



**T.Y.B.A.  
SEMESTER - V (CBCS)**

**PAPER - VIII  
CHALLENGES IN INDIAN  
EDUCATION SYSTEM**

**SUBJECT CODE : UAEDU505**

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**UNIVERSITY OF MUMBAI**  
**Syllabus for the T.Y.B.A. Course : Education**

**Course Title: T.Y.B.A.–PAPER VIII CHALLENGES IN INDIAN EDUCATION**

**Objectives:**

- i) To develop an understanding of important issues in Indian Education
- ii) To comprehend the challenges faced in Indian education system
- iii) To develop an insight into the need for inclusive education
- iv) To appreciate the importance of Peace & Value education in turbulent times
- v) To familiarise with the initiatives in promoting education for human resource development

<b>Semester V : Course Code: UAEDU505 (June to October)</b>
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**Module 1: Academic Issues in Indian education**

- a. Medium of instruction at pre-primary, primary, secondary and higher education levels
- b. Wastage and stagnation in primary and secondary education
- c. Teacher – pupil ratio in pre-Primary, primary, secondary and higher education levels

**Module 2: Administrative Issues in Indian education**

- a. Funding of educational institutions
- b. Selective admissions and Entrance examinations
- c. Educational institutional infrastructure
- d. Privatisation of education

**Module 3: Social Issues in Indian Education**

- a. Education for Equity (Scheduled castes, Scheduled Tribes, Economically and Socially Backward Classes)
- b. Education for mitigating social challenges (unemployment, communalism, population explosion, regionalism, terrorism, corruption)
- c. Education for Special Learners.

**Module 4: Education for National Development**

- a. Religious and Moral Education
- b. Education for Democracy
- c. Vocational Education

**Module 5: Practical work in Challenges In Indian Education:**

Every student is expected to submit an essay of not less than 1000 words, on any one of the following -

- a) Education for Multiculturalism
- b) Education for Inclusion
- c) Accreditation of educational institutions

# ACADEMIC ISSUES IN INDIAN EDUCATION

## Unit Structure

- 1.0 Objectives
- 1.1 Introduction
- 1.2 Medium of Instruction
  - 1.2.1 Medium of Instruction at Pre-Primary Level
  - 1.2.2 Medium of Instruction at Primary Education Level
  - 1.2.3 Medium of Instruction at Secondary Education Level
  - 1.2.4 Medium of Instruction at Higher Education Level
- 1.3 Wastage and Stagnation
  - 1.3.1 Wastage and Stagnation in Primary Education
  - 1.3.2 Wastage and Stagnation in Secondary Education
- 1.4 Teacher-Pupil ratio in Pre-Primary Levels
  - 1.4.1 Teacher-Pupil ratio in Primary Levels
  - 1.4.2 Teacher-Pupil ratio in Secondary Levels
  - 1.4.3 Teacher-Pupil ratio in Higher Education Level
- 1.5 Let Us Sum Up

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## 1.0 OBJECTIVES

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After joint through this unit you will be able to:

- Describe medium at instruction at pre-primary, primary, secondary education level.
- Define wastage and stagnation.
- State Wastage and Stagnation in primary and secondary education.
- Describe Teacher-Pupil ratio in pre-primary, primary, secondary and higher education level.

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## 1.1 INTRODUCTION

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A major shift in the education system can be observed since the pre and past British rule till today in India. Initially, children were educated in Gurukuls which was later modified and the modern education system was introduced.

After India became independent, the constitution committed six fundamental rights, of which one was right to Education. It allowed free education for every child up between the age of 6-14 years. The education

system is mainly divided into pre-primary, primary, elementary and secondary education, which was followed by higher studies.

However there are many drawback and loopholes in the system which if curbed can work for the overall development of the country.

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## **1.2 MEDIUM OF INSTRUCTION**

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### **1.2.1 Medium of Instruction at Pre-Primary Level:**

Medium is an important aspect for the development of every human being pre-school education is important as it encourages languages development and prepares pre-school learners for school.

A pre-school is the first place in a child's life where he or she is away from parental care and comfort. It where kids to learn to explore their senses, interact with peers, and start gaining valuable life lessons pre-school play a key role in early childhood development and help students to build a strong foundation for the rest of their lives from developing a positive learning attitude to helping them read write, speak and comprehend, pre-school give their students a good head-start for lifelong learning. So that we can say pre-school play a very important role in the development of child's life.

Children between the ages of 3 and 6 years should begin their educational journey in their own mother tongues. Teaching through a child's mother tongue or home language is internationally recognised as most appropriate in the early years mother tongue is the language that a student has grown up speaking from his/her early childhood. It is child's native language therefore it should be the medium of communication that a student is most familiar with.

The government of India introduced the National Education Policy, 2020. It is the biggest reform in the field of education since the National Education Policy, 1986. The National Education Policy, 2020 tries to bring changes in many area in education and one of them is the medium of instruction in which education will be provided in primary schools. This Policy states that the mother tongue will be the medium of instruction up to class 5 in all school.

### **Benefits of providing education in the mother tongue:**

- 1) UNESCO has recommended that classes be taught in the community's mother tongue during the early years of primary school so that students can fully learn to read and write.
- 2) Mother tongue is vital in framing the thinking and emotions of children. This will make school learning two ways communication between teacher and students. Understanding the subject would boost the confidence of the students.
- 3) Educating children in their mother tongue will also build a strong home-school partnership in their learning parents will be able to

participate in their child's education and make the experience of learning for the student more wholesome.

### **1.2.2 Medium of Instruction at Primary Education Level:**

Language serves a variety of purpose, perhaps much more than we normally attribute to, in our life. It is not just a mode of Communication with others, but also a tool of thinking and deliberating in our own minds. Language is perhaps the most important tool in acquiring knowledge. Therefore, the language we use as a medium of instruction in our school becomes very important as does the way we teach that language itself.

The three language formula envisaged that the children in primary school study through their mother tongue for harmonious development and pedagogically sound quality education. This vision has been postulated by the Education Commission 1964-66 and reflected on the very same line by the National Education Policy (NEP), Programmed of Action (POA) and the national curricular frameworks – 1975, 1988, 2000, 2005 developed by the National Council of Educational Research and Training (NCERT).

Mother tongue plays a tremendously useful role in the education of a child specifically the importance of mother tongue is due to the following reasons.

#### **1) Medium of Expression and Communication:**

Mother tongue is the best medium for the expression of one's ideas and feeling. Students teachers exchange their ideas effectively through it during their training.

#### **2) Formation of a Social Group:**

It is through language, and especially through their mother tongue that individuals form themselves into a social organisation.

#### **3) Easy to Learn:**

Of all languages, the mother tongue is most easy to learn. Full proficiency or mastery can be achieved in one's own mother tongue.

#### **4) Best Medium for Acquiring Knowledge:**

Thinking is an instrument of acquiring knowledge, and thinking is impossible without language. "And training in the use of mother – tongue the tongue in which a child thinks and dreams becomes the first essential of schooling and the finest instrument of human culture." (P.B. Ballard)

It is therefore of the greatest importance for our pupils especially for student teachers to acquire knowledge through mother – tongue.

### **1.2.3 Medium of Instruction at Secondary Education Level:**

Secondary education begins in grade 9 and lasts until grade 12. The secondary stage is broken into two, two years cycles generally referred to as General / Lower secondary school, or standard X' and Upper / Senior secondary school, or standard XII. Education continues to be free at government schools, although private education is more common at the secondary level. General curriculum for lower secondary school in India consists of three languages (including the regional language, an elective, and English language.)

India's linguistic diversity makes language planning both complex and flexible for the number of languages available in school in India is perceived both as problem and a merit. India's language policy in school education, the three language formula emerged as a political consensus in the 1950 has become the guiding principle in fostering linguistic harmony among the languages and linguistic groups though it's implementation has been seen as unsatisfactory on many counts. In India, the medium of instruction varies among English, Hindi and the respective states official language private schools usually prefer English, and government schools tend to go with Hindi or respective state language.

### **1.2.4 Medium of Instruction at Higher Education Level:**

Indian languages have never got the importance they deserve in the higher education system. Teaching and learning have largely been in a foreign language. But a change is in the offering, with the advent of the National Educational Policy (NEP) 2020. Prime Minister (PM) Narendra Modi recently tweeted. "Taking inspiration from the National Education Policy. It will now be tried to teach all technical courses including medical, engineering in mother tongue.

The current NEP recommends that higher education institutions should use the mother tongue / local languages as a medium of instruction and / or offer bilingual programmes. This will help to provide quality teaching to more students and thus increase Gross Enrolment Ratio (GER) in higher education. It will also promote the strength, usage and vibrancy of all Indian languages as a medium of instruction and/or offer bilingual programmes. This will ensure that there is no difference between government and private institutions.

Thus, the above were medium of instructions at pre-primary, primary, secondary and higher education levels.

### **Check your progress:**

1. Discuss the Medium of instruction at pre-primary, primary, secondary and higher education levels.
2. Give detail information about Medium of instruction at primary education level.

### 1.3.1 Wastage and stagnation in primary education:

Since the attainment of freedom Indian Governments both at the centre and in the states have tried to improve and expand primary education. However, the desired success has not yet been achieved. Many children leave the schools even before completing the primary education which means a waste of money and energy spent over their primary education. Hartog committee has called it a waste in its report. In 1955-56 the percentage of children having left primary education in the middle was 57. This wastage in primary education has been due to following causes.

#### Causes of wastage in primary education:

##### 1) Absence of methodical Approach:

Primary education in India lacks a methodical approach. There is a dearth of suitable school buildings, trained teachers, essential equipments, libraries and necessary amenities, Lack of bare necessities at the primary stage lead the students to lose interest in their education. They, therefore, leave primary education unfinished.

##### 2. Indifference of Guardians:

Nearly 70 per cent of the population in India is still illiterate. These illiterate people do not understand the worth of education. When the parents are illiterate and primary education is not capable of enabling the children to earn money, the guardian soon make their children leave the schools and joining some work or trade to earn wages.

##### 3. Faculty Administration:

Lack of good administration has adversely affected the development and quality of primary education. There has been an emphasis on the expansion of primary education without equal emphasis on the number of teacher and supervisor administrative personnel, equipment and buildings. The teachers-students ratio has gone up so that the teachers find themselves unable to pay personnel attention to each students. Lack of efficient transport system also tells heavily on primary education. It helps to increase waste of funds and deeper stagnation in the sphere of primary education.

##### 4. Absence of proper planning:

Another major cause of waste and stagnation is that there are no rules regarding age of admission and conditions for staying in classes for a certain period students with different age join primary education and leave it when they desire. In rural areas the children absent themselves too often due to the poverty of their guardians. They particularly absent themselves during sowing and harvesting seasons. The remedy lies in preparing a proper holiday list keeping the needs of rural people in mind as also the problems of guardians.

### **5. Poverty:**

Poverty of the Indian people is the most important factor responsible for wastage in the sphere of primary education. Most of the guardians are so poor that can not manage even two square meals a day for their families. It is too much to expect from them to arrange books, note books etc. for the children. On the contrary they find it easy to stop their children's education and put them into some trade to earn money. Thus a large percentage of promising children become the victims of poverty and deprived of primary education.

### **6. Lack of suitable curriculum:**

Many of the Indian primary schools have yet not been converted into newly patterned basic schools. They still teach the old curriculum which is not interesting but monotonous to children. The boredom creates in them a desire to leave the school.

### **7. Old Traditions:**

Indians have yet not been able to give up conservative practices and adopt a more liberal and progressive attitude. Old traditions still governing the Indian social life, include child-marriage, untouchability, secondary position of women folk, purdah etc. The majority of people do not favour co-education as they feel that girls should not take up jobs and earn livelihood. Marriage of boys and girls give a severe jolt to education because most of the students give up studies as soon as they are married.

### **Remedies to wastage and stagnation:**

- 1) Reorganization of the curriculum
- 2) Reorganization of the educational system.
  - a) Shortage of good books
  - b) Unhealthy atmosphere in school
  - c) Lack of suitable play-ground
  - d) Lack of trained teachers
- 3) Education of Guardians
- 4) Administrative Reforms
- 5) Ban of child marriage and child labour
- 6) Elimination of poverty

## **Stagnation in primary education:**

### **Meaning of stagnation:**

Stagnation means failure to complete the prescribed course within the prescribed time. It also means failure of students in the class once or for a number of times. It also means wastage of time. It is waste in primary education both directly and indirectly.

For example, if a student completes five years course in eight years. It means that he has wasted three years money, labour and time. Repeated failures in a class procedure frustration in the student who then gives up studies and tries to find employment. If he fails to earn money through honest efforts, he indulges in anti-social activities and becomes a burden on the society. In India stagnation has considerably harmed primary education. It is 60 per cent in the five classes of primary education while only 40% students could avoid it.

### **Causes of stagnation:**

#### **1. Many unattractive courses:**

For the primary classes there are as many as five subjects including arithmetic and science which are dry for children belonging to tender age group of six to eleven years. This leads to failure of many students in a class and increases stagnation.

#### **2. Dissimilar age for admission in the same class:**

Lack of any definite rule relating to admission in primary classes is also a factor responsible for stagnation. Absence of any age restriction allows any child of my age to get admission to any class he desires for. Hence, children of different age groups and mental caliber are found in a class.

Their physical and mental development does not take place in a balanced manner. Many students fail in their classes, thus causing stagnation.

#### **3. Uninteresting Atmosphere:**

A child joining a school finds an atmosphere quite different from the atmosphere prevailing in his home. He faces a difficult adjustment problem. Those children who fail to adjust themselves in the new environment develop an anti-social outlook and turn into juvenile delinquents and truants. It spoils other children as well as leads to stagnation. Sometimes the home and school environment is so disturbing that the child is left with no interest to pursue his studies. He fails to complete his home work and falls prey to stagnation.

#### **4. Physical weakness:**

Physical weakness caused by unhealthy environment, malnutrition or diseases is also a cause of stagnation. Physically underdeveloped children cannot study hard to cover their courses. Their memory gets weak and they fail in their examinations.

### **5. Evil Social Practices:**

Evil social customs like early marriages also prove a cause for stagnation. Married boys and girls stop or neglect their studies.

### **6. Inadequate Provisions in the school:**

In Indian primary schools the number of teachers is too small. In many schools there is only one teacher who cannot do justice to various subjects. Hence, it is very difficult for the children to complete their courses. The shortage of teaching and reading materials in sanitary conditions of school building with children's studies causing stagnation.

### **7. Defective Examination System:**

The present system of examination is defective as it does not take into account the work done and labour put in by the student throughout the years. It evaluates the child's worth within a few hours. If for any reason the child is unable to answer questions within examination hours satisfactorily his whole year's labour is lost. This out-dated and defective examination system causes stagnation.

### **Remedies to combat Stagnation:**

- 1) Reconstruction of curriculum
- 2) Proper admission policy
- 3) Revolutionised Atmosphere
- 4) Improved Health of Children
- 5) Psychological teaching methods
- 6) Ban on child marriage and child labour
- 7) Reform in Examination pattern

### **1.3.2 Wastage and Stagnation in Secondary education:**

#### **Wastage and Stagnation:**

Though 'wastage' and 'stagnation' are two separated words they are considered to be the twin problems of education. This was mentioned in Hartog Committee Report (1929). The committee explained wastage as the premature withdrawal of children from school at any stage before the completion of primary course, and stagnation as retention of a child in a class for a period of more than one year.

#### **Secondary Education:**

After independence there has been attempt to have uniformity in the structural pattern of education in our country. The education commission (1964-66) recommended for the introduction of a uniform pattern of educational structure i.e. 10+2+3 throughout the country, which was

endorsed by the Government of India in its resolution on National policy on Education 1968 and this is now in operation throughout the country. The ten years schooling covers classes I to VIII (for 6 to 14 years of age) as primary and classes IX and X as secondary levels.

In the present context Secondary Education refers to classes IX to X. However, as originally designed, the drop-out and stagnation rate has been studied for three class i.e. VIII – X.

### **Causes of Wastage and Stagnation:**

#### **1) Socio-economic:**

Poverty, inequality of sexes, illiteracy, rampant, superstitions, Conservative attitudes are some of the main causes for drop-out. Paucity of funds and their improper distribution also aggravate the problem as higher classes.

#### **Educational:**

Poor quality of teaching, inexperienced teachers and single teachers where one teacher is over burdened with classes and administration lack of vocational courses and faulty evaluation styles.

Gandhiji's call of "earn and learn" is ignored and pupils are not capable of directly earning well after X<sup>th</sup> and XII<sup>th</sup>.

#### **Absence of school facilities and infrastructure:**

Inadequacy or absence of proper buildings, water, sanitation, transport, laboratories, playgrounds etc.

#### **Unwilling teachers:**

Teachers are not well-qualified or well trained. Teacher from Urban areas refuse to move to rural institutes.

#### **Mismatch in School Timing:**

In rural areas children are also expected to help in the primary occupations and earn for the family and there is a clash as school and agricultural work run at the same time.

#### **Miscellaneous:**

Under-nourishment and malnutrition of children, health problems, no medical facilities and mental block sets in when a child has to repeat a class.

#### **Lack of funds:**

Late Prime-Minister Rajiv Gandhi mentioned that 1 rupee allotted at the top becomes to paisa by the time it filters down to the truly needy.

### **Remedial measures for wastage and stagnation:**

1. We should try to remove the heterogeneity in society where the rich become richer and the poor, poorer.
2. Sufficient financial aid should be provided for adequate infrastructure such as school building, electricity water, blackboards, furniture in classrooms etc.
3. Give incentives and special allowances to the teachers.
4. Spread awareness amongst the adults how education is advantageous and important and how it ensures a bright and secure future.
5. Adjust school hours as per local needs. E.g. Implement mobile schools such as “Shetu Shala”.
6. Apply new teaching methods and carry out regular comprehensive evaluation instead of yearly evaluation.
7. Appoint devoted teachers – deal strictly with inconsistent, irregular and harsh ones frame proper contracts to curb their absenteeism.
8. Provide transport facility and medical aid.
9. Motivate and praise children on their performance.
10. Along with regular education impart some form of spaced out vocational training. This will act as a long - term incentives to parents as they know the skill can later be used to earn money.
11. Implement recommendations by the education commission such as:
  - a. Organise literacy programs in village.
  - b. Provide part- time education so that children can do parents in their occupations and still be able to gain education.

### **Conclusion:**

Thus, Wastage and Stagnation is a major problem in a highly populous country such as ours and we should work on a war footing towards eradicating this problem so that good education and values seep into the remotest corner of our country.

### **Check your progress:**

1. Define Wastage and Stagnation.
2. Discuss wastage and stagnation in primary education.
3. Discuss wastage and stagnation in secondary education.

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## 1.4 TEACHER-PUPIL RATIO IN PRE-PRIMARY LEVELS

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One of the best indicators of a quality childcare provider is a good student teacher ratio. The student teacher ratio is simply the number of teachers or childcare professionals on hand at any given time in a childcare, pre-school or day care setting in relation to the number of kids for example a pre-school class of 20 children and 2 teachers has a student teacher ratio of 10:1 one teacher for every 10 kids.

The most successful pre-school programs have small class sizes and low students to teacher ratios. It is vitally important for that number to remain low. Many studies have shown the correlation beginning in pre-school between low child-teacher ratios and future positive outcomes for students committing to small classes and low ratios gives pre-school the capacity to develop and nurture in each child a love for lifelong learning.

The right of children to free and compulsory Education (RTE) Act, 2009 in it's schedule lays down Pupil Teacher Ratio (PTR) for both pre-primary and primary. At pre-primary level the PTR should be 30:1.

### 1.4.1 Teacher-Pupil ratio in Primary Levels:

The right to Education Act 2009 is an act that aims to provide free and compulsory education to all children between the age of 6 to 14 years in India under Article 21A of the Indian Constitution.

As per the RTE Act 2009, the pupil teacher ratio is 30:1 means one teacher is employed for a total of 30 students in every primary school.

If the above 30 students are admitted then the pupil teacher ratio (PTR) will be 60:2 so three teachers will be employed for above 60 students.

Globally, there are variations in the optimum number of students taught in a particular class. However, According to NEP 2020 areas having large numbers of socio-economically disadvantaged students will aim for a PTR of under 25:1.

### 1.4.2 Teacher-Pupil ratio in Secondary Levels

There is no standard perfect number for what constitutes a good 1:4 student-teacher ratio. The number will vary according to budgeting, as smaller class sizes and more teachers cost the school more to staff and train.

The required student-teacher ratio in government secondary schools, according to the Rashtriya Madhyamic Shiksha Abhiyan (RMSA) framework, should be 30:1. But it is 51:1 for languages, 102:1 for Mathematics, 165:1 for Social studies and 237:1 for Science.

Numerous sources argue that lower student-teacher ratios are better at teaching students complex subjects, such as physics, mathematics and chemistry, than those with a higher ratio students to teachers. Commonly,

the schools with lower student-teacher ratios are more exclusive, smaller classes are widely believed to benefit all pupils because of individual attention from teachers, and low attaining pupils are seen to benefit more at the secondary school level, where the content level is more challenging. Pupils in large classes drift off task because of too much instruction from the teacher to the whole class instead of individual attention, and low-attaining students are most affected.

### **1.4.3 Teacher-Pupil ratio in Higher Education Level:**

One of the factors influencing the quality of teaching in an education institute is the number of students per teacher, referred to as the student-to-teacher ratio.

The higher the ratio, the greater are the average number of students per teacher and the lesser is the time a teacher spends on an individual student, thus affecting negatively the academic performance of students.

For a country like India, which is faced with the challenge of reaping its demographic dividend, making higher education inclusive is important, but at the same time attention must be given to improving the learning outcomes, which could be achieved to some extent by addressing the continuing problem of faculty shortage in the country.

In addition to a high student-to-teacher ratio, India also faces the issue of gender bias in the teaching profession at tertiary level of education.

Addressing the issue of gender based discrimination will not only help in easing the supply side. Constraints in the teaching profession but would also improve the equality of teaching by enhancing competitiveness and productivity.

While an ideal student-to-teacher ratio is recommended in both brick and mortar and online college classes. The opposite does not always mean poor results. There are universities with high student-to-teacher ratios that boast of impressive teaching methods and excellent output.

### **Check the progress:**

1. Explain Teacher-Pupil ratio in pre-primary, primary, secondary and higher education level.

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## **1.5 LET US SUM UP**

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In this unit, we have studied:

- Medium of instruction at pre-primary education level
- Medium of instruction at primary education level
- Medium of instruction at secondary education level
- Medium of instruction at higher education level

- Wastage and Stagnation in primary and secondary education
- Causes of wastage in primary and secondary education
- Remedies to wastage and stagnation
- Teacher-Pupil ratio in pre-primary, primary, secondary and higher education level.

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## **ADMINISTRATIVE ISSUES IN INDIAN EDUCATION**

### **Unit Structure**

- 2.0 Objectives
- 2.1 Introduction
- 2.2 Administrative issues faced by Central Government
- 2.3 Administrative issues faced by State Government
- 2.4 Administrative issues faced by the State Boards and Universities
- 2.5 Administrative issues faced by Colleges and Educational Institutions
- 2.6 Conclusion
- 2.7 Summary
- 2.8 Questions
- 2.9 Reference

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### **2.0 OBJECTIVES**

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After studying this unit, you will be able to:

- Discuss the administrative issues in Indian education.
- Understand the administrative issues faced by the Central government.
- Understand the administrative issues faced by the State government.
- Understand the administrative issues faced by the State Boards and Universities.
- Understand the administrative issues faced by the colleges and educational institutions.

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### **2.1 INTRODUCTION**

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Educational administration is a discipline within the study of education that examines the administrative theory and practice of education in general and educational institutions and educators in particular activities.

Education is foundation of the nation. It hampers imagination, moral development, creativity, social responsibility and all round development of the individual.

To manage financing, efficiency of educational programs and fulfil demand & supply of nation, proper administration is required. India is divided into 18 states and 7 union territories with 3,214Km from north to south and 2,933 Km from east to west with total area of 3,287,263 Sq.Km

and approximate population of 138 crores (2020). To provide education to world's second largest population spread over such a large area is a challenging task. There are various administrative issues in Indian education faced by the central government, state government, universities, school and colleges.

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## **2.2 ADMINISTRATIVE ISSUES FACED BY CENTRAL GOVERNMENT**

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### **1. Geographical vastness and diversity on the nation:**

Geographically India is vast country with 28 States and 9 Union Territories with 22 official language and thousands of mother tongue. It is said that, 'Kosh kosh pe pani badle, char kosh pe vani.' It means at every 2.5Km there is different taste to water and at every 6Km there is different language. Other than these there are various culture observed throughout the nation. People wear different clothes, perform different dances and have different songs and music. To administer such a vast nation with lots of diversity is a great challenge across the government and so, it has to face several issues while framing and implementing the curriculum.

### **2. Poor governance and lack of responsibility:**

When it comes to govern the nation and implement educational policies for the people of India, central government has to face various issues due to poor governance and lack of responsibility. Many of times it is seen that, central government comes up with best educational policies but when it comes to implementation of those policies, government fails to appoint responsible person or organisation to handle those responsibilities.

### **3. Improper co-ordination with states:**

At present there are 28 states and 9 union territories, among those 9 union territories The National Capital Territory of Delhi and Union Territory of Puducherry have legislative assembly and council of ministers. All these 28 states plus 2 union territories have classes with the central government on various issues. Due to their improper co-ordination sometimes there is a delay in implementation of educational policies and schemes run my central government for the people of India.

### **4. Communication Gap:**

It is seen that, there is a communication gap between the center and the states, state and district, district and educational institutions and so on. Due to this, most of the educational policies are not seen to be implemented on ground.

### **5. Social, cultural & emotional issues of the people:**

India is not only divided geographically but it is also divided socially, culturally and emotionally. To plan any curriculum for the nation, people's emotion and culture is taken into consideration. It is seen that, some group

of people are always there on either side of the educational policies i.e, some will be seen to be supporting it and some will be seen to be opposing it, whatever be the change the central government tries to bring for the development of the nation. Though we can't say that, people are emotional fools but to understand the two type of mindset of the people we can go through below example.

**Example:**

If any particular group of people worship any particular God then others group will try to humiliate the same God and calls them a demon. The best example as of today is of Ravana and Parshuram. Where Brahmins from all over the world call Ravan as intellectual and Parshuram as God, particular group of people are seen to be indulged in Blasphemy.

Hence to design any particular curriculum or any education policy, the dual social, dual cultural and dual emotional mindset of the people act as an obstacle for the central government.

**6. Poverty:**

When we talk about poverty of India, about 60% of Indians live on less than \$3.10 (i.e, Rs. 247) a day as per World Bank's median poverty line and 21% or more than 250 million people, survive on less than \$2 (i.e., Rs. 159) a day. Hence, government mostly focus on eradication of poverty instead of best curriculum implementation but it fails to understand the root cause of poverty.

Some anonymous person had rightly said, "Give me education and I'll manage to get food"

Central government has to understand that, basic reason for poverty is poor curriculum, poor policies and poor implementation of those curriculum and policies.

**7. Corruption and leakages of fund:**

As per Transparency International's Corruption Perception Index report, India ranks 85th among 180 countries. Though the report also says that, it has remained stagnant over the past decades but still it's worrying. 'The Packet Culture' which is widely used in almost all the government organizations had not even left the education sector. A packet containing an appropriate amount of money paid to most of the corrupt education officers and inspectors is responsible for the poor implementation of educational policies as framed by the central government from time to time.

**8. Poor implementation of Right to Education and New Education Policy:**

Right to Education Act 2009 and New Education Policy 2020 was framed to provide skill based education to all but when it comes to implementation there are various challenges. As Right to Education Act

2009 says that, every student have to admitted in school as per his age and without asking any birth proof but on the other hand side, schools are instructed to keep birth certificate or living certificate mentioning proof of birth. This contradictory statements create confusion and delay or reject the admission which in turn is the biggest issue which a government has to face.

When we talk about New Education Policy 2020, it had still been not implemented properly in schools and colleges.

### **9. Teaching learning environment:**

Teaching learning process requires a good teaching learning environment. When we look after the last few decades, the conditions of government schools and colleges had become pathetic. Though government had always released funds for the development of the school building, infrastructure and purchase necessary teaching aids for the students but most the corrupt head masters and teachers failed to provide necessary materials.

### **10. Framing of curriculum:**

Curriculum is the base of education. While framing a curriculum Political, Sociological, Philosophical and Psychological aspects are taken into consideration. Demand of the market is also, considered very important while framing it. However, it always had various demerits.

Educationalists always put forward their logics for framing curriculum as per the needs of the state and moreover as per the need of the district because it will not only stop migration but it will also help the students of that particular district to develop their skills based on the available resources of their area and live a happy life with their near and dear ones.

**Other than above points there are few more issues faced by the central government they are,**

- a) Training of in service teachers.
- b) State wise requirements not taken into consideration
- c) Lack of Research and Innovation
- d) Lack of Infrastructure
- e) Security and Safety
- f) Implementation of ICT
- g) Quality of teachers
- h) Closer of government schools

### **Check Your Progress:**

1. Explain the administrative issues faced by central government while implementing educational policies in India.
2. How will you assist central government in implementation of educational policies?

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## **2.3 ADMINISTRATIVE ISSUES FACED BY STATE GOVERNMENT**

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States are directly responsible for the development of education within their boundaries. As compared to central government states have to face less but complicated challenges while implementing the educational policies and curriculum in schools and colleges.

Right now states are facing various administrative issues like registration, enrolment and transfer of students, managing courses as per the framed curriculum, modifying the curriculum as per the need of the districts, managing courses, monitoring students, managing revenues, academic achievements, etc. All these minor challenges are caused because of the following issues.

### **1. Rising Population:**

Due to best living environment, climatic conditions, peaceful ideologies of people and democracy, India is the second highly populated country in the World. Though rising population is not a big deal when we compare density of India with other developing countries like Singapore, Bahrain, Vatican City, Mauritius, etc. If we properly govern the nation then rising population shall not be a challenge any more till we achieve national density of more than 10,000 per Sq.Km which is 382 per Sq.Km. right now.

### **2. Lack of Opportunity:**

Though states are geographically larger but when we talk about the opportunities, it lacks in terms of education, industrialization, infrastructure, facilities, etc. With the rising population, opportunities were not created on time and hence lack of opportunity is one of the biggest issue for the state while implementing educational policies. Due to privatization it had somewhat tried to provide opportunity to the people but it failed to do proper inspections of those private institutions. It had given permission to many schools and colleges which lack in terms of providing basic infrastructure, playground, library and laboratories to the children.

### **3. Man-Power:**

India is second largest country in the world in terms of population but when we talk about the government institutions especially in Directorates of Education it has been seen that, it lacks man-power. Many of times it

had been seen that, they are engaged in doing State or Central Government works like running any particular campaign, election duty, collecting data of population census, etc. To find solutions to such non-productive work is also a challenge for the state. The only solution remains then, is recruitment of new employees and transferring non-productive works to some other section or creating a new section.

#### **4. Insufficient Fund:**

Insufficient fund is also one of the most important issue for the state government. To implement any educational policy, state require fund for the construction of school/college buildings, infrastructure, teaching aids, payment of salaries to the teaching and non-teaching staff, buying sports equipment, clothes, books, bags, laboratory chemicals and physical instruments, specimen of plants and animals, question papers, answer sheets for evaluation, results, certificates, etc.

With sufficient funds educational institutions can provide various facilities to the students. It can also start vocational courses from class 8th onwards to create an independent individual.

#### **5. Lack of recognition:**

The status of the teacher reflects the socio-cultural ethos of a society. We all have come across the guru mantra - “Guru Brahma, Guru Vishnu, Guru Devo Maheshwara, Guru Shakshat, Parbrahma, Tasmai Shri Guruve Namah”.

It is true that, Guru and God share equal status but when it comes to the real world we fail to give recognition to the teacher. We also fail to facilitate school, colleges and universities for their innovative practices. State must organize yearly programs for providing recognitions to the creative ideas of the teachers, creative practices of the school and colleges.

#### **6. District wise diversity:**

Almost every district in any particular state has diverse geography. We will find dissimilarities with respect to region, climatic condition, language, culture and tradition. For such diverse districts, diverse curriculum is required so that students from that particular district can utilize their natural resources and help in its development with their creative ideas and work. Instead of looking towards diversity as a challenge we have to look it as an opportunity and create curriculum accordingly. We can also design vocational courses based upon the utilization of natural resource available within that particular region. With proper planning this issue can be converted to opportunities.

#### **7. Poor Infrastructure:**

Lack of insufficient fund is the root cause of poor infrastructure in the educational institutions. Lack of financial support had resulted in poor and traditional educational practice. Many of time it is also seen that, even after approval of sufficient funds from the state government, some corrupt

mindset of people in the education system misuse the fund for their personal benefits and therefore the infrastructure remain poor. By proper management and monitoring of funds through particular governing body, this issue can be minimized by the state government upto certain limit.

### **8. Lack of social support:**

Educational objectives can never be achieved without the support of the people. Even after the formation of Parent Teacher Association in almost all the schools and colleges, it is seen that no proper co-operation is provided by the parents. Parents are even not aware of the objectives of the association and they take it as a complain unit. They think Parent Teacher Association is created to complaint about the work and behavior of the teacher.

It can be seen that people are ready to do social work and donate funds for various small or big projects, political parties, religious organizations and NGO's, but they fail to do the same when it comes to the development of their village or city schools. Lack of social support from the people is also one of the major issue faced by the state government.

### **9. Poor environment:**

Neat and clean environment is the basic requirement for every educational institution for proper implementation of teaching learning process. However, it is seen that majority of educational institution whether it is located in rural or urban areas fail to provide neat and clean environment for their students and staff. This poor environment cause difficulty in teaching-learning process. Many schools and colleges fail to sanitize their classrooms and toilets. There are very few institutions where regular pest control is done.

### **10. Poor implementation of educational policies:**

Last but not the least, many state governments fail to implement educational policies as framed by the central government due to various reasons as mentioned above. To implement educational policies within the state, fund and man-power is the basic requirement. Apart from fund and man-power, people's mindset to accept the policy of the central government is the biggest challenge because state feels that, center tries to destroy its long run culture, tradition, language, etc. It may be true or may be false but such messages are kept penetrated sometimes by the ruling parties and sometimes by the opposition parties in the mind of the people.

### **Check Your Progress:**

1. What are the issues faced by state government in Indian Education?
2. Suggest some measures to solve the issues of state government while implementing educational policies?

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## **2.4 ADMINISTRATIVE ISSUES FACED BY THE STATE BOARDS AND UNIVERSITIES**

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### **1. Framing of syllabus as per demand of the market and managing courses:**

To frame syllabus as per the demand of the market is one of the biggest challenge for the boards and universities, as the demand of the market keeps on changing from time to time. It requires man-power, fund and time to analyze, evaluate, research and develop new syllabus for the students. At the same time if boards or universities try to focus on each and every new sector and start creating new syllabus or developing new curriculum, they also have to aware the students and gain confidence so that students join those courses.

### **2. Less support from State Government:**

It had been seen that, boards or universities receive less support from the state government in terms of funds: funds for infrastructure, funds for appointment of teaching and non-teaching staff, funds for research and development, funds for opening new schools and colleges, funds for co-curricular and extra-curricular activities, etc.

State government also fails to provide motivation to the boards and universities by organizing felicitation programs for their innovative practices, extra-curricular activities and social works.

### **3. Lack of Research and Innovation:**

Research and innovation are always required for the policy makers, curriculum developers and syllabus creators for supplying the demand of the market. Lack of research and innovation in education stagnates the mind of the learners. Appointing staff and providing funds for research and innovation is one of the biggest issue for boards and universities.

### **4. Low Man-Power:**

State boards and universities suffer a lot due to lack of man-power. Day by day population is growing with a tremendous speed, universities and colleges are out of capacities to provide admission to all the students for a particular stream at the same time. There is a shortage of teaching and non-teaching staff for guiding and assisting those students for their all-round development. Due to low man-power unnaturally unskilled labours get created and remain a burden for the nation.

### **5. Lack of Skilled Labour:**

21st century is the world of computer and internet. Today almost, all the paper works i.e, hard copies had been transformed to soft copies. From storing data of admission form to conducting examination and evaluation, everything had been transformed. Now a days, answer sheets of the students are also scanned and uploaded to the websites of the universities

for checking purposes and then it is allotted to the respective teachers. But the teachers who not technically skilled to use computer find it very difficult and slows down the process of evaluation. At the same time recruitment of non-teaching unskilled staff somewhere delays the work. Lack of skilled labour is again a challenge for the state boards or universities.

#### **6. Failing to connect students with digitalization:**

After the inclusion of National Curriculum Framework (NCF 2005) it was thought that, students shall be connected with digitalization, but even after Right to Education (RTE 2009) and National Education Policy (NEP 2020) we have not yet achieved the objectives. Still students try to go for offline because the online system of the boards or universities are not up to the mark. State boards are still failing to provide basic knowledge of computer and internet to the school students whereas demand of universities from the same students are application based. Students rush to cyber cafes to fill simple forms which can be done even through their android mobile or iPhones.

#### **7. Poor Evaluation System:**

Poor evaluation system is one of the biggest challenge for the state boards and universities where exams are conducted on theory papers. As the rat, the cat, the dog, the turtle, the lion, the tiger, the deer and the monkey are different with respect to their skills, so is with the students. Assume that we are conducting a physical test for all the above mentioned animal. We call them on particular date at particular time and tell them to climb a mountain. Do you think it will be a fair test for all the animals? The same is happening with all the students. Everybody is evaluated on the basis of theory or practical for which many of them are not made. Some may be good in sculpture, some in arts, some in running and others may be good in some other activities. Putting all the eggs in one basket and destroying all at the same time is a foolishness. State boards and universities come up with some innovative ideas and plan a different type of evaluation system which will not only motivate our students but it will create a happy environment for all.

#### **8. Poor inspection of schools and colleges:**

After granting permission to schools and colleges it is observed that no further inspections and follow-ups are carried properly. If we look around our nearby schools or colleges we will easily find various colleges viz, arts, commerce, science, law, pharmacy, engineering, B.Ed., D.Ed., etc in the same building or within same small campus. How is it possible? Can we say that, the officials who were given responsibilities of inspecting those buildings was corrupt? or the applicant of that educational institution had demolished those new buildings which he constructed for getting permission? Whatever may be the reason but we can say that, failure of state boards or universities to properly inspect the schools and colleges are responsible for poor growth and development of the students as they all be

sharing same ground to play, same laboratory, same library, same toilet, etc.

### **9. Corruption:**

The packet culture which is running in almost all the sector including education is a curse to the nation. Where on one side we call 'Guru' as 'God' and on the other side we see the same 'Gurus' involved in either taking or giving bribe for his personal benefits. Unless and until corruption is not eradicated completely from education sector, we can't say that we are growing.

### **10. Managing distance and open learning courses:**

With various advantages like no regular travelling, no homework, less social anxiety, self-paced, etc. of distance learning for the working people and those staying away from the colleges and universities Distance and Open learning had become a wider choice for the people. One can learn and develop their skills by allotting their time they mostly use for their unproductive works like watching videos on mobile, using social media, etc. but at the same time it is also seen that many universities fail to manage those courses properly. They fail to take admissions and exams on time, fail to supply study materials, their helpline numbers are not reachable and their websites keep on modifying with loss of previous data.

### **Check Your Progress:**

1. Elaborate various issues across state boards and universities.
2. What corrective measures will you suggest to state boards and universities to solve their issues?

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## **2.5 ADMINISTRATIVE ISSUES FACED BY COLLEGES AND EDUCATIONAL INSTITUTIONS**

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### **1. Lack of Proper Curriculum:**

Proper curriculum as per the demand of the market is the base of an education. Without proper curriculum, we cannot move a single step forward but when we look towards curriculum development, we find various demerits. Central government frame curriculum by looking towards India as whole but when we come across states we find various dissimilarities in terms of region, religion, language, caste, traditions, natural resources and history. Educationalists, socialists and economists will always suggest to develop curriculum by considering all the above points.

### **2. Lack of professional teachers:**

Due to privatization, it had been seen that, there is a shortage of students in in professional teaching courses like B.Ed., D.Ed., etc. Also, if proper inspection is done, more than 60% of the student teachers will be seen absent. Due to both, privatization of schools and colleges as well as

absenteeism of student teachers, there is a shortage of professional teachers in this sector.

### **3. Lack of teaching materials:**

Teaching materials are the weapons of the teachers. Teaching without teaching materials not only create confusion but also make the class boring. Today, whole world is using child centered method for all round development of the child however we are still busy in using teacher centered method and failing to create and use teaching materials.

### **4. Lack of Fund:**

Due to privatization, state government have shut down most of the schools and have stopped to provide grants to new schools simultaneously. Therefore, majority of schools are running out of funds.

### **5. Poor Infrastructure:**

Poor infrastructure is caused due the shortage of funds. Schools and colleges are failing to provide appropriate size benches, black or white boards, neat, clean and colorful classrooms, computer, laboratory, library, playground, sports equipment, washroom, etc.

### **6. Lack of Space**

The time when population is growing, size of the playground and classrooms are reducing. This is happening because the cost of land and construction had increased. There are many colleges sharing same playground, same library, same laboratory and even same building within same campus.

### **7. Classroom Distractions:**

Small classrooms with overloaded students and untrained teachers give rise to noise and mischiefs. If trained teachers are failing to use teaching aid, teaching method and maxims then too loud noise and classroom distractions can be normally observed.

### **8. Discipline:**

When it comes to discipline student mostly think that they have to obey teacher and have to behave in a controlled manner which is somewhat true but it was teacher's responsibility to help student understand, practice and train his mind and body so that he can control his actions and obey certain rules. Next, when we looks at schools and colleges as whole, we find that improper teacher-pupil ratio, improper use of teaching material, teaching method and maxims are the root cause of proper discipline.

### **9. Issues of Adolescence:**

Adolescence is one of the major issue in almost all the schools and colleges. The natural change occurring in the physical body brings about the mental change in the student too. Boys and girls start investing on

themselves, try to look more smart and beautiful. This creates more attraction on either sexes and a feeling of possession is generated in their mind. There is continuous mind swinging and hence they sometimes take violent actions which is never acceptable by the school, college or society under any circumstances.

#### **10. Poor Attendance of Teaching and Non-teaching staff:**

Though it's a government institution or a private, poor attendance of teaching and non-teaching staff is always an issue for the schools and colleges. In rural areas the issue of attendance is more as compared to the urban areas because people in urban areas are more aware of their fundamental rights and duties.

**Apart from all the points mentioned above there are few more issues which has to be solved for better development of Education in India. They are,**

- a. Recruitment of untrained teachers
- b. Poor teaching methods
- c. Teacher Pupil Ratio
- d. Foundational Skill-Gap
- e. Unable to promote a stress free student environment
- f. Poor communication with Schools & Colleges
- g. Enrolment of Migrated Student
- h. Improper classroom Area and Bench

#### **Check Your Progress:**

1. Write some issues faced by the schools and colleges and suggest corrective measures to overcome it.

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## **2.6 CONCLUSION**

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To properly implement educational policies and curriculum, central government, state government, state boards, universities, schools and colleges face various issues with respect to funds, infrastructure, manpower, corruption, research and innovation, etc.

These issues need to be solved immediately for better development of education sector as well as to fulfill the educational and vocational demand of the society. To manage financing, efficiency of educational programs and fulfill demand & supply of the nation, proper administration is required.

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## 2.7 SUMMARY

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When we observe the Indian education system, we find various issues at every level starting from its framing at central government to its implementation at schools and colleges. Although the policies framed for the growth and development of education in India is one of the best but when it comes to implementation of those policies, we are far behind. The reason for the failure are many viz., lack of fund, corruption, low man-power, lack of skilled labour, poverty, high population, improper co-operation between central government and state government, etc.

At every level we will find different issues.

For central government the issues are geographical vastness of nation, poor governance, lack of responsibility, improper co-ordination with states, communication gap, corruption, poverty, framing of curriculum, etc.

For state government the issues are rising population, lack of opportunity, man-power, insufficient fund, lack of recognition, lack of social support, district wise diversity, poor environment, etc.

For state boards and universities the issues are framing of syllabus, less support from state government, shortage of fund, lack of research and innovation, lack of skilled labour, poor evaluation system, etc.

For schools and colleges the issues are lack of proper curriculum, lack of professional teachers, lack of teaching material, lack of fund, poor infrastructure, lack of fund, maintaining discipline, issues of adolescence, etc.

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## 2.8 QUESTIONS

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1. What are the administrative issues of central government in Indian education? Elaborate issues faced by state government in 21st century?
2. Explain various issues faced by state boards and universities while implementing educational policies in India.
3. Write any ten issues faced by schools and colleges while executing curriculum framed by the respective departments of education?

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## **SOCIAL ISSUES IN INDIAN EDUCATION**

### **Unit Structure**

- 3.0 Objectives
- 3.1 Introduction
- 3.2 Education for Equity
  - a. Scheduled castes
  - b. Scheduled Tribes
  - c. Economically and Socially Backward Classes
- 3.4 Education for mitigating social challenges
  - a. Unemployment,
  - b. Communalism
  - c. Population explosion,
  - d. Regionalism
  - e. Terrorism
  - f. Corruption
- 3.5 Education for Special Learners.
- 3.6 Summary
- 3.7 Questions
- 3.8 References

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### **3.0 OBJECTIVES**

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After reading this topic students will be able to interpret:

- 1) The educational equity for the schedule caste and schedule tribe students.
- 2) The educational equity for the economical and social backward student.
- 3) The condition for education of mitigating social challenges.
- 4) The challenges faced in the Indian Education system by the Special learner.

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### **3.1 INTRODUCTION SOCIAL ISSUES IN INDIAN EDUCATION**

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A condition affecting a group or a part of society that has harmful impacts and can only be addressed collectively is referred to as a social problem or issue. Drug usage or the use of any other substance, corruption, child abuse, terrorism, poverty, unemployment, and crime are not just personal issues; they have a significant impact on the entire population. To put it

another way, we can define social issues as behavior patterns that result from social processes and are deemed unacceptable or undesirable by a significant portion of society. The society needs effective remedial policies, educational programs, and other reformatory services to deal with the above-mentioned predicament. In addition to food, shelter, and clothing, education is one of the primary necessities of modern living. Every citizen of India is guaranteed the right to a life of respect and dignity by our constitution. The government has been implementing a number of measures to safeguard this fundamental right. The universalization of primary education to all children of school age is one of them. Education plays a significant role in lowering poverty and unemployment, raising nutritional and health standards, and promoting sustainable development.

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### 3.2 EDUCATION FOR EQUITY

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Even though the terms "equity" and "equality" are frequently used interchangeably, they have some significant distinctions. While "equality" emphasises giving all students the same educational opportunities throughout their academic careers, this strategy ignores the fact that, despite having the same opportunities, different students will require different supports in order to achieve. Equity is useful in this situation. In order to provide a fair playing field in the educational system, "equity" focuses on utilising the chances that are given to pupils and providing them with resources and support. This indicates that underprivileged kids will receive the assistance they require to catch up to pupils who are not underprivileged. By elevating children who might not have the same possibilities and making sure they are not just given the same options but that the differences are made up for these students, it goes beyond equality.

The goal of education for equity is to give every student the same chance to acquire important skills and knowledge that will enable them to lead fulfilling lives and make positive contributions to society. In order to accomplish this, educators are tasked with redesigning existing learning systems at the school and district levels in order to ensure that this new strategy is implemented from the top to down. After that, the new system is based on equity and inclusion, with safeguards like interventions and resources built in to ensure that every student has the chance to accomplish their academic goals.

**Education for equity is significant for a number of reasons, including:**

- Giving disadvantaged and underrepresented pupils opportunities so they can overcome obstacles and succeed.
- Allowing everyone the opportunity to study in a manner that promotes their particular learning style.
- Giving students more access to the resources that can advance their education.

- Strengthening the relationship between a student's family and their teacher, creating a more enriching educational environment at home.
- Guiding students to success in their academic career, and beyond equalizing kids to close the achievement and opportunity gap.
- Enhancing a school district's performance on measures like standardised tests

### **Scheduled castes and Scheduled Tribes:**

The two most marginalized groups in Indian society, Scheduled Castes and Scheduled Tribes, require special consideration. Together, they make up around 25% of the nation's overall population (the scheduled castes make up about 16% of that, and the scheduled tribes make up about 8%). However, there are significant differences between states in the demographic distribution of scheduled castes and scheduled tribes. The scheduled tribes (ST) are primarily located in the North Eastern states and the states of central India, whereas the scheduled castes (SC) are concentrated in the states of Punjab, Uttar Pradesh, Himachal Pradesh, West Bengal, and Haryana.

Economically disadvantaged are the scheduled castes and scheduled tribes. In the case of the scheduled castes, the deprivation is a result of their low status in the Hindu caste system, where they were both untouchables and at the bottom of the caste structure. The scheduled tribes have suffered as a result of the lengthy period of physical isolation, as the majority of the tribes were cut off from modern society and resided in isolated, inaccessible forest locations. These people were particularly vulnerable to exploitation by unsavory characters like moneylenders and middlemen due to the high percentage of illiteracy among them. However, the tribes desire to preserve their unique cultures, dialects, and even their own writing. It is crucial for teachers to comprehend these groups in order to ensure that they can benefit from the contemporary educational system.

### **Scheduled Castes and Scheduled Tribes' Educational Situation:**

Rates of literacy the most significant indicator of any group's educational standing is its level of literacy. It has a close relationship with other developmental indices as well. The population's overall literacy rate rose from 16.7 percent in 1951 to 65.2 percent in 2001. The scheduled castes and scheduled tribes' respective literacy rates rose from 10.4% and 8.5 percent in 1961 to 45.2 and 38.4 percent in 2001. The majority of illiterate women still come from scheduled castes and scheduled tribes. Women from scheduled castes and scheduled tribes had lower literacy rates in 2001—34.6 and 28.4 percent, respectively—than men—55.1 and 48.3 percent.

## **Promoting educational fairness for SC and ST through policy frameworks:**

### **Constitutional Protection:**

The scheduled castes and scheduled tribes were acknowledged by the constitution as the two most oppressed groups in Indian society. The Constitution has a number of provisions that guarantee equality and equity for all people while also making special allowances for the weaker groups in society, particularly the scheduled castes, scheduled tribes, and other backward groups.

### **The Constitution's pertinent provisions are listed below:**

1. Equality for all people without regard to their race, religion, caste, sexual orientation, or place of birth (Article 14) Discrimination against any citizen on the basis of religion, ethnicity, caste, or sex is prohibited by Article 15.
2. A fundamental right is for everyone to have equal opportunity in public appointments (Article 16).
3. Article 16(4) gives the state the authority to make arrangements for reservations in appointments or positions in favor of any citizens from a disadvantaged class.
4. Untouchability is prohibited in all forms and is outlawed (Article 17).
5. All people have equal access to cultural and educational rights.
6. The Constitution requires the State to "promote with particular care the educational and economic interests of the weaker sections of society, in particular of scheduled castes and scheduled tribes, and shall protect them from social injustice and all types of exploitation" (Article 1E, 29).
7. Reservation of seats in democratic institutions and services for members of the scheduled castes and scheduled tribes (Article 330).

### **Educational policies for Equity in Education:**

The government passed the first National Policy Resolution (NPR, 1968) in 1968 based on the recommendations of the Education Commission from 1966. According to the National Policy Resolution, "There should be a greater emphasis on ensuring equal access to education. It is necessary to address regional disparities in the availability of educational facilities and to build high-quality educational facilities in rural and underdeveloped areas. Greater efforts are required to promote education among underprivileged groups, particularly among indigenous people."

In 1976, education was added to the Concurrent List (with this, both Central Government state governments are responsible for the development of education). A significant National Policy on Education

was created in 1986 (NPE, 1986) following extensive discussion at various levels and with the support of all the state governments.

The National System of Education, 1986 is referred to as the NPE. By addressing to the unique requirements of people who have been denied equality thus far, the 1986 Policy places emphasis on eliminating gaps and equating educational opportunity. "The equalization of SC/ST students with non-SC/ST students at all educational levels and stages is the main goal of the educational growth of SC/ST students.

In 1992, the Policy was updated, and a 1992 POA (Revised Programme of Action) was created. According to the 1992 Revised Programme of Action, "Until a certain level, all pupils, regardless of caste, up to a certain level, all students, regardless of caste, creed, locality, or sex, have access to an education of equivalent quality."

According to the Revised Programme of Action, 1992 "In order to promote equality it will be important to provide for equal opportunity to all, not just in access but also in conditions of achievement".

**The POA, 1992 recommended a number of tactics to put SC/ST on level with others:**

Give tribal communities, SC habitations, and hamlets priority while opening elementary and upper primary schools. Such schools will necessarily include pre-primary sections.

Plans for education will be implemented holistically in indigenous communities.

1. The majority of formal institutions will be able to guarantee access and enrollment. Teachers will be responsible for planning drives to enroll all pupils, especially females from the SC and the ST, at the start of the academic year.
2. The children of SC and ST as well as other disadvantaged groups will receive sufficient incentives in the form of scholarships, textbooks, stationery, uniforms, and midday meals.
3. The SC and ST habitations will have all schools and NFE centers outfitted with the requisite infrastructure. Within two years, Operation Blackboard will encompass all such habitations.
4. Indigent SC and ST households would receive incentives to bring their kids to school, especially the girls.
5. In the primary school years, native languages will be used to teach children from indigenous areas. To do this, accessible teaching materials will be rewritten.
6. SC/ST ladies will receive special scholarships, and specific coaching will be organized for them.

7. To improve the academic performance of students from SC/ST and other disadvantaged groups, coaching, training, and remedial instruction will be organized.
8. All educational institutions would ensure a reservation in the hiring of instructors from SC/ST communities.
9. In Navodaya Vidyalaya, SC/ST reservation would be guaranteed in proportion to their population or as a percentage of their population in the districts.
10. Special courses incorporating secondary, senior secondary, and professional training will be developed to promote SC/ST students to become teachers.
11. In the areas of tribal concentration, a chain of pace-setting institutions will be established, ranging from primary to secondary levels.
12. Outdoor activities should be incorporated into tribal education. Numerous aboriginal kids succeed in sports, gaming, and outdoor pursuits. Such abilities will be discovered and developed.
13. The dietary requirements of the students must get special consideration. Hostels should ideally be overseen by teachers.
14. Dr. Ambedkar's educational philosophy, which placed an emphasis on efforts to improve SC/ST students' educational standards, has to be incorporated into school curricula. Teachers and students need to be taught about the richness of SC/ST cultures and how they contribute to the economy.
15. At the federal, state, and local levels, a single nodal agency for monitoring the programmes may be created.

#### **Five Years Plan for promoting Equity in Education:**

1. Along with numerous commissions and the National Policy for Education, the country's five-year plans included a number of laws, programmes, and schemes to facilitate and promote the education of scheduled castes in order to carry out constitutional mandates. Opening of Ashram Schools, pre- and post-metric scholarships, grants for literature, and emphasis on Special Component Plan were among the eight proposals made during the first five-year plan (SCP).
2. The Ninth Plan prioritized investing in education as the most important investment in human development and suggested allocating 16.33% of the overall plan budget for special action plans. Additionally, it has placed a focus on providing the bare necessities for fostering educational development, including access to schools, clean water, sanitary facilities, midday meals for better nutrition, and facilities for health checkups.

3. In an effort to continue the effort, the 10th five-year plan committed to empowering the underprivileged section of society through a variety of programmes, including a post-metric scholarship programme, hostels for girls and boys, local bank programmes, upgrading of SC/ST students' merit, remedial coaching programmes, grants to nonprofit organizations, and social development initiatives for SC girls from low literacy districts.
4. The working group for the eleventh five-year plan made a number of specific provisions for free uniforms, footwear, funds for remedial teaching of SC/ST, the opening of more adult literacy centers for areas where SC/ST population is predominated, inclusive education to take care of SC/ST, to regulate fee structure of disadvantaged groups including fee for higher education, implementation of reservation policy, and provision for special coaching for reserved category candidates to pass SET.
5. The draught of the twelfth five-year plan put a strong emphasis on raising the standard of education in schools, which includes updating curricula, providing extensive and improved teacher training, and imposing accountability for teachers' attendance.
6. Sarva Shiksha Abhiyan (SSA), a programme with a definite timeline, has also safeguarded the educational growth of SCs through a variety of policies. Zero rejections, 100 percent enrollment, and educational institution quality improvement have all received primary attention.
7. The NCF-2005 placed a strong emphasis on developing a unique curriculum setting to meet the sociocultural environment of SC pupils in this situation.
8. Different plans have occasionally been produced, taking into account various policies, plans, and suggestions from committees and commissions, to support the human rights and constitutional provisions and address the educational issues affecting children from SCs communities. Major initiatives taken to increase enrollment and educational quality include DPEP, Lok Jumbish, Operation Blackboard, Minimum Level of Learning, SSA, and RMSA. Following are a few significant actions under these programmes :
  - Early childhood care and education interventions, such as Anganwadi and Balwadi,
  - Educational Guarantee Schemes,
  - Alternative and Innovative Education,
  - Community Based Monitoring.
  - School and teacher grants for all instructors; incentive and remedial/coaching programmes; workshops and orientation

programmes for in-service teachers; grants-in-aid; and vocational education and training for the improvement of skills.

- The Centrally Sponsored Scheme of Pre-Matric Scholarships, the Central Rajiv Gandhi Fellowship to Pursue Programmes of Higher Education, the Centrally Sponsored Pilot Scheme of Pradhan Mantri Adarsh Gram Yojana (PMAGY), the Babu Jagjivan Ram Chhatrawas Yojana, the Post-matric Scholarship, and the Pre-matric Scholarship

As was already mentioned, there are a number of provisions and amendments to the Indian Constitution that help to uphold social equality and human rights. Three significant Commissions were established following Independence. While the Radha Krishnan Education Commission (1948) focused on the entire system of schooling. Chapter VI of the Kothari Commission, also known as the Education Commission from 1966 to 1966, placed focus on ensuring equal access to educational opportunities (p.108, para 6.01). One of education's major societal goals, according to the statement, is to equalize possibilities so that individuals from underprivileged or disadvantaged classes can utilize education as a platform to improve their situation.

### **Economically and Socially Backward Classes:**

Backward Classes refers to those backward classes of people, other than Scheduled Castes and Scheduled Tribes, as may be specified by the Central Government in the lists created from time to time by the Government of India for the purpose of establishing provisions for the reservation of appointments or positions in favor of those backward classes of citizens that, in the view of that Government, are not adequately represented in the services under the Government of India and any local government body.

According on their societal and financial upright, the Central Government of India divides certain of its inhabitants into Scheduled Caste (SC), Scheduled Tribe (ST), and Other Backward Class categories (OBC). Castes and communities may be added to or removed from the OBC list provided by the National Commission for Backward Classes at any moment, depending on social, educational, and economic considerations. For instance, OBCs are eligible for 27% quota in higher education and the public sector. The government is required to ensure the social and educational development of OBCs, which are defined in the Constitution as "socially and educationally backward classes." The percentage of OBCs living below the poverty line was 22.6 percent in rural areas and 15.4 percent in urban areas, the percentage of SCs was 31.5 percent in rural areas and 21.7 percent in urban areas. The Ministry of Social Justice and Empowerment's Backward Classes Division is in charge of the policy, planning, and execution of programmes pertaining to the social and economic empowerment of OBCs.

Regarding causes of backwardness, "a multitude of causes—social, environmental, economic, and political—have operated both overtly and covertly over millennia to produce the current enormous problem of

backwardness. Many social problems are the byproduct, not the cause, of economic backwardness. Some suggested broad principles with regard to backwardness criteria.

- (i) A low social status within the established caste system;
- (ii) The majority of the caste or community lacks education;
- (iii) Inadequate representation in business, industry, and trade; and
- (iv) Insufficient or nonexistent representation in government employment.

### **Schemes For promoting Equity in Education for Backward classes:**

It was decided that since there was inequality between the target group and non-target group at every level and that educational and economic support for the backward classes had been adequate, serious efforts needed to be made to introduce various programmes specifically for the backward group in order to give them a level playing field. It was thought that expanding backward areas' access to education and training would be the most significant step in enhancing their social and economic standing. As a result, the following plans were developed and are being carried out;

1. Pre-Matric Scholarship to the OBCs
2. Post-Matric Scholarship for the OBC students
3. Construction of Hostel for OBC Boys & Girls
4. Assistance for Skill Development of OBCs/ DNTs/EBCs (NGO Scheme)
5. National Fellowship for OBC students
6. Dr. Ambedkar Scheme of Interest Subsidy on Educational Loans for Overseas Studies for Other Backward Classes (OBCs) & Economically Backward Classes (EBCs)
7. Dr. Ambedkar Scheme of Post-Matric Scholarship for EBC Students
8. Dr. Ambedkar Pre –Matric and Post-Matric Scholarship for DNT Students
9. Nanaji Deshmukh Scheme of Construction of Hostels for DNT Boys and Girls
10. Venture Capital Fund for OBCs

### **Check your progress:**

Note: a) Write down the answers in the space given below.

- 1) Differentiate the term Equity and equality
- 2) Why equity in education is important for SC/ST in India?

- 3) What measures has been taken by the government for promoting equity in education for SC/ST.
- 4) Describe the meaning of backward class and also write some schemes for promoting equity in education for them.

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### **3.4 EDUCATION FOR MITIGATING SOCIAL CHALLENGES**

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A social event or condition is referred to as a social challenge when it disrupts the social order and impairs the effective operation of social institutions and create challenge in front of society and government. The majority of people in society are affected by these social challenges. Population issues, regionalism, communalism, unemployment, poverty and terrorism are among India's major social challenges. Today, there is widespread acceptance of the function of education as a force or tool for social development and change. Social change might occur if people demand it. when fresh information suggests more effective ways of addressing human needs and the current social system or network of institutions fails to do so. Although education is regarded as a significant force in society, it is primarily given a conservative role because its primary goals are the socialisation of children and the preservation of the social order. Education can start societal transformation by altering a person's perspective and attitude. Technology may result in social changes if it alters the way people interact with one another. Education is a process that alters how people behave in society. It is a procedure that enables each person to successfully take part in societal activities and contribute favourably to the advancement of society.

#### **Communalism:**

In contemporary culture, communalism is unquestioning adherence to one's own religious group. It is described as a method of influencing public opinion through requesting communal services. Indian culture is pluralistic in terms of religion. The followers of all the major religious traditions are gathered here. In India there were throughout communal protests during the period of independence, millions of people lost their homes and millions more died. India and Pakistan were broken apart by communalism. The partition was supposed to crack the code, but it fell short. Hindus, Christian, Muslims, Sikhs still need to establish their living arrangements.

The causes of communalism is caused by a number of different reasons. Following are some of the key causes of communalism:

#### **Minority Tendency:**

Minorities are not assimilated into the national culture. The majority of them insist that the Muslim elite does not provide the necessary national ethos and are uninterested in secular nationalistic politics.

### **Political Reasons:**

The British rule, which gave rise to the divide and rule strategy and separated voters on the basis of religion, established the foundation of communalism in India. In the end, the separation of the nation into India and Pakistan heightened the two sides' animosity toward one another. India's communalism has grown because both the Hindu and Muslim communalist leaders want it to grow for the benefit of their respective groups.

### **Religious Orthodoxy:**

Minority Orthodox adherents consider themselves to be a distinct entity with their own cultural norms, internal rules, and ways of thinking. They believe their religion contains significant amounts of conservatism and fundamentalism. Such feelings have dissuaded them from accepting the idea of secularism and religious freedom.

### **Lack of education:**

In India the illiteracy is common factor for all the social problems, because to the lack of education illiterate people develops less sense of relativism, and these feelings contain the germ of communism.

### **Some other reasons for Communalisms are;**

- Traditional identities can prevail due to a lack of educational and employment possibilities, which breeds communalism.
- There is no unified civil code. Even after more than 60 years of independence, there is no unified civil code that governs personal laws.
- Prejudices towards a certain religious group that are ingrained as a result of misinformation campaigns and historical rivalry.
- The proselytism practised by some religious groups, which causes the majority population to fear that it may soon be outnumbered. While the constitution permits one to practise, spread, and preach one's religious beliefs, the SC has ruled against proselytising through coercion or the offer of money, goods, or other benefits.

### **Role of Education in eradicating of Communalism:**

Most effectively, communalism can be stopped by education, civil society, and a secular leader. The majority of intergroup conflict originates in some rural communities that are economically and socially disadvantaged and are therefore susceptible to incorrect information propagated by their leaders. Education has the power to liberate individuals from incorrect beliefs and eliminate the inequity that serves as the foundation for prejudice and further communalism. Education, skill development, and employability: If strict implementation of initiatives like Sarva Siksha Abhiyan, Skill India Mission, Make In India, Startup India, etc. occurs,

communalism will be significantly reduced. The problem can be addressed by educating students about the values embodied in the Constitution, and efforts to increase employability and skill levels will focus energies on development. Strict Action against extremist organisations that break the law and undermine law and order in a region.

The issue of communalism cannot be resolved by the government on its own; religious leaders have a crucial role to play in pointing people in the right direction and educating them on the value of diversity in religion, ideas, etc. This will not only help India develop but will also spread peace, the rule of law, and cultural ties.

### **Unemployment:**

Someone is deemed to be unemployed if they are actively seeking employment despite being considered employable. This group includes those who are in the workforce but do not have acceptable occupations. One of the most important measures of a country's economic health is its unemployment rate, which is derived by dividing the number of unemployed persons by the total number of people in the labor force.

### **What Causes Unemployment?:**

**High population growth:** The country's rapid population expansion over the past ten years has made the unemployment issue there much worse. The country's population is growing quickly, creating a worrisome situation where the level of unemployment keeps rising over the course of each plan period.

**Insufficient Rate of Economic Progress;** India is a developing nation, yet despite this, the country's economy is not growing at a rate that can support its full labour force. The country's labour force is expanding as a result of India's population growth, yet there are not enough work possibilities to accommodate this growth.

**Lack of work chances in industries other than agriculture:** Because there aren't enough alternative employment prospects, agriculture is the main industry in our country. Due to the fact that agriculture employs over 2/3 of the labor force, there is a significant demand for land. As a result, there is an overpopulation of land, and a sizable portion of the labour force is underemployed or experiencing hidden unemployment.

**Seasonal Employment:** Agriculture in India gives seasonal employment, therefore during the off-season, agricultural labour is not doing anything.

**Joint Family Structure:** In India, the joint family system encourages covert unemployment. Typically, family members run family businesses or work on family farms. A family farm employs more people than would be necessary to run it.

**General steps to lower unemployment include:**

1. Growth of the agricultural industry
2. Provision for a substitute line of work
3. Construction of infrastructure
4. Systemic changes in education
5. Expansion of tourism
6. Using time-consuming methods
7. Advancements in communication and information technologies
8. Provision of facilities for skill development and vocational training
9. Urbanization in rural areas

**The government takes specific actions to create employment opportunities:**

**EGS: Employment Guarantee Scheme:**

This programme was launched on March 28, 1972. The Maharashtra government launched this programme in 1972–1973. Within 15 days of their registration date, registered job seekers in rural areas receive employment under this programme. This programme was designed for older, unskilled manual labourers.

SGSY, or Swarnjayanti Gram Swarozgar Yojana: After reforming the Integrated Rural Developmental Programmer (IRDP) and related programmes, this programme was introduced in April 1999. It is the only self-employment programme available to India's rural poor.

The Swarna Jayanti Shahari Rozgar Yojana (SJSRY) programme, which was introduced in December 1997, offers urban underemployed and unemployed people gainful employment. It includes programmes promoting self-employment, women's self-employment, and skill training for work. For this programme, the Central Government covers 75% of the costs and the State Government covers 25%.

Pradhan PMRY, or Mantri Rozgar Yojana Since 1993, this programme has been in place to give more than a million educated unemployed adolescents opportunities for long-term self-employment.

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than a million educated unemployed adolescents opportunities for long-term self-employment.

### **Population Explosion:**

It describes the sudden rise in the number of people living in a given location. Additionally, it is a condition when the economy is unable to keep up with the population's rising demand. How we will meet everyone's requirements with the Earth's progressively depleting resources will be a concern as the rate at which the world's population is growing. When one looks at the data, the world's population is clearly growing quickly. In 1927, there were 2 billion people on Earth; in 1959, 3 billion; in 1974, 4 billion; in 1987, 5 billion; in 1998; and now, in 2011, there are 7 billion people. By 2025, according to the UN, there will be 8 billion of us.

Additionally, there are various educational and population-related challenges.

These include:

- a. An excess of students at all grade levels.
- b. Wastage and Stagnation
- c. Poor staff and problem of Unemployment
- d. Overburden educational system
- e. Student misbehavior and other persistent problems at various stages of education
- f. Poor building, furniture and equipment's

The role of education is crucial for mitigating population control since it has such strong motivating effects.

To advance appealing reforms, reasonable educational methods must be used.

- a. Discussions in groups and planned events should focus on the advantages of small families and the drawbacks of large families.
- b. In addition, elementary school students should learn about the advantages of small families and the drawbacks of large families in their academic studies. This will help them develop a positive outlook and a sense of gratitude for their small family as they get older.
- c. At the optional stage, young men and women should be informed deductively about the framework of regenerative science and sex cleanliness.
- d. Parent-educator partnerships can also take on the responsibility of educating the families.

- e. Schools should embrace responsibility for educating the community and families, and they should work with other agencies to educate the majority of people who have small families.

Understanding the capability of education in handling the issues of developing rate of population, the Ministry propelled a Population Education Program which was developed in collaboration with the Ministry of Health, the United Nations Funds for Population Activities (UNFPA) with impact from 1980 intended to present Population Education in the formal education framework. The initiative will last for five years (1980-85).

### **Regionalism:**

"Regionalism is a political philosophy that concentrates on the interests of a certain region, collection of regions, or other subnational entity," so we can say that the relationships between various societal groupings make up a region.

When residents of a particular geographic area exhibit a shared sense of identity and mission, they are bound together by the region's distinctive language, culture, and other characteristics.

Positively, it helps individuals foster a sense of brotherhood and unity that works to safeguard the interests of a specific area and advance the welfare and development of the state and its citizens.

It connotes an unhealthy attachment to one's home region, which poses a serious threat to the nation's unity and integrity.

The word "regionalism" has historically been used negatively in Indian contexts.

### **Causes for Regionalism:**

1. The colonial policies are where regional consciousness in India first emerged.
2. Princely states and presidencies were treated differently by the British, and this led to regionalist tendencies among them.
3. Economic inequities and regional imbalances were caused by the exploitative economic policies of the British government.
4. The Indian national movement, on the other hand, promoted a diversified view of India.
5. Intense mass mobilisation, frequently violent in nature, occurred during the 1950s and 1960s for the demands of statehood.
6. The struggle for a Telugu-speaking independent state in Andhra, led by Potti Sri Ramulu, and his subsequent death in 1954 set off a surge of political regionalism in India, leading to demands for separate states from numerous princely states and other states.

7. This led to the creation of the States Reorganisation Committee (headed by Faisal Ali), which made the regionalist recommendations of reorganising Indian states along linguistic lines.
8. Linguistic states were made possible by the States Reorganisation Act of 1956.

**Other Causes:** The causes of the rise in regionalism in India

- Geographical and historical isolation
- Uneven development
- Persistent disregard for a region
- Complex between insiders and outsiders that feeds nativism and son-of-the-soil ideology
- Internal colonialism, or the fact that some places are nonetheless economically underdeveloped while having abundant natural resources.
- The causes are either an ineffective top-down strategy or the need for one region to survive at the expense of another. A prime example of this underdevelopment is the Chhota Nagpur plateau.
- Regional allegiances can be emphasised and exploited by political vested interests.
- Reaction against an imposed ideology that might manifest as a protest against the idea that a certain philosophy, language, or cultural norm is being forced upon all individuals and groups.
- Linguistic goals that have continued to provide a strong foundation for regionalism.

**Preventions:**

1. For the Indian nation state to maintain its diverse nature, the concept of "Unity in Diversity" must be preserved through education.
2. Multiple aspirations of a diverse people must be accommodated in all educational institutes.
3. By encouraging the participation of the State Governments of India in the formulation of educational and economic policy using a bottom-up approach, the establishment of the NITI Aayog has been a positive step toward improving co-operative federalism.
4. There is a larger need for successful implementation of educational policy even if the government has already taken a number of efforts toward inclusive development, such as the introduction of officially sponsored schemes and providing incentives to the students for growth from the underdeveloped states.

5. The level of social spending by the governments on sanitation, health, and education, which are essential for the development of human resources, needs to be raised.
6. A long-term solution to the sub-nationalism issue could be the implementation of a national education system that would assist individuals in getting over regional sentiments and forging national bonds.
7. Although the National Integration Council was established in 1961, there is a need to more fully utilise its potential.
8. It is encouraging that the GOI has introduced programmes like "Ek Bharat-Shreshtha Bharat" to highlight the nation's diversity and promote the sense of national unity among its residents.
9. Even if a country's citizens disagree, National unity is not impaired if the people of a region have genuine pride in their language and culture.
10. Protections against Separatist Tendencies in the Constitution
11. The Indian Constitution offers a variety of institutional frameworks to address such issues, particularly the dangers posed by violent regionalism.
12. The government of India has implemented the provisions of the fifth and sixth schedules of the Indian Constitution in an effort to reduce tribal alienation and ethnic secession in several areas, particularly in the North-east.
13. Additionally, institutionally, the government is now more open to the idea of establishing a district or autonomous regional council for those who live in ethnic enclaves.
14. To take into account the claims of different dialect or linguistic groups, the state language policy has been adjusted. This has been accomplished in two ways: by putting the principal languages in the eighth schedule; and by officially recognising the state's culturally significant languages as the language of instruction and official communication.
15. The integration of the many regional communities under the framework and practises of Indian nationalism is significantly impacted by all of these strategies.

### **Terrorism:**

Terrorism is the unlawful use of force or violence against persons or property with the objective to intimidate or coerce a government or its citizens to advance particular political or social goals. Law enforcement often recognises domestic and international terrorism as two distinct groups.

### **Role of Education in Prevention of Terrorism:**

Education offers a long-lasting and powerful counter to terrorism as well as a way to help populations at danger become more resilient. Long-term as well as short-term prevention depends on it. It is affordable and has a comprehensive effect because it aims to enhance citizenship and achievement. By severing the extremists' source of recruiting, it offers an effective, supplemental approach to military and security involvement.

Governments must quickly pick up on effective, well-established non-governmental programmes and existing best practises.

### **Governments should:**

- Create funding sources for educational initiatives that will be tested in mainstream education; and
- Support programmes like the Global Community Engagement and Resilience Fund (GCERF), which seeks to find and support high-impact grassroots initiatives in areas at risk of extremism.
- Governments must quickly pick up on the latest best practises and well-established non-governmental programmes. Create funding sources for educational initiatives that will be tested in mainstream education; and
- Support programmes like the Global Community Engagement and Resilience Fund (GCERF), which seeks to find and support high-impact grassroots initiatives in communities at risk of terrorism or extremist.

### **Corruption:**

The definition of corruption is the use of public office for personal gain, or, to put it another way, the use of an office holder's position, rank, or status for his or her own advantage. According to this description, corrupt behaviour would consist of the following: (a) bribery, (b) extortion, (c) fraud, (d) embezzlement, (e) nepotism, (f) cronyism, (g) appropriation of public assets and property for private use, and (h) influence peddling.

### **The following are some examples of corrupt behaviour in its various forms:**

Politicians who misuse public funds or give jobs or contracts to their supporters, friends, and families, public employees who demand or accept payment or favours in exchange for services, businesses that bribe officials to get profitable deals.

Corruption may occur in any setting, including business, government, the judiciary, the media, civil society, and every conceivable industry, from infrastructure and sports to health and education.

Politicians, government employees, civil servants, businesspeople, and the general public are all susceptible to corruption.

### **Remedial measures:**

**Leadership:** It is a good idea to start by mending the roof in order to properly clean and repair the house. The leadership must also show resolve, political will, and commitment to implement the necessary changes. However, having dedicated and honourable leaders is a prerequisite, not a need, for fighting corruption.

**Credibility of the Government:** One of them is credibility. For a corrupt arrangement to succeed, the perpetrators on both the demand and supply sides must be persuaded that the government is committed to eradicating corruption.

**Effectiveness of the police force, the auditor general's office, and the appointment of a responsible inspector general with the authority to look into and prosecute corruption.**

Morals are universally recognised as the rules of proper behaviour. Morality is the study of ethics, and all corruption stems from immoral behaviour. The rule of law is undermined, economic harm is caused, human rights are violated, and facilitators and accomplices are illegally protected by corruption. Corruption and unethical behaviour are both motivated by self-interest or selfishness and disregard for the rights or legitimate claims of others.

Where do morals originate? They are acquired in the same manner as other skills, such as learning foreign languages, mechanics, or research techniques. People frequently exaggerate the morality of their own actions and fail to acknowledge the underlying, self-serving biases that encourage wrongdoing. However, the process of understanding and putting principles into practise involves modest steps that lead to larger, more consistent courses of action. Because it provides the way to understand that there is a higher purpose in life than self-interest, ethics may be the most important talent of all. People are moral beings with moral obligations, yet many have never been taught the rules for making moral choices.

Integrity and ethics is a subject covered in the Education for Justice Initiative. The corruption is another. This initiative is based on research that shows how successful it is to raise ethical, principled decision-makers from an early age. The open access courses provide participants with the knowledge and skills necessary to apply and incorporate these ideas into their personal and professional decision-making at various educational levels.

Even in the absence of a surveillance camera or ongoing police watch, people must be held accountable. People must have a moral identity that supports action in the interests of others rather than selfish or self-seeking behaviour in order to be motivated to act ethically. Actions that help others rather than exploit or neglect them are what lead to personal and

social pleasure. People who hold themselves to high moral standards are respected. Freedom comes from resisting our most primal urges and choosing to live freely and constructively with others over secretly and dishonestly.

It is important to consider options other than structural and institutional improvements in order to limit chances for corrupt behaviour and implement anti-corruption laws. It is time to put more emphasis on moral education and training for individuals to cut down on the number of driven individuals looking for immoral benefit.

Increasing anti-corruption awareness by educating young people, disseminating anti-corruption information, broadening the sociological foundation, and boosting public understanding about the funding of political parties and campaigns, so supporting the growth of civic society the project was divided into four separate but conceptually related parts:

- 1) The creation of an anti-corruption education programme for higher education;
- 2) The production of a long-running anti-corruption television programme;
- 3) The use of public opinion polls to improve anti-corruption policies; and
- 4) A roundtable discussion on the issues surrounding the funding of political parties and political campaigns.

### **Check your progress:**

Note: a) Write down the answers in the space given below.

- a. Differentiate between the term communalism and regionalism
- b. Explain the causes of Terrorism and how we can prevent our society from it?
- c. Reasons for unemployment and how education is helpful in eradicating it?
- d. Describe the meaning of population explosion and also write some schemes for overcoming from it.
- f. Write the meaning of corruption and suggest some remedial measures for the same.

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## **3.5 EDUCATION FOR SPECIAL LEARNERS**

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Special learners are defined and referred to in various ways across the globe. The word broadly refers to students who have learning challenges that make learning more difficult for them as compare to most kids and teenagers of their age.

**Any one of the following, individually or in combination, contributes to the problems experienced by students with special educational needs:**

1. Problems with behavior and social skills: includes self-control, getting along with others, and other skills.
2. Difficulties with language or communication: A receptive or expressive ability (e.g. autism spectrum).
3. Having trouble focusing: attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) (ADD).
4. Executive abilities: includes issues with comprehension, organization, and planning.
5. Hearing problems: both hearing loss and deafness, whether inherited or acquired as a result of disease or trauma.
6. Language and literacy issues: impaired learning in at least one subject, such as reading, spelling, and writing (for example, dyslexia and dysgraphia).
7. Mathematical challenges: refers to students who might find it difficult to complete tasks requiring numeracy and math competency (for example, dyscalculia).
8. Mental health conditions: includes mild to severe depression, anxiety, and other disorders. Additionally, students may have several mental health issues.
9. Limitations on the physical or neurological: can fluctuate in severity can be hereditary or acquired (for instance, muscular dystrophy or traumatic brain damage). Sometimes neurological dysfunction is not apparent.
10. Visual limitations: used to describe the effects of an eye illness or ailment. From modest to severe impairments are present.
11. If a student's potential is noticeably above average in one or more of the following areas: intellectual, creative, social, or physical, they are also thought to have special needs.

Educational facilities for special learners: Learners with special educational needs may benefit from particular accessibility accommodations that take into account the learner's level of difficulty when completing tests or learning tasks. By offering access options, the learning standards are not compromised.

1. Allowing extra time for examinations, exams, or assignments is an example of an access agreement.
2. Permitting brief breaks during the test or exam.

3. The use of a computer instead of handwriting for exams or assignments; the use of a scribe or voice recognition software programme that writes a candidate's responses and can then read them back to the candidate; the use of a reader or reading software
4. The provision of a quiet or separate testing area so there are fewer distractions and less noise
5. The use of modified test papers, such as those with large print or braille. The disorder known as attention deficit disorder (ADD) makes it difficult to focus, maintain, and transfer attention. This may significantly affect a student's capacity for learning.
6. Inclusion: The term "inclusion" describes the integration of students into the main educational system (and class), as opposed to the placement of students in a special school or class. The technological, assistive, or personal supports required are given to students with special educational needs.
7. "Individual Education Plan" (IEP): The term "individual education plan" (IEP) refers to a teaching and learning strategy developed expressly for students with special educational needs who have been given a diagnosis in consultation with the parent(s), learner(s), teacher(s), and necessary multidisciplinary team members.
8. Modification: refers to altering the assessment and learning materials to better fit the learner's ability. This entails adjusting the standards and expectations for education.
9. The social use of language and/or discourse is referred to as pragmatics. This can involve difficulties starting a discussion, trouble following unspoken rules, difficulty keeping a conversation on topic, inappropriate interruptions, and a rigid manner of speech.
10. Psycho-educational evaluation is a methodical procedure for compiling accurate and pertinent data regarding a learner's requirements and skills. It could involve testing, such as the Wechsler Intelligence Scale for Children (6–16 years old), to assess cognitive ability and identify the specific kind of processing deficiency. The educational assessment measures what has been learnt in many subject areas and identifies how significantly or adversely a disability affects a person.
11. A technique for assisting all learners and facilitating the creation of understanding and knowledge is scaffolding. The scaffold or support is taken away after the student is no longer in need of it.
12. Putting in place a policy that explicitly outlines the services, supports, and personnel available for kids with special educational needs and makes this information easily accessible to parents.

13. Giving parents the chance to make educated placement decisions with enough time and support; and telling them about the special Indian examinations arrangements that are available.
14. Working together as a team (teachers, healthcare professionals, social workers, etc.) to offer the child with special needs with holistic care.
15. Ensuring that all classroom teachers and aides receive ongoing professional development training. Conferences, teacher coaching, workshops, and online learning are possible ways to meet this demand.
16. For all children to have a successful and rewarding school experience, teachers are essential. Prior to developing their lesson plans and assessment procedures, they can:
  - Integrate their understanding of the curriculum with their students' learning styles. To offer suitable and efficient learning opportunities for all students, a solid fit between these two crucial elements is necessary.
  - By giving students the structures, they need to maximize their abilities, rectify their weaknesses, and get timely remediation, differentiated education helps students succeed. Students can use efficient learning techniques and become involved in their education as a result. Students become more motivated as a result, and they continue to be engaged in learning.
  - Allow kids to use suggested accommodations on a regular basis rather than just during final exams.

Some students could find it challenging to access the learning going on without the proper help. Therefore, it is crucial that teachers are aware of this and understand it in order to avoid misjudging the intellect of the learner and to be able to put effective methods in place to help them and provide equal access. Addressing and welcoming students with unique educational needs demonstrates respect for every child and a capacity for understanding, adaptability, and acceptance of the diversity that come with growing up and throughout life.

### **Check your progress:**

Note: a) Write down the answers in the space given below.

1. Define the term “Special -Learner”.
2. Explain some educational accommodations for special learner.

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## **3.6 SUMMARY**

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Giving every student the equal opportunity to learn crucial skills and knowledge that will enable them to lead fulfilled lives and make beneficial contributions to society is the aim of education for equity. To ensure that

this new plan is adopted from the top down, educators are entrusted with rebuilding current learning systems at the school and district levels. The new system is then founded on fairness and inclusion and includes protections like interventions and resources to make sure that every student has the chance to achieve their academic objectives.

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### 3.7 QUESTIONS

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#### Unit End Exercises

##### 1. Fill in the blanks:

- a) Untouchability is prohibited in all forms and is outlawed\_\_\_\_\_
- b) \_\_\_\_\_is a political philosophy that concentrates on the interests of a certain region, collection of regions, or other subnational entity," so we can say that the relationships between various societal groupings make up a region.
- c) \_\_\_\_\_ of students into the main educational system (and class), as opposed to the placement of students in a special school or class. The technological, assistive, or personal supports required are given to students with special educational needs.
- d) \_\_\_\_\_ emphasises giving all students the same educational opportunities throughout their academic careers, this strategy ignores the fact that, despite having the same opportunities, different students will require different supports in order to achieve.

##### 2. Give answer in brief:

- a) Discriminate between the term Equality and Equity
- b) Describe the meaning of Regionalism and suggest some measures to overcome from it?
- c) Write the role of Education for mitigating from different social challenges.

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## **EDUCATION FOR NATIONAL DEVELOPMENT**

### **Unit Structure**

- 4.0 Objective
- 4.1 Religious and Moral Education (RME)
  - 4.1.1 Need for RME
  - 4.1.2 Pedogogy of RME
- 4.2 Education for Democracy
  - 4.2.1 Pre conditions for successful Democracy
  - 4.2.2 The Responsibility of formal and informal agencies for democratic Education
  - 4.2.3 Education for Democracy as in The Indian Constitution
  - 4.2.4 Relationship between Democracy and Aim of education
- 4.3 Vocational Education
  - 4.3.1 Concept of Vocational Education
  - 4.3.2 Types of vocational education Included in The Higher Education
  - 4.3.3 How can Vocational Education Help in Social and National Development
- 4.4 References

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### **4.0 OBJECTIVE**

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At the end of the unit, the learner will be able to:

1. Explain how religious and moral education can foster national development
2. Analyse how education for democracy can foster national development
3. Investigate vocational education for national development

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### **4.1 RELIGIOUS AND MORAL EDUCATION (RME)**

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1. Religious and Moral Education (RME) is a significant part of every young person's educational experience. Learning is coherent and meaningful. Religious and moral education fosters search for meaning, value and purpose in life. The education in religious and moral values help children and youth to acquire moral habits and values, that help them to lead a good life, and at the same time contribute to build a good society. Every society has its moral values and norms, and it is the responsibility of every citizen to respect them

and instil in the children and youth these values. With the advent of formal schools from the 19th century, one of the important aim of schools and educational institutions was to develop the moral values amongst the students. The clear expectation from the schools and teachers was to cultivate the character and enhance the moral goals of the schools or colleges. Even text books had stories with moral values, a separate subject of moral science was made compulsory. The RME helps in being a socially valuable member of the society.

In the NEP 2020, the moral education is made compulsory upto middle school, as the spirit of the educational policy is in developing moral values, along with advancement in science and technology. The policy aims at producing engaged, productive, and contributing citizens for building an equitable, inclusive, and pluralistic society. The importance of Religious and Moral Education can be reflected in the development of different aspects of our life. There are number of categories in which values can be instilled

- 2 Personal Values:** Religious and Moral Education (RME) develops an understanding of the self. It builds the character of an individual with values like integrity, truthfulness, humanity, love, forgiveness, and compassion. The RME helps to appreciate the quietness and reflections of the learner.
- 3. Social Values:** The RME helps to develop social cohesion and harmony. There is development of communication skills, sharing of thoughts and experiences about moral and religious concerns. The values of understanding, acceptance, celebration of inclusion and diversity is promoted.
- 4. Political Values:** The RME supports the instilling of values of political ideologies like justice, democracy, secularism, welfare and civic responsibility
- 5. National Values:** The RME helps the nation to work for collective development, to achieve the goals of the nation to be a global achiever, to contribute to the peace, progress and betterment of the country. The moral values of harmony, development of all, equity, socialism, working for the do the disadvantaged groups, the feeling of fellowship, love and respect helps the nation to grow together as one. In country like country, whose uniqueness is diversity and variety, binding all religions, languages, culture together is a result of strong moral values. Each religious values peace, brotherhood, spiritual oneness and working together to reach the path of liberation, thus bringing out the common elements in each religion. Thus, for unity in diversity to be sustained, the religious and moral values play an important role.

### Check Your Progress:

- A. What is Religious and Moral Education?

B. Why is there a need for Religious and Moral Education in today's times ? C.

Martha Nussbaum (1947—present) is one of the world's most influential living moral philosophers.



Martha Nussbaum believes there is a crucial role for the education system – from early school to tertiary – in building a different kind of citizen.

Rather than economically productive and useful, we need people who are imaginative, emotionally intelligent and compassionate. Do you agree with her? Justify. (Read more of the works of Prof Nussbaum)

Schools and educational institutions have to make a curriculum which is not only about traditional subjects but also about moral values. There is a need for a comprehensive social program which includes values and moral education. The infused approach to value education integrates moral and religious education in the curriculum, but the integrated approach integrates moral values in the curriculum. The NPE 1986 has assigned the NCERT the responsibility to develop instructional packages with the ten common core like history of India's freedom, removal of social barrier, inculcation of scientific temper etc. Thus, the transaction of the curriculum is inbuilt with values is promoted at the national level. These elements cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy, secularism, equality of sexes, protection of the environment, removal of social barriers, observation of small family norm and inculcation of scientific temper. All educational programmes will be carried on in spirit conformity with secular values.

#### **4.1.1 Need for RME:**

1. The moral degradation, hostility, distrust, lack of respect, increasing crime rates, bullying, terrorism, abuse is damaging the unity of the society which can lead to hostility and can lead to riots and conflict in the society. There is a need for religious and moral education which can help the country focus on higher goals of development for all. The values of cooperation, harmony and community living will help to maintain social balance and progress.

2. The RME is needed for removal of unfounded fears, prejudices and stereotyping against other communities in the society. The tolerance, understanding and acceptance is based on strong understanding of the religious and moral values. The REM helps the students to reflect on the common values and develops awareness and appreciation for others. There is a need for RME to explore the different beliefs and the rationale behind those belief. There is more scientific and objective perspective towards other members of the society, rather than following rigid and dogmatic views, passed on through the traditions without understanding and questioning.
3. The RME is required to explore the responses that religious and moral education can offer for handling different situations in life. When in doubt or confusion religious and moral values offer understanding and clarity. The REM develops insight into the nature and meaning of life. Such an education helps to evaluate one's own beliefs and take informed and rational decisions.
4. The RME helps to develop the understanding into the concepts of identity and belongingness with a broader and detached perspective. It helps to develop skills of introspection, contemplation ad critical thinking when taking moral decisions.
5. The RME aims at promoting moral values in the students so as to cultivate meaningful and strong character formation. Character education is a necessary element of every students' personality which can help in building a moral society. There is a need to develop a sense of integrity and firm adherence to moral conduct. This helps to maintain the social justice and citizenship.
6. The RME helps in gaining understanding into the significance and value of world at personal, local and global level.

#### **4.1.2 Pedagogy of Religious and Moral Education (RME):**

There are approaches to teaching of Religious and Moral Education. The question that arises is whether RME should be a separate subject in the curriculum or should it be taught infused in the different subjects of the curriculum

#### **The two approaches are:**

1. Curricular or Direct Approach: In this approach, a set syllabus is determined based on learning objectives, and the outcomes are evaluated. The content is identified to be taught at different levels and is supported by textbooks and prescribed books. It has methodical systematic teaching in values done at a scheduled time as per the timetable. Thus, it a direct teaching moral values with certain content matter and resources prepared. It is an independent subject and carried out in classroom teaching with number of specified lectures. The values are explained with help of short stories, video clippings, role play etc.

2. **Integrated Approach:** Like the name goes the integrated approach states that the moral values are integrated in the curriculum and is taught not as a separate subject but through various subjects and activities. Moral education becomes an integral part of curricular and co-curricular activities. For example social studies like history teaches values of courage, patriotism, self-sacrifice, citizenship, cooperation etc.

Sciences and Mathematics promote values of scientific temper, critical thinking and problem solving. Work experience brings out values of hard work, honesty and utilizing available resources optimally. Languages and literature brings out values of harmony, desirable attitudes, being selfless and envisioning a better future for all. Field visit to old age home, orphanage can be integrated with social sciences like sociology, philosophy.

3. **The infusion approach.** In general, an infusion approach to character education aims to restore the formation of students' characters to a central place in schooling. Rather than simply adding on character formation to the other responsibilities of schools, such as numeracy, literacy, career education, health education, and other goals, a focus on good character permeates the entire school experience. In essence, character education joins intellectual development as the overarching goals of the school. Further, character education is seen, not in competition with or ancillary to knowledge- and skill-acquisition goals, but as an important contributor to these goals. To create a healthy learning environment, students need to develop the virtues of responsibility and respect for others. They must eliminate habits of laziness and sloppiness and acquire habits of self-control and diligence. The infusion approach is based on the view that the good habits that contribute to the formation of character in turn contribute directly to the academic goals of schooling.

### **Reflection Spot 1:**

Which approach according to you is more effective in achieving the goals of Religious and Moral Education?

Can you think of any other approach to teaching RME? Please share any one approach apart from the direct and indirect ones.

### **Teaching Methods:**

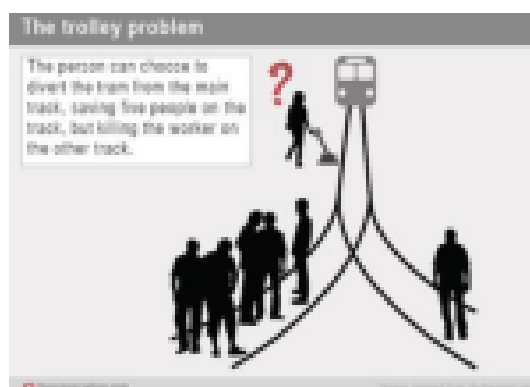
To make RME a vehicle for national development, it is imperative that it is transacted clearly with effective teaching methods. Some of the methods of teaching RME are dramatization, assembly, stories, films, quiz, writing essays, creating posters and drawings with focus on moral value buildings. Participatory methods like peace walk, street plays, donation collection, working with people from disadvantaged strata of the society.

One very interesting method of transacting religious and moral education is real life dilemmas. In this method, students are given real life incidents

and asked what would you have done in this situation. The Trolley Dilemma is one such famous example to stimulate moral thinking and debate. It also helps to clarify our moral standings and gain a different perspective. The moral dilemmas are those which are not easy to be answered, there are number of factors to be considered. It also reflects our moral integrity and the social context we are in.

### The Trolley Dilemma:

You are a railway controller. There is a runaway trolley barrelling down the railway tracks. Ahead, on the tracks, there are five workmen. The trolley is headed straight for them, and they will be killed if nothing is done. You are standing some distance off in the train yard, next to a lever. If you pull this lever, the trolley will switch to a side track and you can save the five workmen on the main track. You notice that there are two workmen on the side track. So there will be two workmen who will be killed if you pull the lever and change the tracks, but the five workmen on the main track will be saved. Is it morally acceptable for you to pull the lever?



**Source:** <https://theconversation.com/the-trolley-dilemma-would-you-kill-one-person-to-save-five-57111> <https://www.nature.com/articles/s41562-022-01319-5>

### Reflection Spot 2:

What strategies or teaching methods are appropriate for enhancing RME , according to you?

Refer to these articles for understanding the approaches to RME teaching better.

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## 4.2 EDUCATION FOR DEMOCRACY

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### Quotes of Democracy and Education:

Which are the words which come to your mind when we say democracy? Possibly: equality, freedom, socialism, equity, rule, majority etc, maybe also development.

For these values of democracy to be achieved we have to study the vehicle of democracy, and one of the most important one is education.

Let us understand What is education? What is democracy and how can education help democracy to develop the nation.

### Reflection Spot 1:

Read the quotes by the famous personalities and let us know what do you think is democracy?

### Introduction:

According to Prof. Seeley, “Democracy is a form of government in which everyone has a share.” Therefore in the business of government everybody is equally an actor or player. The will of people is well recognized and given primacy. So, in a huge responsibility of a democratic government, there is a dire and urgent need for education towards democratic living. Development and promotion of democratic citizenship is the primary concern of education in a democracy. Hence a study of the relation between democracy and education would be of special interest for the perspective teacher.

Democracy in order to be a reality and a way of life has to be introduced from the very beginning of education and its values need to be practiced in educational institutions.

## **Democracy:**

Democracy in its purest or most ideal form would be a society in which all adult citizens have an equal say in the decisions that affect their lives. Democracy is usually considered as “the government of the people, by the people and for the people”

The term democracy come from the Greek word “demokratia” meaning “rule of the people” which was coined from “demos” meaning “people” and “kratos” meaning “power”. The word democracy on the one hand, points towards the type of the government and on the other way a way of life.

In a democratic government there are provided free opportunities for the self expression to an individual. Dewey is of the opinion that in democracy besides the form of the government something else is involved. This is mainly the way of life for good living which is based on experience. Bode considers democracy as “a way of life” and by way of life he means “a determining influence in every major area of life”

From the political point of view, democracy means “the government of the people, by the people and for the people”. In democracy the government is formed by the majority but the rights of the minority are not ignored.

In the economic sphere democracy means that each individual should be given freedom to earn his own living through his own efforts.

Democracy is taken in the social sense, when there are no impediments in the progress of any race, class or religion. The meaning of this is that for all the people there should be equal opportunities so that they may become good citizens.

## **Etymological meaning of education:**

Education plays pivotal role in ensuring true democracy by confronting non-democratic structures like bureaucracy, unnecessary hierarchies and traditional barriers.

### **4.2.1 Pre-Conditions for Successful Democracy:**

Democracy believes in giving independence to the people. But if the people are not educated and are not discipline for social good then this independence would be very costly and would take the form of anarchy. For the success of democracy some pre conditions are very necessary. They are,

1. There should be economic betterment of the people. Democracy cannot be established on the hungry stomachs of the people.
2. The second pre condition is the formation of an educated electorate. Democracy can function properly when the people are educated and

they are conscious of their rights and duties. Therefore education is needed in democratic country.

### **Education for Democracy:**

For the success of democracy it is essential that each individual owns his responsibilities consciously and this will be possible only when the individuals power of understanding is high and he is of good character. It is the duty of the society that it should prepare the individual from intellectual moral and physical point of view to discharge his duties of citizenship. So that the society may remain happy and rich.

The main features of education are usually cited as two fold. Firstly, it is to transmit the social and cultural heritage to the new generation. (example through schools). The second function of education is to create among the students a feeling of adjustment to the environment. The school should develop all the qualities among the children which are desirable in a good citizen. This qualities includes,

1. Self realization
2. Human relationship
3. Economic efficiency
4. Civic responsibility

True education for democracy should help the people to appreciate the urgent necessity of acquiring knowledge to discriminate between facts and prejudices, to weigh and judge efficiencies, to arrive at conclusions.

#### **4.2.2 The Responsibility of Formal and Informal Agencies for Democratic Education:**

A person learns the first principle of democratic life from his or her home. The individual learns the best methods for his socialization by spending a wholesome life in his family and by gaining experiences from the social life of other persons. We know that the school is a formal agency of education. In the school, proper arrangement can be made for the education for democracy. The people through the personal efforts and through group activities can learn the responsibilities of a future citizen. The state should ensure that there available opportunities for universal free primary education. The informal agencies are also helpful in developing desirable public consciousness. Education does not end with school education but it is a continuous process. The informal agencies take the responsibility of education about the rights and duties to the individual even after their formal schooling.

Democracy will become successful only, if the citizens are intellectually advanced and educated. In democracy, the opinion of the people influences government policies.

### 4.2.3 Education for Democracy as in The Indian Constitution:

The preamble of Indian constitution clearly mentions that the democratic form of government is to be the pattern of the government in India. Justice, liberty, equality and fraternity are given as the fundamental rights to all the citizen of the country. In general our education should be based on these principles. It should inculcate the ideals of democratic socialism. In India, citizens are given equal status, rights, opportunities and facilities. Education for every child is a constitutional obligation. To fulfill these obligation all types of school must be established and in all these schools admissions must be made freely and justly. In India, through education, the ideals of democracy can place before people. Literacy rate in India is very low and this is creating a great danger to the democracy. This shows the great need for the improvement of our educational system. It should be improved from within. In 1935, Mahatma Gandhi said, "I hold that the democracy can not be evolved by forcible methods. The spirits of democracy cannot be imposed from without. It has to come within."

### 4.2.4 Relationship between Democracy and Aims of Education:

Harmonious development of the individuality of the citizen is the main aim of education in all democratic countries. In the democracy, there must develop a capacity to understand the social, economic and political problems in a practical and efficient way. He must think in a creative way. The education should give importance to both individual and social development.

Education should develop socialism both in thought and action of the people. According to the secondary education commission (1952-53), "three aims fit in democracy, 1) the framing of the character to fit the students to participate creatively as the citizens in the democratic social order; 2) the improvement of their practical and vocational efficiency so that they may play their part in building up the economic prosperity of their country; and 3) the development of literacy, artistic and cultural interest which are necessary for self expression and for the full development of the human personality, without which a lively national culture cannot come into being".

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## 4.3 VOCATIONAL EDUCATION

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### 4.3.1 Concept of Vocational Education:

Vocational education can be a lucrative opportunity for students looking to learn new skills and secure a job faster. These programmes are incredibly diverse and can help you become an expert in a specialized field, like welding or graphic designing. Learning about these educational opportunities can prepare you to find and pursue a vocational job that aligns with your career goals and endeavors.

Vocational education is any type of training, usually in the form of courses and hands-on instructional lessons, that teaches students the specialized

skills required to perform a specific job. These types of programmes usually forgo traditional academic-based lessons in favour of hands-on learning. Students learn the fundamentals and capabilities of a specific occupation under the supervision of an active and highly experienced professional.

Vocational education or Vocational Education and Training (VET), also called Career and Technical Education (CTE), prepares learners for jobs that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation, hence the term, in which the learner participates. It is sometimes referred to as technical education, as the learner directly develops expertise in a particular group of techniques or technology.

#### **4.3.2 Types of Vocational Education Included in The Higher Education:**

##### **Commerce based:**

- 1) Office Secretaryship
- 2) Stenography and Computer Applications
- 3) Accountancy and Auditing
- 4) Marketing and Salesmanship
- 5) Banking
- 6) Retail
- 7) Financial Market Management
- 8) Business Administration

##### **Engineering based:**

- 1) Electrical Technology
- 2) Automobile Technology
- 3) Civil Engineering
- 4) Air Conditioning and Refrigeration Technology
- 5) Electronics Technology
- 6) Geospatial Technology
- 7) Foundry
- 8) IT Application

**Health and Para Medical based:**

- 1) Ophthalmic Techniques
- 2) Medical Laboratory Techniques
- 3) Auxiliary Nursing & Midwifery
- 4) X-Ray Technician
- 5) Healthcare Sciences
- 6) Health and Beauty Studies
- 7) Medical Diagnostics

**Home Science based:**

- 1) Fashion Design & Clothing Construction
- 2) Textile Design
- 3) Design Fundamental
- 4) Music Technical Production
- 5) Beauty Services

**Others:**

- 1) Transportation System & Logistic Management
- 2) Life Insurance
- 3) Library and Information Sciences

**Agriculture based:**

- 1) Poultry Farming
- 2) Horticulture
- 3) Dairying Science and Technology

**Hospitality and Tourism based:**

- 1) Food Production
- 2) Food and Beverage Services
- 3) Mass Media Studies and Media Production
- 4) Bakery and Confectionery
- 5) Front office
- 6) Travel and Tourism

### **4.3.3 How can Vocational Education Help in Social and National Development:**

Vocational Education cuts across various vocations and aims to develop those generic skills which are required by all members of the educated work force regardless of person's occupation e.g., keyboarding, communication, interpersonal skill, working in groups etc. It is a step towards improving the quality of general education by developing key competencies/transferable skills for the technology-oriented society.

Technical and Vocational training in India plays a vital role in the country's human resource development by creating skilled manpower, enhancing industrial productivity, and improving the quality of life.

#### **Advantages of Vocational Educational:**

Pursuing a vocational education has its advantages. By learning and focusing on a specific trade, students have the opportunity to immerse themselves in the trade allowing them to build an exciting career in a new field. As students recognize the value of vocational education training, they will find unparalleled advantages to this type of schooling.

##### **1) The Focus on Practical Skills:**

"Learning by Doing" is the core of Vocational Education Training. Practical learning more than theoretical learning is the priority. Students in vocational schools spend significantly more time practicing tangible skills that they will need and can apply to the workplace. The focus of their studies is on acquiring knowledge and competencies that they need to work proficiently in their chosen field.

With this style of learning, work experience becomes an actual part of the course itself, rather than something to be pursued outside of course time through internships or low-level jobs. Students have the opportunity to graduate with practical experience in their chosen field, which helps them hit the ground running once they begin their full-time job. They are more prepared to begin their jobs immediately.

##### **2) An Education That Prepares Students for the Global Stage:**

Vocational schools attract students with a variety of different life experiences. Students have the chance to attend courses and work closely with classmates from different ethnic, cultural, and economic backgrounds. Students come from a variety of different countries to attend classes together and then go on to work in hospitality businesses around the world.

The world becomes increasingly globalized with each passing year. The internet connects businesses and customers instantaneously, which helps break down barriers between people of different backgrounds. Travel and tourism provide people with the opportunities to explore different cultures and locations. More people take advantage of these possibilities with each passing year.

With an education that allows students to work closely with such a diverse group of people, it becomes easy to see how these educational opportunities benefit professionals. Students graduate with intimate experience of working cross-culturally, a better understanding of communicating with people from different backgrounds, and the insight they need to thrive in jobs worldwide. In other words, they become assets to their organizations in the globalized world.

### **3) Building better relationships with classmates and professors:**

The schooling experience differs when it comes to the vocational education experience. Students spend significantly more time in their physical classes and less time working on outside projects. In a traditional classroom, students might spend only a few hours a week in their classes as they need time to work on their research papers. Whereas in a vocational school, they spend many hours working intensely on the practical skills and subject matter they learn in the course.

This results in an environment where classmates and professors build better and deeper relationships. Students work together closely with their classmates and form relationships with their professors as they move through the program. Working with people in a collaborative manner is a highly underrated skill. It is something that one has to be able to ace for the rest of their professional lives. Vocational education and training provides students with the opportunity to actively engage with their classmates, professors and get first-hand experience of working in groups.

Students also have immersive classes because they might need access to specialized equipment or environments to learn and practice their newfound skills. This further gives them hands-on experience in the field and ensures they will be prepared for the first day on the job.

Students' hours in a vocational setting closely imitate the typical work hours in the field, making the transition from a student to a professional even smoother.

### **4) They often have an easier time finding a job:**

When students graduate from a vocational program, they have work experience and specific training for their exact field. In other words, their prospective employer knows that this candidate has gone through specialized learning, practice in the field and is prepared to start in the new position right away with minimal training.

Students find that this can open many professional avenues. They do not have to worry about applying for jobs without specific work experience in their chosen field, devoid of which the applicant may not be considered. Rather than having to start off in jobs that also provide training, students have the education they need to jump right into the position and lay the foundation for a successful career significantly faster than others who had attended traditional academic schools.

### 5) Students can often finish school faster:

Students finish vocational programs faster than the education programs in other fields as the learning focuses specifically on the career choice.

With less time spent in school, students get to transition from spending money for learning and training opportunities to making money in their careers faster, allowing them to create net benefits for themselves from a financial standpoint.

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## 4.4 Reference

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## **PRACTICAL WORK IN CHALLENGES IN THE INDIAN EDUCATION SYSTEM**

### **Unit Structure**

#### 5.0 Objectives

#### 5.1 Introduction

#### 5.2 Essay Writing: An essay of 1000 words, on the given topic

#### 5.3 Practical work: Writing an essay of 1000 words, on the Challenges in Indian Education for Multiculturalism

#### 5.4 Practical work: Writing an essay of 1000 words, on the Challenges in Indian Education for Inclusion

#### 5.5 Practical work: Writing an essay of 1000 words, on the Challenges in Indian Education, for a Multilingual Society

#### 5.6 Summary

#### 5.7 References

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### **5.0 OBJECTIVES**

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At the end of this chapter, the student will be able to:

- a) Describe the concept of essay-writing.
- b) List the conceptual elements of the essay structure.
- c) Write an introduction to the topic given for practical work
- d) Write paragraphs on the given concept and each set of related sub-concepts.
- e) Use print and online resources for sourcing information for essay writing.
- f) Follow the correct essay format: MLA, APA, Chicago Styles
- g) List resources in a bibliography.

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### **5.1 INTRODUCTION**

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Education is meant to prepare an individual for life, equip the citizen physically, intellectually, emotionally and spiritually, so as to deal with the challenges of life with self-assurance, resilience, capacity to make the right decisions, and broadening one's perspectives. The primary objective of education is to direct the individual to live one's life in a useful and in a meaningful way. One of the prevailing problems in the education system in the present existence is the variation in the quality of education; which determines the outcomes of learning and the reflection of relative levels of health and prosperity. For a person to prosper in society, education is

considered imperative. In this chapter it is important to understand and write about the problems in the Indian education system. The students should write about the main areas that have been highlighted are, the need and significance of understanding educational issues in the Indian education system, the contemporary challenges in the Indian education system and suggestions for improving the Indian education system.

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## **5.2 ESSAY WRITING: WRITING AN ESSAY OF 1000 WORDS, ON THE GIVEN TOPIC**

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A 1000-word essay is commonly made of three main parts: introduction, body, conclusion. The introduction explores the topic broadly, arousing the readers' interest and inviting them to look into it.

How many pages are 1000 words? You can check this with the help of free online word counter tool. Some factors affect the word count on a page. These include the kind of font used and its size, margins used, spacing elements and the length of paragraphs.

**Generally, a 1000 words essay will consist of:**

- a) 2 pages of Arial font with a font size of 12 and with a single spacing
- b) 2 pages of Calibri font with a font size of 10 pt and a double spacing
- c) 4 pages for a Times New Roman font with a font size of 12 and a double spacing

**How long does it take to write 1000 words?:**

After determining the word count, the time taken to write a 1000-words essay will depend on the time taken for research, whether you have good comprehension skills, your planning ability, and typing speed. Here are a few guidelines:

If it takes you 1 hour to write 300 words, then it will take you 2 hours to write 600 words

**How long will it take me to write 1000 words?:**

It will take you 3 hours and 20 minutes to write 1000 words

One thing that students must do during their academic lives is writing a 1000 words essay. Many students wonder how long it can take. A simple search on the internet will give questions such as “how long is a 1000 words essay?” or “how many pages are in that kind of paper?”. Well, you'll need to follow some guidelines for this length of an essay:

1. Choosing the topic. Sometimes, the topic is given, while other times, you are given the opportunity of choosing the subject of your essay. Either ways, you will need a lot of available material, both online and in libraries.

2. Sketch a general skeleton. Some guidelines defining the overall parameters of your essay can be very helpful in developing your text within certain limits, keeping the focus on the topic and preventing the hazard of going off the subject. Many websites offer different sample schemes that you can use to create yours.
3. Structuring your essay. A 1000-word essay is commonly made of three main parts: introduction, body, conclusion. The introduction explores the topic broadly, arousing the readers' interest and inviting them to look into it. The body is the largest part of the outline for the essay, where subject and ideas are analysed and supported by arguments and factual data. The conclusion sums up the article, highlighting the salient notions and, possibly, offering some new original ideas and points. Within these macro guidelines, many options are possible, depending on the purpose of your essay-writing.
4. Getting inspired boosts your creativity, while copying and plagiarizing will decrease your creativity. The importance of original content in essays requires a strong stand indeed. The choice of creating an all-new content rather than using one already written is based on responsibility and on respect for others' work. Another reason why you shouldn't copy, is that your original ideas would be a really great contribution to a further development of the topic, inspiring other subjects to open new doors and explore different opportunities related to that theme.

### **How many paragraphs will a 1000-word essay be?:**

The essay's length will depend on how creative you are and the essay's structure. You can choose to have a 5 paragraph essay or divide all your thoughts into different paragraphs. Take note that the more paragraphs are in your essay, the better. This is because it can be hard reading and comprehending long paragraphs. The good idea has eight paragraphs for 1000 words. It should be more than 5 paragraphs, and be less than 10 for easy reading.

### **Different types of 1000-words essays:**

1. Narrative essay. In an essay, tell a story concerning a real-life experience. Even though it may look easy, a good narrative essay will challenge you to think and write about yourself.
2. Descriptive essay. This essay's goal is to give a vivid picture. You might use an essay for describing the place, person, object or even memory with a special significance.
3. Expository paper. This is informative writing that is supposed to offer a balanced topic analysis, so define or explain the topic in this paper.
4. Persuasive essay. This paper presents facts and aims to convince the readers to accept the point of view of the writer. Use logic and facts for building your case.

## **How to Structure a 1000 Word Essay:**

Students must avoid the common mistake of ignoring their essay's structure. Another mistake is writing too many words about unnecessary parts. Use this structure for 1000 word essay outline to avoid such mistakes:

### **1. The Introduction of the essay (100-200 words):**

An introduction must capture the reader's attention and explain what the essay will be about. Introductions vary based on different types of essays. For example, in a narrative essay the story doesn't start until after the introduction. Every introduction has these three parts: a hook or attention grabber, background information and the essay statement.

### **2. The Body of the essay (800 words):**

There are three body paragraphs in a 1000-word essay. Each one of them is focused on a specific point of discussion in the essay. The three body paragraphs work together to provide evidence and reasoning to support the thesis statement. Each body paragraph has these four parts:

#### **A. Paragraph 1 (200-300 words):**

- a) Topic sentence
- b) Argument
- c) Evidence
- d) Concluding statement

#### **B. Paragraph 2 (200-300 words):**

- a) Topic sentence
- b) Argument
- c) Evidence
- d) Concluding statement

#### **C. Paragraph 3 (200-300 words):**

- a) Topic sentence
- b) Argument
- c) Evidence
- d) Concluding statement

### **3. Conclusion (100-200 words):**

The conclusion of your essay should summarize all the main arguments and tie them together. As mentioned previously, every paragraph must

support the main statement. Here, you must explain how all of this relates together and proves your point. The three parts of a conclusion are

1. Summary of main points;
2. Restating the thesis;
3. Concluding statement.

### **What is an Essay Format: Structure:**

Be it an academic, informative or a specific extended essay - structure is essential, with an academic style of writing (primarily MLA, APA, or Chicago):

- 1) Title Page
- 2) Table of Contents (with page numbers)
- 3) Introduction
- 4) Body
- 5) Conclusion
- 6) Bibliography (Works Cited)

### **How to Format a 1000 Word Essay:**

Another thing that significantly impacts the grades/marks, is following the correct paper format. Your teacher will specify which font, margins, alignment and citation style to use. The title page is also formatted differently, depending on the essay.

In addition to the format, a significant technical part of your essay is its citation style. The two most common styles are the APA and the MLA style, with the Chicago and Harvard styles being used less often.

Being able to write an essay is a vital part of any student's education. However, it's not just about linearly listing ideas. Many higher educational institutions specify a basic essay format that your essay must follow, like the MLA, the APA, and the Chicago formats.

### **Writing an Essay in the MLA Format:**

To write an essay in MLA format, one must follow a basic set of guidelines:

1. **Font:** 12pt Times New Roman
2. **Spacing:** Double spaced everywhere, and no extra spaces between paragraphs
3. **Heading:** Eg: the heading on the first page of the essay (upper left corner)

- a. Your name (John Smith)
  - b. Teacher's / Professor's name
  - c. The class (Depends on course/class)
  - d. Date (20 April 2017)
4. **Margins:** One-inch margin on the top, bottom, left and right.
  5. **Page Numbers:** Last name and page number must be put on every page of the essay as a “header”. Otherwise, it would go in place of the text.
  6. **Title:** There needs to be a proper essay title format, centered and above the first line of the essay of the same font and size as the essay itself.
  7. **Indentation:** Just press tab (1/2 inch, just in case)
  8. **Align:** Align to the left-hand side, and make sure it is aligned evenly.

#### **Writing an Essay in the APA Format:**

The APA scheme is one of the most common college essay formats, so being familiar with its requirements is crucial:

1. **Font:** 12pt Times New Roman
2. **Spacing:** Double-space
3. **Margins:** One Inch margins on all sides.
4. **Page Numbers:** Insert a header at the top left of every page that includes a shortened title of your essay, below 50 characters including punctuation. Slap a number in there too (top right corner).
5. **Title Page:** Title of the paper, author's name, institutional affiliation. Additional information may be required, such as course title, instructor name and date.
6. **Headings:** All headings should be written in bold and titlecase. Different heading levels have different additional criteria to apply.

#### **Writing an Essay in the Chicago Style Format:**

The same bullet point structure can be applied to the Chicago essay format.

##### **1. Title Page:**

- a) Chicago style title page is all about spacing.
- b) Down the page should be the title, with regular text. If longer than one line, double-spaced.

- c) Next, in the very middle, center your full name.
- d) Down the page - course number, instructor's name and the date in separate double-spaced lines.

## **2. Margins:**

Use one-inch margins apart from the right side.

## **3. Spacing:**

- a) Double spaced everywhere.
- b) No extra spaces, especially between paragraphs.

## **4. Font:**

Times New Roman is the best choice (12pt)

## **5. Page Numbers:**

- a) Last name, page number in the heading of every page on the top right
- b) Do not number the title page. The first page of the text should start with a 2.

## **6. Footnotes:**

The Chicago format requires footnotes on paraphrased or quoted passages.

## **7. Bibliography:**

The bibliography is very similar to that of MLA. Gather the proper information and input it into a specialized citation site.

## **Write a Draft:**

Before you jot anything down into the body of your essay, make sure that the outline has enough information to back up whatever statement you choose to explore. Do not be afraid of letting creativity into your paper (within reason, of course) and explore the possibilities. Start with a standard 5 paragraph structure, and the content will come with time.

## **Final Draft:**

Before handing in the final draft, go over it at least one more time, focusing on smaller mistakes like grammar and punctuation. Make sure that what you wrote follows proper essay structure.

## **Check your progress:**

1. Describe some guidelines for this length of an essay
2. Explain the different types of 1000-words essays
3. Describe the MLAFormat of writing a 1000-word essay.

4. Describe the APA Format of writing a 1000-word essay.
5. Describe the Chicago Style Format of writing a 1000-word essay.

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### **5.3 WRITING AN ESSAY OF 1000 WORDS, ON THE CHALLENGES IN INDIAN EDUCATION FOR MULTICULTURALISM**

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- a) Describe the concept and characteristics of essay-writing.
- b) List the conceptual points of challenges in Indian education for multiculturalism.
- c) Write an introduction for challenges in Indian education for multiculturalism.
- d) Write paragraphs on multiculturalism and each set of related sub-concepts.
- e) Use print and online resources for sourcing information for essay writing.

In today's globalized world, imparting multicultural education has become one of the most pertinent requirements as classrooms are becoming more diverse and multicultural. Multiculturalism is a positive endorsement of diversity in the society, usually arising from racial, religious, ethnic and language differences. Multicultural education is characterized by a teaching and learning environment that acknowledges the cultural differences among students and maintains cultural pluralism.

Multicultural education refers to any form of education or teaching that incorporates the histories, texts, values, beliefs, and perspectives of people from different cultural backgrounds. While teaching, for example, teachers may modify or incorporate lessons to reflect the cultural diversity of the students in a particular class. In many cases, “culture” can be defined in the broadest possible sense, consisting of race, ethnicity, nationality, language, religion, class, gender, sexual orientation, and exceptionality (a term applied to students with specialized needs or disabilities).

The objective of imparting multicultural education is to help learners acknowledge and understand cultural differences. There are several opportunities of imparting multicultural education in India in the form of promoting cultural tolerance, cultural diversity, equality, social justice, developing positive attitudes, and giving students a sense of inclusion. There are various challenges of providing multicultural education in the form of language barrier, teaching communication skills and different learning styles.

Classroom learning environment may generally be understood as the supportive as well as inhibitive environment in a class which affects students' learning outcomes in a directed manner. It is very essential to create such a climate in a class which can facilitate students' learning in an

effective manner catering to the needs of different students belonging to different cultural backgrounds.

Multicultural education is founded on the principle of educational equity for all students, regardless of culture, and it strives to remove barriers to educational opportunities and success for students from different cultural backgrounds. In a class, texts and learning materials may include multiple cultural perspectives and references. Teachers and other educators may learn about the cultural backgrounds of students in a school, and then intentionally incorporate learning experiences and content relevant to their personal cultural perspectives and heritage. Educators may intentionally scrutinize learning materials to identify potentially prejudicial or biased material. Multicultural education is generally based on the principle of equity, i.e., that the allocation and distribution of educational resources, programs, and learning experiences should be based on need and fairness, rather than strict equality. Thus, it is the need of the hour to incorporate the principles of multiculturalism in Indian schools to make classrooms more convenient places for efficient learning.

### **Challenges faced by Stakeholders:**

The key stakeholders in multicultural education are teachers, schools and administrators, parents, the local community and the government. Adequate academic as well as administrative support is the key for the success of multicultural education. Respecting each ethnic and cultural group is a challenge for teachers and school administrators, parents, local community and the government.

### **Check your progress:**

1. Explain the concept and characteristics of Multicultural Education in India.
2. Describe the principles of Multicultural Education in India.
3. Explain the challenges in providing Multicultural Education in India.

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## **5.4 WRITING AN ESSAY OF 1000 WORDS, ON THE CHALLENGES IN INDIAN EDUCATION FOR INCLUSION IN EDUCATION**

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- a) Describe the concept and characteristics of inclusive education in India
- b) List the conceptual points of inclusive education in India
- c) Write an introduction inclusive education in India
- d) Write paragraphs on each set of related sub-concepts in inclusive education in India
- e) Use print and online resources for sourcing information for essay writing.

Inclusive Education denotes that all children irrespective of their strengths and weaknesses will be part of the mainstream education. The feeling of belongingness among all community members teachers, students and other functionaries is developed through inclusive education. Inclusive education is for all, irrespective of any social community, caste, class gender and (dis-) ability of the child.

This is a world where 120 million children are not enrolled in primary school. There are an estimated 30 million children out of school in India (MHRD statistics, cited in World Bank), many of whom are marginalized by dimensions such as poverty, gender, disability, and caste. Many educational programmes have attempted to reach out to these previously excluded children, but those with disabilities are often forgotten, emphasizing their invisible status in a rigidly categorized society.

Therefore, the idea of inclusive education is certainly highly relevant to our current condition, where differences in religion, faith, gender, ethnicity and ability are often seen as a threat rather than a source of richness and diversity. Inclusive education stands for improvement of schools in all dimensions to address the educational needs of all children. The major support for inclusive education came from the 1994 World Conference on Special Needs Education in Salamanca, Spain which emphasized that: Schools should accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Thus inclusive education is an approach that ensures the presence, participation and achievement of all students. Many problems such as a lack of positive attitude among teachers, non-inclusive curriculum, lack of resources, infrastructural problems, unawareness among parents, irregular plans, improper execution of policies are creating hurdles for extending the concept of inclusive education in India.

**The important Principles of Inclusive Education are:**

1. Sharing of responsibilities of functionaries working at different levels;
2. Providing additional support to children;
3. Development of a collaborative framework to meet the additional needs and interests of children; Implications for various types of disabilities;
4. Knowledge about family and social environment of children;
5. Modifications in Teaching-Learning strategies/modalities;
6. Improving professional competencies of teachers;
7. Ensuring community support and support of other functionaries working at different levels.

### **Challenges faced by Stakeholders:**

The key stakeholders in inclusive education are teachers, schools and administrators, parents of children who are physically and intellectually challenged and last but not least the local community. Adequate academic as well as administrative support is the key for the success of inclusion of children with disabilities in general schools. Simply enrolling these children will not serve the purpose of inclusion.

Respecting the special needs of each child is a real challenge for teachers and school administrators, parents, local community and the government.

### **Check your progress:**

1. Explain the concept and characteristics of inclusive education in India.
2. Describe the principles of inclusive education in India.
3. Explain the challenges in providing inclusive education in India.

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## **5.5 WRITING AN ESSAY OF 1000 WORDS, ON THE CHALLENGES IN INDIAN EDUCATION FOR A MULTILINGUAL SOCIETY**

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- a) Describe the concept and characteristics of multilingualism in India
- b) List the conceptual points of multilingualism in India
- c) Write an introduction for multilingualism in India
- d) Write paragraphs on each set of related sub-concepts in multilingualism in India
- e) Use print and online resources for sourcing information for essay writing.

Language is the most important resource of a community, which is used as a key to knowledge. Education is the formal means of gaining knowledge and overall development. Language forms the basis of education, since a person can be educated only through language. Therefore, linguistic rights form a part of educational rights. Modernization through English education is considered a kind of Westernization. This has been widely resisted by various parts of the Indian society to assert the identity and importance of a local linguistic culture. The dominance of English has led to the fear of endangerment of local languages, especially minority languages.

According to the UNESCO standards, a language faces a situation of endangerment when the percentage of children in that speech community studying that language falls below 30%. There exist several tribal languages which fall in this category. Language planning in India should address the problems of all sections of the society. Every attempt should

be made to maintain and develop not only the dominant language but also the less dominant languages spoken by fewer numbers of people. The complexity of the problem increases when the urban-rural divide is also considered. Therefore, balancing languages in education is of utmost significance in the development of society.

The Three Language Formula (TFL) which emerged as a political consensus on languages in school education was a strategy to accommodate at least three languages within the ten years of schooling. The All India Council for Education recommended the adoption of the Three Language Formula in Sept. 1956.

**According to this formula, every child has to learn the following:**

1. The mother tongue or the regional language;
2. The official language of the union or the associate official language of the Union so long as it exists (official language of the union is Hindi and its associate official language is English);
3. Modern Indian language or a foreign language, not covered under (1) and (2) above and other than that used as the medium of instruction.

### **Regional Languages: The Problem with Mandatory Imposition**

In addition to the implications of the three-language formula, the imposition of a regional language as the compulsory medium of instruction has been highlighted in a series of cases.

### **Criticisms to the Three-Language Formula:**

As stated in the report of the Education Commission (1964-66), "In effect the formula established equality with regard to the study of languages between the Hindi and the non-Hindi areas..." However, in practice, the implementation of the three-language formula has led to several difficulties and has not been very successful. Several factors have contributed to this situation. Among these are the general opposition to a heavy language load in the school curriculum, the lack of motivation for the study of an additional modern Indian language in the Hindi areas and the resistance to the study of Hindi in some non-Hindi areas.

Even though the number of languages taught in many schools is three, the languages are not those in the three-language formula. The preferred third language in the Hindi States is often Sanskrit and not a modern Indian language (a southern language), though classical languages like Sanskrit do not find place in the formula.

### **Multilingualism in the Indian Context:**

In the present world there are around 6000 languages grouped under various language families spoken in 200 states. The existence of all these languages side by side resulted in multilingualism. Knowing two or more than two languages became the need for communication among speech

communities as well as individuals. Multilingualism can be defined as an occurrence regarding an individual speaker who uses two or more languages, a community of speakers where two or more languages are used, or between speakers of two languages. Multilingualism arises due to the need to communicate across speech communities.

Multilingualism is not a rare but a normal necessity across the world due to globalization and wider cultural communication. In addition, it is not a recent phenomenon; it was prevalent in ancient times also. Multilingualism has various advantages:

1. Accessibility to knowledge of other cultures;
2. Communication between different linguistic and cultural groups become easier;
3. Increases job opportunities;
4. High cognitive development of a child;
5. A broader worldview.

### **Multilingualism in Indian Education:**

Education grooms children in such a way that they become capable of shouldering responsibilities of their adult life with confidence. Educational system relies on language to achieve this. Language acts as a medium of instruction on the one hand and as a means of establishing rapport with their wards on the other. It helps to develop thoughts that need to be presented with integrity and compactness. “Communication is not passing of information, but involves conceptualization of concepts and experiences, of identification and classification, of argumentation and assertion through correct language” (Pattanayak, 1987). The task of an educationist is to develop aesthetic sensibility and proper attitude towards the fellow beings and the world, so that they can live a healthy social life and contribute meaningfully to the society they live in.

### **Problems and Issues with reference to Multilingual Education in India:**

1. Multi-Lingual Classrooms
2. Weak linguistic backgrounds
3. Anxiety among learners
4. Lengthy syllabi
5. Lack of teacher training for multi-lingual teaching and assessment

### **Check your progress:**

1. Explain the concept and characteristics of multilingual education in India.

2. Describe the policies for multilingual education in India.
3. Explain the challenges in providing multilingual education in India.

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## 5.6 SUMMARY

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Multilingualism also offers cognitive benefits in everyday life. Speaking multiple languages can aid in resolving conflicts, multitasking, or even understanding the perspectives of others. For society, the importance is in better understanding and mutual acceptance of people from diverse backgrounds. Multilingualism allows societies to move beyond simple tolerance toward a more peaceful coexistence and mutual respect.

Many problems such as, lack of positive attitude among teachers, non-inclusive curriculum, lack of resources, infrastructural problems, unawareness among parents, irregular plans, improper execution of policies are creating hurdles for extending the concept of inclusive education in India.

Multicultural education focuses on nurturing admiration and appreciation about diverse ethnocultural heritage, in young minds. Children are imbibed with greater knowledge and understanding about how to behave in a more culturally responsible manner. They acquire skills to navigate various cultures.

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