

ASSIGNMENT

CONTEMPORARY INDIA AND EDUCATION

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1. What are the significant recommendations of commission and committee. (2)

* The university Education commission (1948-49)

The university Education commission was appointed to suggest reforms in university education. Dr. S. Radhakrishnan who later on became the second president of India, was its chairman. It made the following observations as far as girls education is concerned at the school stage.

* Constitutional basis and policy recommendation on girls Education (1949-50)

Right quality: article 15 | prohibition of discrimination on grounds of religion, race, caste, sex or place of birth.
(1) The state shall not discriminate against any citizen on grounds only of religion, sex, race, caste, place of birth or any of them.

* Secondary education commission (1952-1953). on Policy recommendation of girl education.

The secondary education commission all aspect of secondary education in India and made recommendation accordingly. Here we quote extract from the report relating Summary of Recommendation.

* Efforts should be made by the state governments to open separate schools for girls where there is demand for them.

* National Committee on women's education (1958-59) and policy Recommendation on girls education.

Primary Education (Age group 6-11).

3

Concessions in kind (not in cash) should be given to all girls whether from rural or urban areas of parents below a certain income level.

Middle and secondary Education (Age group 11-17).

* At the middle school stage, more and more co-educational institutions should be started.

* As far as possible, free or subsidized transport should be made available to girls in order to bring middle and secondary schools, within reach.

Curriculum and syllabi

At the middle school stage and more especially at the secondary stage, there is need for differentiation of curricula for boys and girls.

Training and Employment.

Similarly the fact that the so-called psychological differences b/w the two sexes arise, not out of sex but out of social condition will have to be widely published and people will have to be made to realize that stereo-types masculine and feminine personalities do more harm than good.

Co-education:

Education should be adopted as the general pattern at the elementary stage.

* Committee on Differentiation of curricula for boys and girls
(1961) or Hasna Mehta Committee

* There is no justification for the popularly held view that certain subjects are masculine and others feminine.

* Coeducation should be adopted as the general pattern at the elementary stage (1963)

* Committee to look into the causes for lack of public support particularly in rural areas for girls education and to enlist co-operation (1963)

* Enrolment drives for girls education should be made

* Women teachers should be appointed in large number in mixed schools.

* Education Commission (1964-66)

The Commission made the following recommendation on girls education.

* Resolution on the National Policy on Education (1968)

The education of girls should receive emphasis, not only on ground of social justice but also because it accelerate social transformation.

* Committee on the Status of Women (1971-73)

* Coeducation should be adopted as the general policy at the primary stage.

* At the primary stage simple needle craft, music dancing should be taught to both the sexes.

* National Policy on Education (1986)

* Education will be used as an agent of basic change in the status of women.

* In order to neutralize the accumulated disorientation of the past.

(5)

* Ramamurti committee (1990)

The committee for Review of the NPE or the Ramamurti Committee its report towards an Enlightened and Humane Society.

Removal of Regional Disparities in girls Education.

Any effective strategy for raising the educational status of women in India would have to give priority to the educationally backward districts.

Crisis curriculum.

Special effort should be made to strengthen mathematics and science education among girls.

Undifferentiated curriculum for boys and girls.

* National curriculum framework for school Education (2000)

Equality among sexes is a fundamental right the Constitution of India.

Textbook and the process of transaction

is absolutely necessary.

2. Write a note RMBA.

This scheme was launched in March, 2009 with the entrance access to secondary education and to improve its quality.

By the end of 12th Five year plan and achieving universal retention by 2020.

Important physical Facilities provided under the scheme are:

- * Additional class rooms,
- * Laboratories
- * Libraries
- * Art and craft room
- * Toilet blocks
- * Drinking water
- * Provisions and
- * Residential Hostels for Teachers in remote areas.

Important Quality Intervention provided under the scheme are:

- * appointment of additional teachers to reduce PTR to 30:1
- * focus on science, Math and Education
- * In service training of teachers.

Important Equity Intervention provided in the scheme are:

- * special focus in micro planning
- * Preference to Ashram schools for up gradation.
- * more female teachers in schools.
- * separate toilet blocks for girls.
- * special enrollment drive for the weaker section.

Implementation Mechanism of the scheme.

(7)

* The scheme is being implemented by the state government societies established for implementation of the scheme.

* The applicable state share is also released to the implementing agency by the respective state government.

2. Fundamental Rights.

The fundamental rights, embodied in part III of the constitution, guarantee civil rights to all Indians, and prevent the state from encroaching on individual liberty while simultaneously placing upon it an obligation to protect the citizens' right from encroachment of society.

Seven fundamental rights were originally provided by the constitution: right to equality, right to freedom, right against exploitation, right to freedom of religion, cultural and educational rights, rights to property, and rights to constitutional remedies. However, the right to property was removed from part III of the constitution by the 44th Amendment in 1978.

1) Rights to Equality.

(8)

The right to equality is one of the chief guarantees of the constitution it is embedded in Article 14-16, which collectively encompass the general principles of equality before law and non-discrimination. and Articles 17-18 which collectively further the philosophy of social equality.

Article 14. guarantees equality before law. as well as equal protection of the law to all persons within the territory of India.

Article 15 Prohibits discrimination on the grounds only of religion, caste, race, sex, place of birth or any of them.

Article 16. guarantees equality of opportunity in matters of public employment and prevent the state from discriminating against anyone in matters of employment on the grounds only of religion, race, caste descent place of birth, place of residence or any of them.

Article 17. The practice of untouchability has been declared an offence punishable and the Protection of Civil Rights Act 1955.

(ii) Right to freedom:-

The Right to freedom is covered in Article 19-22,

With the view of guaranteeing individual rights that were considered vital by the framers of the constitution, and these Article also include certain restrictions that may be imposed by the state on individual liberty under specified conditions.

(iii) Right against Exploitation! -
child labour and beggar is prohibited under the right against Exploitation.

Article 23-24 lays down certain provision to prevent exploitation of the weaker section of the society by individuals or the state

Article 23!
Provides prohibit human trafficking making it an offence punished by law and also prohibits forced labour or any sort of compelling a person of work without wages where he was legally entitled not to work or to receive remuneration for it.

(iv) Rights to freedom of Religion!

Article 25-28!

Provides religious freedom to all citizens. According to the constitution, there is no official state religion and the state is required to treat all religions impartially and neutrally.

(V) Cultural and Educational rights.

Article 29-30 are measures to protect the rights of cultural, linguistic and religious minorities, by enabling them to conserve their heritage and protecting them against discrimination.

Article 30: Confers upon all religious and linguistic minorities the right to set up and administer educational institutions of their choice in order to preserve and develop their own culture.

(VI) Right to constitutional Remedies:-

It empowers citizens to approach the supreme court of India to seek enforcement of protection against infringement of their fundamental rights.

1. Explain the recommendation of new national policy in education 1992.

* Having announced that a new policy was in development in January, 1985 the government of Prime Minister Rajiv Gandhi introduced a new national policy of Education in May 1986.

* The new policy called for special emphasis on the removal of disparities and to equalize educational opportunity, especially for Indian women, scheduled

Tribes (ST) and the scheduled caste (SC) communities.

* To achieve these, the policy called for expanding scholarship, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services.

* The NPE called for a child centered approach in primary education, and launched operation university which had been created in 1985.

* 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 Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.

* Programme of action (POA) 1990 under the NPE 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programmes in the country.

1. Write a note on Operational Black Board.

(12)

Operation Blackboard is a centrally sponsored programme which was started in 1987 immediately after the Rajiv Gandhi NPE of 1986 was released to supply the bare minimum crucial facilities of all primary schools in the country.

2. Give short note mid day meals.

The roots of the programme can be traced back to the pre-Independence era, when a mid day meal programme was introduced in 1925 in Madras Corporation by the British administration.

The midday meal scheme is a school meal programme of the Government of India designed to improve the nutritional status of school age children nationwide.

3. Give short note about DEEP

* DEEP was designed to universalize primary education, improve school efficiency and effectiveness, and address the special needs of girls and rural population DEEP.

* Reduce overall dropout rates.

4. State the function of SSA

The scheme of Sarva Shiksha Abhiyan (SSA) was evolved

from the recommendation of the state Education Ministers conference held in October 1998, to pursue universal education as a mission.

- * All children of age 6-14 to complete eight years of schooling by 2010.
- * Stopping of drop-outs.

5. Write a note on Mahila Samakya.

* The Mahila Samakya programme (Education for women's Equality) started in 1989 is a concrete programme for the education and empowerment of women in rural areas, particularly those from socially and economically marginalised groups.

* The Mahila Samakya scheme will expand to cover two new states of Madhya Pradesh and Chhattisgarh during 2006-07.

6. What is meaning of secularism.

Secular means the relationship between the government and the people which is determined according to constitution and law.

7. What is meaning of equality and fraternity.

* This envisages that no section of the society enjoys special privilege. All provided the adequate opportunities without any discrimination. Again there are three dimensions of Equality. Political, Economic & Civic.

* This refers to a feeling of brotherhood & a sense of belonging with the country among the people. It embraces psychological as well as territorial dimensions of National integration. It leaves no room for regionalism.