

Ques Write the short notes on the following

- (i) Right to education
- (ii) Democracy and Education
- (iii) Three language formula
- (iv) Education and Constitution

Ans (i) Right to education

Introduction :- The act provides for free and compulsory education to all children of the age of six to fourteen years.

The Right to children to free and compulsory Education Act has come into force from April 1 2010. This Act will be accorded the same legal status as the right to life as provided by Article 21A of the Indian Constitution.

Meaning - Every child in the age group of 6-14 years will be provided 8 years of elementary education.

Concept :- Even by the state which shall have responsibility of enrolling the child as well as ensuring attendance & completion of 8 years of schooling, no child shall be denied for admission. Cycle in the school is over and no child shall be asked to take an admission test.

## Significance of RTE (ACT) 2009

1. Compulsory and free education for all:- This Act is providing free and compulsory elementary education to each and every child upto the age of 14. No child is liable to pay fees or any other charges that may prevent him from pursuing and completing elementary education.
2. Special Provision for child with disability and from Weaker Section  
All private schools shall be required to enroll weaker section children 25% seats. This Act mandate an out of school child should be admitted to an age appropriate class and provided with special training to enable the child to come up to age appropriate learning level.
3. Quantity and Quality of Teachers:- This Act provide for rational deployment of teachers by ensuring that the specified pupil Teacher Ratio is maintained in every school with no urban-rural imbalance. Also appoint the trained Teachers.
4. Zero Tolerance against discrimination & harassment:- Prohibit physical punishment and mental harassment, any discrimination based on gender, caste, class & religion.
5. Ensuring all round development of children:- This Act provides for development of curriculum which ensure the all round development of the children. Build "human potential & talent."

## (ii) Democracy and Education

Introduction:- Democracy means a way of living and organization of community that has unity in its political, economic & social aspects.

In other words "democracy is the government of the people, by the people & for the people". Democracy has claimed the services of education from its very inception it has been rightly remarked.

### Meaning of Democracy

John Dewey - thinks that democracy and modern life are synonymous.

Democracy means freeing of intelligence or emancipation of mind of an individual organ to do its own work.

### Democracy in Education Means

Education is the birth-right of all individuals, There should be no distinction in the field of education.

Democracy without education is a meaningless term.

The development of national movement resulted in the growth of education.

## The aim of education in democracy

- 1) Child centred education:- Democratic way of thinking emphasizes the importance of each child as saved individuality. Schemes & plans are structured so that child receives full attention and full facilities to develop his individuality to the fullest extent.

2. Provision of Equal opportunities and Recognition of Individual Differences:- In a democratic set up, each child is a sacred and valuable entity of society. As equal opportunities are made available to one & all their fullest development.

3. Co-operation between all agencies of education: In democratic setup all the agencies of education co-operate actively for the development of children "Social Outlook" and Social Understanding. It is beneficial for the nation.

4. Universal and Compulsory Education:- In democracy the reigns of government remain in the hands of the people. They develop themselves as responsible & dynamic citizens conscious of their rights & duties, fully conversant with their National & international obligation.

5. Social Activities:- Bookish and Academic activities are not over emphasized in schools now a days, proper attention is paid to social, cultural and co-curricular activities so that children develop in a wholesome way & gain more and more social experience.

### (iii) Three Language Formula

Introduction :- The language problem has been a very serious problem in our country on account of the multiplicity of languages. State has been bifurcated on the basis of language. It is therefore, natural that its impact should be felt in the formation of language policy in the curriculum at various stages of education.

Concept :- The central Advisory Board of Education, the chief Advisory body at the central level on educational affairs, suggested in 1956 a language formula known as the Three Language formula. This formula envisaged the study of three language at Secondary Stage. The languages are 1. The Regional language, 2. English language (3) Hindi in Non Hindi areas and a modern Indian language for Hindi speaking areas.

### 7) Guiding Principles of Three Language Formula

1. Hindi is the official language of the Union & is expected in due course of time to become the lingua franca of the country. Its ultimate importance in the language curriculum will be second only that of the mother tongue.
2. English will continue to enjoy a high status & used as a medium of education at the University stage.

6

3. The degree of proficiency acquired in learning a language at school depend not only on the no. of years but also on the motivation of students, the type of teachers and equipments provided & the methods of teaching adopted.
4. Three language become compulsory to the lower secondary stage class VIII - IX) where smaller numbers of pupils are involved & better facilities & teaching personnel can be provided.

### ⇒ Difficulties in the implementation of three-language formulas

1. It put heavy loads on the students
2. The time devoted to language formula is limited, student do not acquire proficiency.
3. There is a heavy financial burden on the institution to engage a large number of teachers with the result.
4. A compulsory study of three language is not in conformity with the concept of 'child centered' education. A student is compelled to study three languages.
5. There is a little motivation among the students to learn three languages.
6. There are political pulls and pressures in the proper implementation of the three language formula.

## (iv) Education and Constitution

Introduction :- A constitution is a fundamental legal document according to which the government of a country functions. The people of India having solemnly resolved to constitute India into a Sovereign, Socialist, Secular, Democratic Republic and to secure to all its citizens.

### Constitution Relation with Education

Our Indian constitution has a great relation in education field. It provides for the educational functions of Government at various level. According to relating to education (2002) the constitution under (Article 21A) given Right to Education - free and compulsory education to all children of the age 6-14 years.

Under the guidelines of Indian Constitution An Indian Education Commission was built in 1964-66. This commission was appointed by a resolution of the government of India dated 14<sup>th</sup> July 1964. The commission was appointed to advise government on the national pattern of education & general policies for the development of educational at all stages.

## ⇒ Constitutional Provisions Relating To Education :-

1. It provides freedom as to attendance at religious instruction or religious worship in educational institutions - Article 28
2. It provides equality of opportunity in educational institutions - Article 29
3. It accepts the right of the minorities to establish & administer educational institutions - Article 30
4. Education to all, for free & compulsory education for all children to all types of categories until they complete the age of 14 - Article 45.
5. It provide for special care to the promotion of educational & economic interest of SC/STs & other weaker section - Article 46.
6. It provide for special provision with respect to educational grants for the benefit of Anglo-Indian community - Article 337
7. It relates to facilities for instruction in mother tongue at primary stage - Article 350 A



9

Unit - 1

Ques Discuss in detail education for marginalised & socially backward sections of society in India?

Ans Introduction

Equity means freedom from bias or impartial treatment. Impartiality is implied in equality because equality is not possible without equity. Equity is supplementary to equality. In the light of social fairness, it is fair to follow the policy of reservation of SC's / ST's or marginalized and socially disadvantaged people in other means backward classes, women people from rural area.

⇒ Concept <sup>of education</sup> for marginalised & socially backward section of society

- (i) Equal Opportunities for education to every individual according to his capabilities abilities and potentialities.
- (ii) Provisions of schools within walkable distance.
- (iii) Recognition of education as a welfare service.
- (iv) Nobody should be stopped from going up the ladder unless he himself lack the ability to go up.
- (v) Universalization of education without any discrimination.
- (vi) No student should remain handicapped on account of poor economic conditions.

It was Dr B.R. Ambedkar who fought to abolish the inequalities of different status in socially, culturally, economically and politically deprived members. These members of society are:

1. Scheduled Castes and Scheduled Tribes
2. Other Backward Classes (Lower Caste)
3. Minorities; and
4. Handicapped
5. Economic Backward Community

### ⇒ Role of Education in the Empowerment of Weaker Section

- 1 → Promoting Capacity to welcome & Accept Social Change
- 2 → Education brings phenomenal changes in these societies
- 3 → Education helped to remove poverty of these sections
- 4 → Education help to going up in the Social ladder
- 5 → Creates the professional efficiency
- 6 → Awakening of Individuality

1. Promoting Capacity to Welcome and Accept Social Change :- Education propagates in the Society both the materialistic and non-materialistic techniques. It prepares the mentality of people to welcome & adopt desirable social change.
2. Education Brings Phenomenal Changes in these Societies :- Universalization of elementary education in India through formal and Non-formal education, education for all as well as adult education, continuing education and distance education are able to bring phenomenal changes in our society.
3. Education helped to Remove the Poverty of these Sections  
Education provides training in professional and vocational skills so as to enable students to become self-reliant & to uplift their economic level and social status.
4. Education helped to going up in the Social Ladder  
Education provides help to the downtrodden and poor as hope for going up the social ladder & enjoy the benefit of power, prestige and comfort.
5. Creates the Professional efficiency :-  
Education helps an individual to get knowledge about different areas for which an individual can aspire, prepare and achieve.

Thus educational guidance shows an individual the path of rise through various process of education.

### 6. Awakening of Individuality:

Education brings awakening in the individual by developing his thinking process, by enabling him to reason out & solve problems of life - business, social, etc.

⇒ Provisions in Indian Constitution for Education for weaker section of the society.

The Constitution makes it an obligatory responsibility of the Government of India to promote the educational interest of socially, culturally and economically of the society.

● Acc. to Article 14 - of the Constitution the Equality before the law is a basic fundamental Right to every citizen.

Article 15: Prohibition of Discrimination on Grounds of Religion, Race, Caste, Sex or place of birth.

Article 46: The federal Government is responsible of the economic & the educational development of the SCs and STs.

Article 46 State - Take special care of the education & economic interest of the weaker section & marginalised section.

Article 338:- Special officer for SC's and ST's etc.  
Officer appointed by the president to see redressal.

Article 339 - Control of the Union over Administration of Scheduled Areas and the welfare of Scheduled Tribes.

Article 340 - Appointment of a commission to investigate the conditions of Backward Classes.

## ⇒ Education of Minorities

Article 29 - Protection of Interest of Minorities

Article 30 - Right to Minorities to Establish and administer Education and Institutions.-

Some minority groups are educationally deprived of backward. Greater attention will be paid to the education of these groups in the interests of equality and social justice. Objectivity will be reflected in the preparation of textbooks, school activities, all possible measures should be taken to promote an integration based on appreciation.

## Education for Scheduled Tribes

The following measures will be taken urgently to bring the scheduled tribes on par with others:

- 1) Need to develop the curricula & devise institutional material in tribal language at the initial stages switching to regional language.
- 2) Residential schools including Ashram schools.
- 3) Scholarships for higher education will lay emphasis on technical, professional and para-professional courses.
- 4) The curriculum at all stages of education will be designed to create and awareness.
- 5) The construction of school building.

## Education for Scheduled Caste

- 1) Pre-matric Scholarship for children
- 2) Remedial courses to improve their prospects for education & employment
- 3) The recruitment of teachers from Scheduled Castes.
- 4) Provision of facilities for SC students in hostels at district headquarters.
- 5) Location of school building, Balwadis and Adult educational Central.

## ⇒ Conclusion

From the above study of marginalised and socially backward section of society in India we conclude that Equity play a vital & major role in the life of weaker section. Our provisional Constitution and Government had taken major steps like Provision of Schools, books & textbook, education welfare services, Universalization of education to the marginalised and socially backward section of the society.

Role of education in the empowerment of weaker section

- (1) Promoting capacity to welcome & Accept Social Change, (2) Education bring phenomenal changes in these societies (3) Education helped to remove poverty of these sections (4) Education help to gain up in the social ladder (5) Creates the professional efficiency
- (6) Awakening of individuality. Also Government had enact various Article 14, 15, 16, 338, 339 & 340 to help weaker section society. Promote various measures for education of Minorities, Scheduled Caste and Schedule Tribes.

Unit-2

Ques What is NCF 2005? Explain its need and Objectives?

Ans Introduction

The National Curriculum Framework depicts a vision of what is desirable for our children. It wishes to help those who are involved with children and their schooling with the bases on which they can make choices that determine the curriculum. The present curriculum framework encompasses all the stages of school education from the pre-primary to the higher secondary. The National Curriculum Framework (2005) takes into account both positive and negative development in the field. It endeavours to address the future need of school education at the turn of the century.

Guiding Principles of NCF (2005)

1. Linkage of knowledge to life outside the school
2. Making sure that learning is shifted away from rote methods
3. Enriching the curriculum to provide for overall development of children instead of making textbook centric.
4. Making examination more flexible and integrated into classroom life.
5. Nurturing an over-riding identity made known by caring concerns within the democratic polity of the country.



## ⇒ AIM of Education According to NCF (2005)

1. Building a cohesive society based on pillars of relevance, equity and excellence.
2. Universalizing elementary education & linking education with life skills.
3. Recognising the interface between cognition, emotion and action.
4. Empowering teachers for curriculum development and implementation.
5. Respect for human dignity and rights.
6. Independence of thought and action.
7. Sensitivity to others' well being and feeling.
8. Development of reasoning and understanding.
9. Developing secularism.
10. Concern for others' well being.
11. Integrating indigenous knowledge.
12. Recognising India's contribution to the world civilizations.
13. Making use of culture specific pedagogy.
14. Commitment to democracy.

## Need of Curriculum framework

Curriculum is the driving force of a school. It can be loosely defined as the framework within which the teaching in a school is designed. To realise educational objectives, the curriculum should be conceptualised as a structure that articulates required experience.

## ★) Curricular Areas, School Stages and Assessment

These are main areas relevant for curricular planning. School will have to play a major role in ensuring that children are socialised into a culture of self-reliance, resourcefulness, peace-oriented value and health.

1. Language Development - NCF lays emphasis on the recognition of children's mother tongues, including tribal languages, as the best medium of education. The multilingual character of Indian Society seen as resource to promote multilingual proficiency in every child.
2. Mathematics :- Developing children's abilities for mathematization is the main goal of mathematics education. To develop 'useful' capabilities, concern with numbers, number operations, measurement, decimals and percentage.
3. Science - Science is a dynamic, expanding body of knowledge, covering ever new domains of life. Science and technology have transformed traditional fields of work such as agriculture and industry.
4. Social Science - Social Sciences tend to be considered non-utility subjects. But at the upper primary stage Social Studies, will draw its content from History, Geography, Political Science and Economics. Social Science teaching need to be revitalised for helping the learner acquire knowledge and skills in an interactive environment.

5. Art education - The art, visual & performing need to become a significant component of learning in the curriculum. Like Music, dance, theatre etc.
6. Health and Physical Education - It is widely acknowledged that health is influenced by biological, social, economic, cultural and political forces. It is compulsory at all the stages.
7. Work and Education - Work is also an arena for learning for children whether in the home, the school, the society or the workplace. Institutionalising work in the school curriculum will need creative and bold thinking that break out of its stereotyped location in periods of Socially Useful and Productive Work (SUPW).
8. Education for Peace - The present age is an age of unprecedented levels of violence, with constant threats posed by intolerance, fanaticism, dispute and discordance. The potential of peace education for socialising children into a democratic and just culture can be actualised through appropriate activities. Peace Education as an area of study is recommended for inclusion in the curriculum for teacher education.

9. Curriculum Sites and Learning Resources :- Texts and books, libraries, educational Technology, Tools and laboratories, sites located outside the school premises, 'Alternative materials', teaching aids etc are included in curriculum sites and learning sources. The availability of such resources depends on the fund available & the number of schools that need assistance.

## CONCLUSION

From the above study we conclude that The National Curriculum Framework depicts the vision of what is desirable for our children. It also develop various guiding Principles of NCF 2005. also set it aim of education according to NCF (2005) like building a cohesive society, pillars of relevance, equity and excellence, universalization of elementary edu., Respect for human dignity etc.

The need of the curriculum framework for language development, Mathematics, Science, Social Science, Art edu., Health & Physical education, Work and education and education for peace, Curriculum sites & learning Resources,

### Unit-3

Ques What is the meaning of vocationalisation of education? Explain the need and problems of vocationalisation of education in secondary education in India?

Ans Introduction

This is the broad concept of vocationalisation. It should be kept in mind while introducing vocationalisation at the Secondary Education. Thus, vocationalisation means the provision of a strong vocational bias to Secondary education. It implies vocational courses should be introduced in the Secondary Schools along with general education.

Vocationalisation - Meaning or Definition:-

The common view - Vocationalisation as training to some specific vocation only. This implies some trade and skill.

View of Secondary Education Commission:- The secondary education commission understood the meaning of vocationalisation in terms of vocational efficiency. It regards along with general education at secondary stage.

View of Indian Education Commission:- The commission has a broader view of vocationalisation. We visualise the future trend of education to be towards a fruitful merging of general and vocation education. Contain elements Pre-vocational & technical education.

## Need for Vocationalisation of Education

Solution of Unemployment

Economic Development

Attainment of ~~prof~~ Social Efficiency

Develop Abilities & Aptitude of Students

Social Adjustment

Develop Moral Values

1. Solution of Unemployment :- There is a great problem of Unemployment in our country. Unemployment in educated youth is on the increase.  
"Mahatma Gandhi" remarked "True education ought to be for children a kind of insurance against Unemployment."

2. Development of Various Abilities and Aptitude of Students  
Vocationalisation of education develops abilities and aptitudes among students. Therefore vocational courses at the secondary stage is needed.

3. Economic Development of the Country:- Our country is not poor in natural resources. But the lack of trained manpower is there. This can be only solved by vocationalising education.
4. Developing Social Adjustment:- It is because of non-vocational education that a large number of our educated youth fail to adjust themselves in the social atmosphere of our country. It will fix right person on the right place according to their abilities, intelligence and aptitude.
5. Attainment of Social Efficiency:- Social adjustment and the contentment is the result of economic independence. Vocationalisation of education helps the individuals to earn their livelihood according to their abilities. They would no longer become a parasite on society.
6. Development of Moral Values:- Vocational education also helps in moral intellectual & cultural development of individuals. They can get economic independence & contribute efficiency. It is from individuals the we can expect a higher moral and intellectual level.

## ⇒ Vocationalisation of Education - Some Problems

A number of problems have stood in way:-

1. No Serious thought Given :- The question of vocationalisation of education has <sup>not</sup> been seriously tackled by the Central and State Govt.
2. Shortage of Training facilities :- There has been shortage of training facilities for teachers for vocational courses. The teachers who combined a higher degree of general knowledge & technical knowledge were not available.
3. Lack of Finance :- Lack of finance was another problem in vocationalisation of education. There were absence of trained teachers and proper material facilities in schools. These factors hindered the progress of Vocational Education in India.
4. Lack of Expert guidance - Departments of education in States had no advantages of expert of guidance to plan vocational courses.



5. Prestige of Universities :- The Universities having academic courses enjoyed greater prestige. It also stood in the way of vocational courses meeting with proper response.

## Conclusion

From the above study we conclude that Vocationalisation as training to some specific vocation only. This implies some trade and skill, it provide vocational courses. Need for vocationalisation of education are Solution of Unemployment, Economic development, Develop abilities and aptitude of students, Social Adjustments, Attainment of social efficiency and Develop Moral values. Some problems of Vocationalisation of education are - No serious thought given, shortage of training facilities, lack of finance, lack of expert guidance and Prestige of Universities.

Ques Explain the impact of new economic reform on education?

Ans Introduction

Economics is related to two basic phenomena: (i) the desire of man (ii) the resources of man. Since the man's desires are generally psychological and physical, economic is a study of man, and since resources are provided by nature, economics deal with the natural environment.

Economics can assist us in our plans for the education of children.

### Economics and Education

Alfred Marshall refers to 'Education' as a national investment.

In his principle of Economics. There are few practical problems in which the economists has a more direct interest than those relating to the principles on which the expense of the education of children should be divided between the State and the parents.

He preferred technical education for the working classes and for the middle class.

John Vaizey : Education has become a major source of skills and trained talent. Indeed, from one point of view, this is education's critical economic role."

## 2) Aim of New Economic Reforms on education

- 1 → Knowledge of Aim
- 2 → Vocational Aim
- 3 → Accelerating the process of Modernization
- 4 → Development of Personality
- 5 → Scientific Development Aim
- 6 → Character Building Aim

## ⇒ Characteristics & Impact of education in Economic Analysis

1. Education and Development of occupational skills
2. Education and Incentiveness of the people
3. Consumption and production purpose of education
4. General education & Technical Education
5. Education and its long term returns
6. Education & Heavy Demands on Economy
7. Educational System & Socio-economic Environment

### 1. Education and Development of Occupational Skills

The direct economic impact of educationist is upon the quality and quantity of occupational skills - labour usually accounts for some three quarters of national output and education is a major source of productivity of labour. Education also has a direct impact on the economy through increasing the stock of knowledge & ensuring its diffusion.

### 2. Education and Incentiveness of the people:-

Education can also have many direct effects - It may raise the level of initiative and inventiveness of the people. It may improve consumption pattern & may promote economic & social mobility. The educational system can also serve as an instrument of selection by which a society finds its leaders, administrators and technicians and improve their quality.

### 3. Consumption and Production Purpose of Education

Education can serve two purposes: one for production purposes and the other for consumption. We use education to earn

a living and to enjoy the fruits of living. Both individual and society use education as a means of preserving and developing their value systems - a function which does not fall under either production or consumption in the economic sense.

#### 4. General Education and Technical Education

The role of education as an item of consumption and the fact that it is treated as a social item has obscured the part it plays as an economic investment. Some economists have attempted to distinguish between investment in technical education as production and expenditure on general education as consumption. It would seem that the whole of the part of national expenditure on education which results in the raising of income can be regarded as economic as well as social investment.

#### 5. Education and its Long term Returns

Education requires a long-term plan for its returns.

For planning purposes a time span of ten to twenty years has to be envisaged for the educational system as a whole.

## 6. Education and Heavy Demands on Economy :-

Educational system is a large consumer of its own product. In the U.K. for instance, in 1970, the educational system employed more people than any other single industry or service or the Armed forces. Educational system makes a heavy demand on the supply of people with secondary and higher education. In some developing countries, the largest single category of high level manpower is qualified teachers.

## 7. Educational System and Socio-economic Environment

The educational system is interlocked with the socio-economic environment. The expansion of education is linked to the employment situation, since people expect to earn a living commensurate with their educational attainment. Educational system is a large consumer of budgetary resources and depends upon the national administration.

and fiscal system within which it operates.

## Conclusion

From the above study we conclude that Economic is related to two basic phenomena (i) The desires of man (ii) The resources of man. • Alfred Marshall refers to education as a national investment. Indeed from our point of view, this education is critical economic role.

Aims of New Economic Reform on education are -

- 1) Knowledge Aim
- 2) Vocational Aim
- 3) Accelerating the process of Modernization
- 4) Development of personality
- 5) Scientific Development Aim & Character Building Aim.

Impact of New economic reform on education are

- 1) Education & Development of Occupational Skills
- 2) Education and Incentiveness of the people
- 3) Consumption and production purpose of education
- 4) General Education & Technical Education
- 5) Education and its long term Returns
- 6) Education & Heavy Demands on Economy
- 7) Educational system & Socio-economic Environment