant mortality and health has contributed to the development of Kerala.

## **a. ISSUES PERTAINING TO KERALA SOCIETY**

Kerala is experiencing some serious problems such as

- Low growth of agriculture
- Increasing privatization
- Marginalization of women and backward
- Increasing urbanization
- Lack of proper waste management.

### **1. Decrease of Agricultural productivity**

- Uncertain monsoons and inadequate irrigation facilities
- Lack of support services

- Technical factors( traditional method of cultivation)
- Lack of High Yielding Variety seeds
- Problems of pest and diseases of crops
- Failure of public distribution

## **2. Issues related with health care and education**

- Disparities in infrastructure facilities in private schools and public schools and colleges
- Commercialization of health and education sector
- In availability of laboratories, scanning centers, diagnostic centers, nursing homes in government hospitals and tremendous growth in the availability of there facilities
- Improper use the basic management Poor health can put educational attainment at risk
- Studying avrod

### 3. Consumerism

Kerala encounters several adverse consequences in consumerism such as

- Growing vehicle population
- Production of mounting solid
- Rapid urbanization
- Industrialization
- Liquor and medical wastes
- Extensive pollution of air ,water and land



## 4. Lack of proper waste management

- Changing life style resulted serious issues of pollution and lack of management.
- Soil, water, air contamination
- Bad impact on human health
- Disease carrying pests
- Slowly killing the planet
- Threats to the freedom to lead long and healthy lives
- Incineration operator are at risk of chronic respiratory disease

## 5. Marginalization of women , children and backward communities

- Growing atrocities against women such as rapes, dowry deaths, cruelty by husbands etc..
- Backward communities or caste based marginalization is the most serious human right issues such as segregation in housing, denial and restriction of access to public services
- Trafficking of children

## **b. CURRICULAR SHIFT IN KERALA AFTER 1990s**

- Education is considered as a powerful tool . We should ensure an educational system which enlightens our vision. After 1990s an action plan for strengthening the school curriculum in Kerala has been undertaken .
- Kerala's effort to develop a curriculum framework is a turning point in the history of the state.
- In 1997 an effort for the formulation of a comprehensive curriculum focusing on the process of teaching and learning was attempted in Kerala.
- The states curriculum reform effort gained further impetus with the formulation of the National Curriculum Framework ( NCF) 2005.

- Kerala could display the active working model of a learning process that has its foundation the principles of construction and a learner centered activity based and process oriented pedagogy.
- The first phase of the revision process is culminated by the publication of the Kerala Curriculum Framework (KCF) 2007. It has made a reality through the process like,
  - Curriculum revision was prepared and was subject to the consideration of the NCERT and the Kerala state government
  - The Malayalam version of National Curriculum Framework 2005 was printed and distributed

- A two day workshop comprising curriculum committee members experts in the field of education
- Kerala Curriculum Framework envisages some fundamental principles as follows
  1. Social justice
  2. Sustainable development
  3. Molding up good citizens
  4. Promotion of nationalism
  5. Develop awareness about rights
  6. Promote scientific attitudes
  7. Promote vocational skills

8. Acquire social and democratic values

9. Strengthen resistance

10. Promote critical approach

## 2. Mark Questions

1. What is KER?
2. Distinguish between Maktaba and Madrassah?
3. Suggest any 2 measures to be taken for equalization of education opportunities in Kerala?

## 4. Mark Short Essays Questions

1. Explain role of Christian missionaries in Education?
2. Discuss the role of Sri Narayana Guru in the development of Education in Kerala?
3. Discuss the role of Ayyankali in the development of Education in Kerala?
4. Give a brief sketch of Education in ancient Kerala?



## 10. Mark Essays Questions

1. Discuss the evolution of Education in Kerala?
2. Explain the nature of curricular shift in the school education after 1990's?