LALA JAGAT NARYAN EDUCATION COLLEGE

JALALABAD WEST

EDUCATION IN CONTEMPORARY INDIA



B.Ed NOTES

UNIT-I

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b) Meaning of Diversity, inequality and Marginalization (Economic, Social, Religious, Language) in society in implication for education

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UNIT-II

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EDUCATION IN CONTEMPORARY INDIA

B.Ed Notes – UNIT-I & UNIT-II

Medium English • Detailed Explanation • Examples • Educational Pictures • Mind Maps • Examination Preparation

These notes explain all the topics in simple, understandable English, with practical school-based examples. They are suitable for B.Ed students and examination preparation.

UNIT-I: Constitutional Provisions, Diversity and LPG

(A) Constitutional Provisions: Preamble, Fundamental Rights, Fundamental Duties and Constitutional Values in the Context of Education

1. Meaning of the Indian Constitution

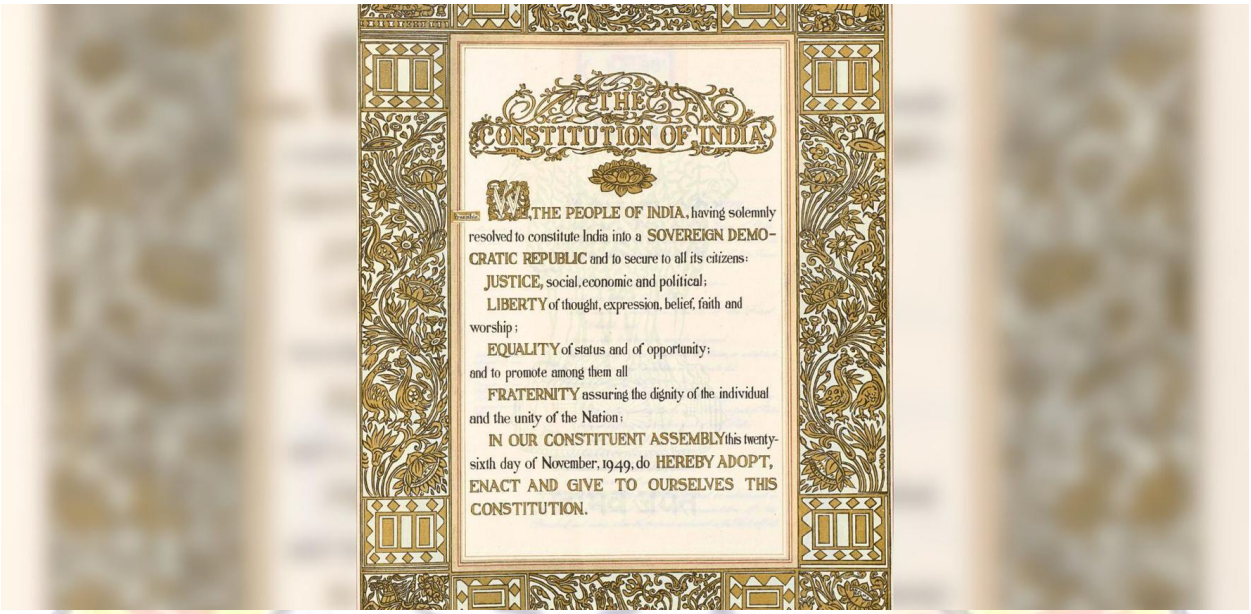
The Constitution of India is the supreme law of the country. It provides rules and guidelines for the government, citizens and institutions.

It explains:

- **The rights and duties of citizens.**
- **The responsibilities of the government.**
- **The structure of the education system.**
- **Equality, justice, liberty and freedom.**
- **Protection of weaker and disadvantaged sections of society.**

Example: Every child should receive equal opportunities for education, irrespective of caste, religion, gender, language or economic background.

2. Preamble of the Indian Constitution



The Preamble is the introduction to the Constitution. It describes the basic philosophy, objectives and ideals of the Indian Constitution.

It begins with the words "WE, THE PEOPLE OF INDIA".

The Preamble declares India to be a:

1. **Sovereign: India is an independent country and makes its own decisions.**
2. **Socialist: The government aims to reduce economic and social inequalities.**
3. **Secular: All religions are treated equally by the state.**
4. **Democratic: People elect their representatives through elections.**
5. **Republic: The head of the country is elected, not a hereditary monarch.**

Four main objectives of the Preamble

Objective	Meaning	Educational example
Justice	Social, economic and	Equal educational

	political justice	**opportunities**
Liberty	**Freedom of thought, expression, belief and worship**	**Freedom to express ideas in class**
Equality	**Equal status and opportunity**	**No discrimination among students**
Fraternity	**Brotherhood, dignity and national unity**	**Cooperation among students of different communities**

Importance of the Preamble in Education

- **Promotes equality among all learners.**
- **Develops national unity and integration.**
- **Encourages democratic values.**
- **Promotes respect for all religions.**
- **Develops social responsibility among students.**

3. Fundamental Rights and Education

Fundamental Rights are the basic rights guaranteed by the Indian Constitution. They protect the freedom, dignity and equality of individuals.



The six categories of Fundamental Rights are:

1. Right to Equality (Articles 14–18)

- **Equality before law.**
- **No discrimination on grounds of religion, race, caste, sex or place of birth.**
- **Equal opportunity in public employment.**
- **Abolition of untouchability.**
- **Abolition of titles.**

Educational example: **A school cannot deny admission to a student merely because of caste or religion.**

2. Right to Freedom (Articles 19–22)

- **Freedom of speech and expression.**
- **Freedom of peaceful assembly.**
- **Freedom to form associations.**

- **Freedom of movement and residence.**
- **Protection of life and personal liberty.**

Educational example: **Students should be encouraged to express their opinions during classroom discussions while respecting others.**

3. Right against Exploitation (Articles 23–24)

- **Prohibits human trafficking and forced labour.**
- **Prohibits employment of children below 14 years in factories, mines and hazardous employment.**

Educational example: **Children should be protected from hazardous work and provided opportunities to attend school.**

4. Right to Freedom of Religion (Articles 25–28)

- **Freedom to follow and practise religion.**
- **Freedom of conscience.**
- **Protection against religious discrimination.**

Educational example: **Students belonging to different religions should be treated with equal respect.**

5. Cultural and Educational Rights (Articles 29–30)

- **Protection of language, script and culture.**
- **Minorities have the right to establish and administer educational institutions of their choice, subject to constitutional provisions.**

Educational example: **Linguistic minorities can establish institutions to preserve their language and culture.**

6. Right to Constitutional Remedies (Article 32)

Citizens can approach the Supreme Court for the enforcement of their Fundamental Rights.

Educational example: **If a constitutional right is violated, an affected person can seek legal protection through appropriate constitutional remedies.**

4. Article 21A – Right to Education

Important for B.Ed examination

Article 21A was introduced through the 86th Constitutional Amendment Act, 2002.

It provides free and compulsory education to all children between 6 and 14 years of age.

The Right of Children to Free and Compulsory Education Act, 2009 (RTE Act) came into effect on 1 April 2010.

Main features:

- **Free elementary education.**
- **Compulsory admission and attendance.**
- **No discrimination against children.**
- **Appropriate pupil-teacher ratio.**
- **Qualified teachers.**
- **School infrastructure and basic facilities.**
- **Special provisions for disadvantaged groups.**

Example: A child from a poor family can receive elementary education without being required to pay school fees.

5. Fundamental Duties and Education

Fundamental Duties are the moral responsibilities of citizens towards the country and society.

They are mentioned in Article 51A, Part IVA of the Constitution.

There are 11 Fundamental Duties.

Important duties related to education:

1. **Respect the Constitution, National Flag and National Anthem.**
2. **Follow the ideals of the freedom struggle.**
3. **Protect the unity and integrity of India.**
4. **Promote harmony and brotherhood.**
5. **Preserve the rich cultural heritage of India.**
6. **Protect the natural environment.**
7. **Develop scientific temper and humanism.**
8. **Protect public property.**
9. **Strive for excellence.**
10. **Provide educational opportunities to children between 6 and 14 years (Article 51A(k)); this is the duty of parents or guardians.**

Example: A teacher encourages students to maintain cleanliness, respect national symbols, protect trees and respect people from different communities.

6. Constitutional Values in Education

Constitutional values are the basic principles that guide the behaviour of individuals and society.



Constitutional value	Meaning	Example in school
Equality	Equal treatment	Equal participation
Justice	Fairness	Fair examination system
Liberty	Freedom	Freedom to express opinions
Secularism	Equal respect for religions	Respecting all faiths
Democracy	Participation	Student council elections
Fraternity	Brotherhood	Group activities
Socialism	Social and economic justice	Scholarships for disadvantaged students
National integration	Unity in diversity	Celebrating national festivals

Role of Teachers in Promoting Constitutional Values

- **Treat every student equally.**

- **Avoid discrimination.**
- **Encourage cooperation and teamwork.**
- **Promote gender equality.**
- **Develop scientific thinking.**
- **Respect different languages and cultures.**
- **Encourage democratic classroom practices.**

Conclusion: The Indian Constitution provides the foundation for an inclusive, democratic, secular and equitable education system.

(B) Meaning of Diversity, Inequality and Marginalization in Society and Their Implications for Education

1. Meaning of Diversity

Diversity means the existence of differences among individuals and groups in society.

India is a diverse country because people belong to different religions, castes, languages, cultures, economic backgrounds and regions.



Major forms of diversity

1. **Economic diversity: Differences in income, occupation and standard of living.**
2. **Social diversity: Differences based on caste, gender, community and social status.**
3. **Religious diversity: People following Hinduism, Islam, Sikhism, Christianity, Buddhism, Jainism and other faiths.**
4. **Linguistic diversity: People speaking Punjabi, Hindi, Tamil, Bengali, Gujarati and other languages.**
5. **Cultural diversity: Differences in food, clothing, festivals, traditions and customs.**
6. **Regional diversity: Differences between rural, urban, mountain and coastal areas.**

Example: In one classroom, students may speak Punjabi, Hindi and English and follow different cultural traditions. The teacher should respect everyone's identity.

2. Meaning of Inequality

Inequality refers to unequal access to resources, opportunities, facilities and rights in society.

In education, inequality occurs when some children receive better educational opportunities than others because of their social or economic conditions.

Types of Inequality

A. Economic Inequality

It refers to differences in income, wealth and financial resources.

Examples:

- **Rich families can afford expensive private schools.**
- **Poor families may struggle to purchase books and stationery.**

- **Some students may not have access to computers or the internet.**

Educational impact: Poor students may face difficulties in accessing quality education and digital learning.

B. Social Inequality

It refers to unequal treatment based on caste, gender, social status or community.

Examples:

- **Discrimination against students from disadvantaged castes.**
- **Unequal opportunities for girls.**
- **Social exclusion of certain communities.**

Educational impact: Students may experience discrimination, low participation and unequal learning opportunities.

C. Religious Inequality

It refers to discrimination or unequal treatment based on religious beliefs.

Examples:

- **Not respecting the religious identity of students.**
- **Excluding students from school activities because of religion.**

Educational impact: It may create fear, insecurity and a lack of belonging among students.

D. Linguistic Inequality

It refers to unequal opportunities based on language differences.

Examples:

- **A Punjabi-speaking child may face difficulty in an English-medium classroom.**
- **Children speaking regional or tribal languages may struggle to understand textbooks in another language.**

Educational impact: Language barriers can affect understanding, classroom participation and academic achievement.

3. Meaning of Marginalization

Marginalization means pushing certain individuals or groups to the edges of society and preventing them from participating equally in social, economic, political and educational activities.



Groups that may experience marginalization

- **Economically weaker sections.**

- **Scheduled Castes and Scheduled Tribes.**
- **Religious minorities.**
- **Girls and women.**
- **Children with disabilities.**
- **Migrant workers' children.**
- **Linguistic minorities.**
- **Children from remote rural areas.**

Causes of Marginalization

1. **Poverty.**
2. **Caste discrimination.**
3. **Gender discrimination.**
4. **Religious prejudice.**
5. **Language barriers.**
6. **Lack of educational facilities.**
7. **Social stereotypes.**
8. **Disability-related barriers.**

4. Implications of Diversity, Inequality and Marginalization for Education

Area	Educational problem	Possible solution
Economic	Lack of books and resources	Scholarships and free textbooks
Social	Caste discrimination	Inclusive classroom
Religious	Religious prejudice	Respect for all faiths
Language	Difficulty understanding lessons	Multilingual teaching
Gender	Unequal participation	Equal opportunities
Disability	Physical and learning barriers	Inclusive education and accessibility
Rural background	Lack of school facilities	Better infrastructure and resources

5. Role of Teachers in Promoting Inclusive Education

- **Use equal treatment for all students.**
- **Encourage students from different backgrounds to participate.**
- **Use simple and understandable language.**
- **Provide additional academic support when required.**
- **Respect different cultures and traditions.**
- **Use inclusive teaching-learning materials.**
- **Prevent bullying and discrimination.**
- **Support children with special educational needs.**

Practical Example:

Suppose a teacher teaches a class containing Punjabi-speaking, Hindi-speaking, economically disadvantaged and differently abled students.

The teacher can:

- **Explain difficult concepts using simple language.**
- **Use pictures, charts and activities.**
- **Arrange mixed-ability groups.**
- **Provide accessible learning materials.**
- **Encourage every child to participate.**

Conclusion: Diversity should be treated as a strength, not a weakness. Education must provide equal opportunities and respect for every learner.

(C) Impact of Liberalization, Privatization and Globalization (LPG) on School Education in India

1. Meaning of LPG

LPG refers to three major economic reforms introduced in India in 1991.



1. Liberalization

Liberalization means reducing unnecessary government restrictions and allowing greater freedom for private businesses and economic activities.

In education:

- **Expansion of private educational institutions.**
- **Greater use of modern technology.**
- **New educational services and teaching methods.**
- **Increased competition among schools.**

Example: Private schools introduce smart classrooms, computer laboratories and modern teaching methods.

2. Privatization

Privatization means increasing the role of private individuals and organizations in providing goods and services that were traditionally provided mainly by the government.

In education:

- **Growth of private schools.**
- **Expansion of private educational services.**
- **Development of private educational infrastructure.**
- **Greater institutional competition.**

Example: Private schools provide facilities such as digital boards, activity-based learning and specialized educational programmes.

3. Globalization

Globalization means increasing connections and interactions between different countries through trade, technology, communication, culture and education.

In education:

- **International exchange of knowledge.**
- **Access to global educational resources.**
- **Learning foreign languages.**
- **Use of digital educational platforms.**
- **Development of global awareness.**

Example: Indian students use online educational resources and digital courses developed in different countries.

2. Impact of LPG on School Education in India

Positive Impacts

1. Growth of private schools: More private schools and educational institutions have been established.

2. Improvement in infrastructure: Some schools provide modern buildings, laboratories, libraries and sports facilities.

3. Use of technology: Smart classrooms, computers, projectors and online learning have become more common.

4. Competition: Competition encourages schools to improve their teaching methods and services.

5. Global exposure: Students gain knowledge about international cultures, science and technology.

6. Skill development: More attention is given to communication, computer literacy, creativity and problem-solving.

7. Availability of learning resources: Students can access digital libraries, educational videos and online materials.

8. English language development: English and other international languages have gained importance in education.

Negative Impacts

1. Commercialization of education: Education may increasingly be treated as a business rather than a social responsibility.

2. Educational inequality: Expensive private schools may be beyond the reach of poor families.

3. Digital divide: Students without computers, smartphones or internet facilities may fall behind.

4. Urban-rural differences: Rural schools may have fewer resources and facilities.

5. Pressure of competition: Excessive competition can create academic stress.

6. Neglect of local languages: Greater emphasis on English may reduce the importance of regional languages in some educational settings.

7. Unequal quality: Differences in school infrastructure, teacher availability and learning resources may increase.

8. Consumerism: Some institutions may give more importance to marketing and profit than educational values.

3. Role of LPG in Changing School Education

Traditional education	**Education influenced by LPG**
Blackboard teaching	**Smart classroom teaching**
Limited printed resources	**Digital learning resources**
Local exposure	**Global exposure**
Teacher-centred approach	**More learner-centred methods**
Traditional assessment	**Increased use of digital assessment**
Limited technology	**Greater technology integration**

4. Role of Government in the LPG Era

- **Ensure quality education for all.**
- **Provide government schools with better infrastructure.**
- **Regulate educational institutions.**
- **Promote digital literacy.**
- **Reduce the digital divide.**
- **Provide scholarships and financial assistance.**
- **Protect the rights of disadvantaged children.**
- **Maintain educational standards.**

Conclusion: LPG has created new opportunities in Indian school education through technology, competition and global exposure. However, the government must ensure that education remains affordable, inclusive and accessible to every child.

UNIT-II: Development of Education in Post-Independence India

(A) Post-Independence Era: Major Education Commissions

After independence in 1947, India needed a strong education system to develop democracy, national unity, scientific thinking and economic progress.

The Government of India appointed several commissions to improve different levels of education.



The three important commissions were:

1. **University Education Commission (1948–49).**
2. **Secondary Education Commission (1952–53).**
3. **Kothari Commission (1964–66).**

1. University Education Commission (1948–49)



Chairman: Dr. Sarvepalli Radhakrishnan

Also known as the Radhakrishnan Commission.

Established: 1948

Report submitted: 1949

Meaning and Background

The University Education Commission was appointed by the Government of India in 1948 under the chairmanship of Dr. S. Radhakrishnan.

Its main purpose was to examine the condition of university education in India and suggest improvements according to the needs of independent India.

Main Objectives

- **Improve the quality of higher education.**
- **Develop universities as centres of knowledge.**
- **Promote research and scientific development.**
- **Develop moral and spiritual values.**
- **Prepare responsible citizens.**
- **Improve teacher quality and professional status.**
- **Promote national unity and democratic values.**

Major Recommendations

1. Improvement in University Education

Universities should provide quality education and develop independent thinking among students.

Example: **Universities should encourage students to participate in research projects rather than depend only on textbooks.**

2. Duration of Degree Courses

The Commission recommended a three-year degree course after an appropriate intermediate or pre-university stage.

3. Establishment of University Grants Commission (UGC)

It recommended a central body for coordinating university education and maintaining educational standards.

The UGC was established as a statutory body in 1956.

4. Improvement in Teacher Status

- **Better salaries for teachers.**
- **Improved service conditions.**
- **Professional freedom.**
- **Opportunities for research and professional development.**

5. Research and Scientific Education

Universities should encourage research in science, technology, humanities and social sciences.

6. Religious and Moral Education

Education should develop moral character, tolerance, truthfulness and respect for different religions.

7. Rural Universities

The Commission encouraged the development of rural universities to connect education with rural life, agriculture and community development.

8. Women's Education

It emphasized improving educational opportunities for women.

9. Examination Reforms

It recommended improvements in examinations and assessment methods to measure students' actual understanding.

10. Development of Professional Education

Professional courses such as agriculture, engineering, medicine and teacher education should be strengthened.

Importance of the Commission

- **Provided direction to higher education after independence.**
- **Helped establish the foundation for UGC.**
- **Promoted research and academic development.**
- **Emphasized the importance of teachers.**
- **Connected higher education with national development.**

Example: A university establishes a research centre, improves teacher training and provides scholarships to students from rural areas. These activities reflect the Commission's objectives.

2. Secondary Education Commission (1952–53)

About us

Chairman: Dr. A. Lakshmanaswami Mudaliar

Also known as the Mudaliar Commission.

Established: 1952

Report submitted: 1953

Meaning and Background

The Secondary Education Commission was established in 1952 to examine the problems of secondary education in India.

Its main purpose was to improve secondary education and make it useful for students' future lives and careers.

Main Objectives

1. **Develop democratic citizenship.**
2. **Improve vocational efficiency.**
3. **Develop personality.**
4. **Develop leadership qualities.**
5. **Provide practical and useful education.**
6. **Develop moral and social values.**

Major Recommendations

1. New Structure of Secondary Education

The Commission recommended reorganizing the secondary education structure into:

- **Middle or Junior Secondary stage – 3 years.**
- **Higher Secondary stage – 4 years.**

It also recommended replacing the existing intermediate stage and having a three-year university degree course.

2. Multipurpose Schools

Multipurpose schools should provide different courses according to students' interests, abilities and future careers.

Example: **Students can choose agriculture, commerce, science, technical education or humanities according to their interests.**

3. Diversified Curriculum

The curriculum should include:

- **Languages.**
- **Mathematics.**
- **Science.**
- **Social studies.**
- **Agriculture.**
- **Commerce.**
- **Technical subjects.**
- **Fine arts.**
- **Music.**
- **Physical education.**

4. Vocational Education

Education should prepare students for employment and practical life.

Example: **Students learn computer skills, agriculture, carpentry or basic technical skills.**

5. Improvement in Teaching Methods

Teaching should not depend only on lectures and textbooks.

Recommended methods include:

- **Project method.**
- **Activity-based learning.**
- **Discussion method.**
- **Practical work.**
- **Learning by doing.**

6. Guidance and Counselling

Schools should provide educational and vocational guidance to help students select suitable subjects and careers.

7. Examination Reforms

- **Reduce excessive dependence on final examinations.**
- **Introduce internal assessment.**
- **Use objective-type questions.**
- **Evaluate practical skills and overall development.**

8. Improvement in Teacher Education

Teachers should receive proper training and opportunities for professional development.

9. Co-curricular Activities

Sports, debates, cultural programmes, music and other activities should form an important part of school education.

10. Discipline and Character Development

Schools should develop self-discipline, cooperation, responsibility and leadership.

Importance of the Mudaliar Commission

- **Improved the concept of secondary education.**
- **Promoted vocational and technical education.**
- **Introduced the idea of multipurpose schools.**
- **Emphasized guidance and counselling.**
- **Recommended diversified curriculum.**
- **Promoted all-round personality development.**

Practical Example:

A secondary school offers science, commerce, agriculture, sports and technical subjects. Students select subjects according to their interests and future goals. This reflects the Mudaliar Commission's recommendations.

3. Kothari Commission (1964–66)



A photo of Dr. D S Kothari

Chairman: Dr. Daulat Singh Kothari

Established: 14 July 1964

Report: 1966

Popular name: Indian Education Commission

Meaning and Background

The Education Commission (1964–66) was appointed to examine the entire education system of India, including primary, secondary and higher education.

It was one of the most important commissions in the history of Indian education.

Its famous vision was that the destiny of India is being shaped in its classrooms.

Main Objectives

- **National development.**
- **Equal educational opportunities.**
- **National integration.**
- **Improvement in educational quality.**
- **Development of science and technology.**
- **Improvement in teacher education.**
- **Modernization of the education system.**

Major Recommendations

1. Common School System

The Commission recommended a Common School System to provide good-quality education to all children, irrespective of caste, religion, income or social background.

Example: **Children from rich and poor families should have access to good-quality schools.**

2. 10+2+3 Pattern of Education

The Commission recommended a common educational structure:

10 + 2 + 3

10

School Education

10 years

2

Higher Secondary

2 years

3

Degree Course

3 years

Recommended national pattern of education

3. Three-Language Formula

The Commission recommended teaching three languages at the school level.

Generally, these were:

- **The regional language or mother tongue.**
- **Hindi or another modern Indian language.**
- **English.**

Example: **A student in Punjab may study Punjabi, Hindi and English.**

4. Free and Compulsory Education

Free and compulsory education should be provided to all children up to 14 years of age.

5. Equalization of Educational Opportunities

Special attention should be given to:

- **Girls.**
- **Rural children.**
- **Scheduled Castes.**
- **Scheduled Tribes.**
- **Economically weaker sections.**
- **Children with disabilities.**

6. Science and Mathematics Education

Science and mathematics should receive greater importance to develop scientific thinking and national progress.

7. Work Experience

Work experience should become an important part of education.

Example: **Gardening, school maintenance, craftwork and agricultural activities.**

8. Vocational Education

Vocational courses should be introduced to develop employment-related skills and reduce dependence on purely academic education.

9. Teacher Education

- **Improve teacher training.**
- **Provide in-service training.**
- **Improve teachers' salaries and service conditions.**
- **Promote professional development.**
- **Improve teachers' social status.**

10. Education Expenditure

The Commission recommended increasing public expenditure on education to approximately 6% of national income.

11. Adult Education

Adult literacy programmes should be promoted to remove illiteracy.

12. Educational Administration

Educational planning and administration should be improved at national, state and local levels.

13. Evaluation Reforms

Continuous evaluation and improvements in examination methods should be encouraged.

Importance of Kothari Commission

- **Provided a comprehensive vision for Indian education.**
- **Influenced the National Policy on Education, 1968.**
- **Promoted equal educational opportunities.**
- **Recommended the 10+2+3 structure.**
- **Promoted science, work experience and vocational education.**
- **Emphasized national integration and social development.**

Practical Example:

A school provides science laboratories, vocational subjects, equal opportunities for girls and boys, and work-experience activities. This reflects the major ideas of the Kothari Commission.

Comparison of Three Education Commissions

Commission	Chairman	Main focus
University Education Commission 1948–49	Dr. S. Radhakrishnan	Higher education
Secondary Education Commission 1952–53	Dr. A. L. Mudaliar	Secondary education
Kothari Commission 1964–66	Dr. D. S. Kothari	Entire education system

Historical reference: UGC, Ministry of Education and NCERT-related educational documents.

University Grants Commission+2

(B) National Policy on Education (1968, 1986) and Programme of Action (1992): Major Recommendations

1. Meaning of National Policy on Education

National Policy on Education (NPE) refers to the educational guidelines and plans developed by the Government of India to improve the education system according to national needs.

The major policies were:

- **National Policy on Education, 1968.**
- **National Policy on Education, 1986.**
- **Programme of Action, 1992.**



2. National Policy on Education, 1968

Background

The first National Policy on Education was announced in 1968, largely based on the recommendations of the Kothari Commission.

Its main purpose was to improve the quality of education and promote national development.

Major Recommendations

1. Free and Compulsory Education

Free and compulsory education should be provided to all children up to 14 years.

2. Three-Language Formula

The policy promoted the three-language formula to develop national integration and linguistic understanding.

3. Equal Educational Opportunities

All children should receive equal opportunities regardless of caste, religion, gender or economic condition.

4. Improvement in Teacher Status

- **Better salaries.**
- **Improved service conditions.**
- **Professional training.**
- **Respect for the teaching profession.**

5. Development of Science and Technology

Science and mathematics should receive greater importance in the school curriculum.

6. Development of Indian Languages

Regional languages and Hindi should be encouraged, and Sanskrit should receive special attention as part of India's cultural heritage.

7. Adult Education

Adult literacy programmes should be strengthened.

8. Educational Expenditure

The policy recommended spending 6% of national income on education.

9. National Integration

Education should develop national unity, common citizenship and respect for cultural diversity.

10. Agricultural and Vocational Education

Education should be related to agriculture, industry, crafts and employment.

Example: A school promotes Punjabi, Hindi and English, organizes science exhibitions and provides equal educational opportunities to boys and girls.

3. National Policy on Education, 1986

Background

The National Policy on Education, 1986 was introduced to address problems such as illiteracy, educational inequality, poor school facilities and lack of educational opportunities for disadvantaged groups.

Its central idea was Education for Equality.

Major Recommendations

1. Education for Equality

Education should reduce social and economic inequalities.

Special attention should be given to women, SCs, STs, minorities and disadvantaged groups.

2. Universalization of Elementary Education

All children should receive access to elementary education.

3. Operation Blackboard

This programme aimed to improve basic facilities in primary schools.

Important facilities included:

- **At least two reasonably large classrooms.**
- **Two teachers, as an initial provision.**
- **Essential teaching-learning materials.**

Example: **A primary school receives additional classrooms, blackboards, teaching materials and teachers.**

4. Education for Women

- **Promote girls' education.**
- **Remove gender discrimination.**
- **Encourage women's participation.**
- **Use education for women's empowerment.**

5. Education for Scheduled Castes and Scheduled Tribes

- **Scholarships.**
- **Hostel facilities.**
- **Special educational support.**
- **Improvement in school access.**
- **Support for children from disadvantaged communities.**

6. Early Childhood Care and Education

Greater attention should be given to early childhood care and pre-school education.

7. Navodaya Vidyalayas

The policy proposed establishing Navodaya Vidyalayas to provide quality education, especially to talented children from rural areas.

8. Vocationalization of Education

Vocational education should prepare students for employment and practical life.

9. Teacher Education

The policy emphasized:

- **Pre-service teacher training.**
- **In-service teacher training.**
- **Establishment of DIETs.**
- **Improvement in teacher quality.**

10. Adult Education

Adult literacy programmes should be strengthened, especially for adults who had not received formal education.

11. Open and Distance Learning

Open learning systems should provide educational opportunities to people who cannot attend regular institutions.

12. Educational Technology

Radio, television, computers and other technologies should be used to improve teaching and learning.

13. Examination Reforms

Assessment should focus on understanding, skills and overall development rather than memorization alone.

14. Environmental Education

Students should develop awareness about environmental protection and conservation.

Importance of NPE 1986

- **Promoted education for equality.**
- **Improved elementary school facilities.**
- **Encouraged girls' education.**
- **Strengthened teacher education.**

- **Promoted vocational education.**
- **Expanded open and distance learning.**
- **Supported disadvantaged groups.**

4. Programme of Action (POA), 1992

Meaning

The Programme of Action (POA), 1992 was prepared to implement and operationalize the recommendations of the National Policy on Education, 1986, as modified in 1992.

It provided practical strategies, programmes and guidelines for improving education.

Major Recommendations

1. Universalization of Elementary Education

- **Provide elementary education to every child.**
- **Increase school enrolment.**
- **Reduce dropout rates.**
- **Improve attendance and retention.**

2. Operation Blackboard

Improve primary school infrastructure, teaching materials and teacher availability.

3. Education for Women

Promote women's equality through education and remove gender discrimination.

4. Early Childhood Care and Education

Expand pre-primary education and provide proper care and learning opportunities to young children.

5. Education for Disadvantaged Groups

Provide special educational support to SCs, STs, minorities, girls and children from economically weaker families.

6. Vocational Education

Develop practical and employment-oriented education at the secondary and higher secondary levels.

7. Teacher Education

- **Strengthen DIETs (District Institutes of Education and Training).**
- **Improve SCERTs (State Councils of Educational Research and Training).**
- **Strengthen teacher training institutions.**
- **Promote in-service teacher training.**

8. Adult Education

Promote literacy programmes for adults, especially women and disadvantaged communities.

9. Decentralization of Education

Give greater responsibility to local bodies, communities and educational institutions in educational planning and management.

10. Educational Technology

Use radio, television, computers and other educational technologies.

11. Examination Reforms

Improve the examination system through continuous assessment and evaluation of students' overall development.

12. Quality Improvement

Improve textbooks, teaching methods, educational facilities and teacher performance.

Example: A village school receives better classrooms, trained teachers, textbooks and educational materials. The local community participates in school development. This reflects the objectives of POA 1992.

Difference Between NPE 1968, NPE 1986 and POA 1992

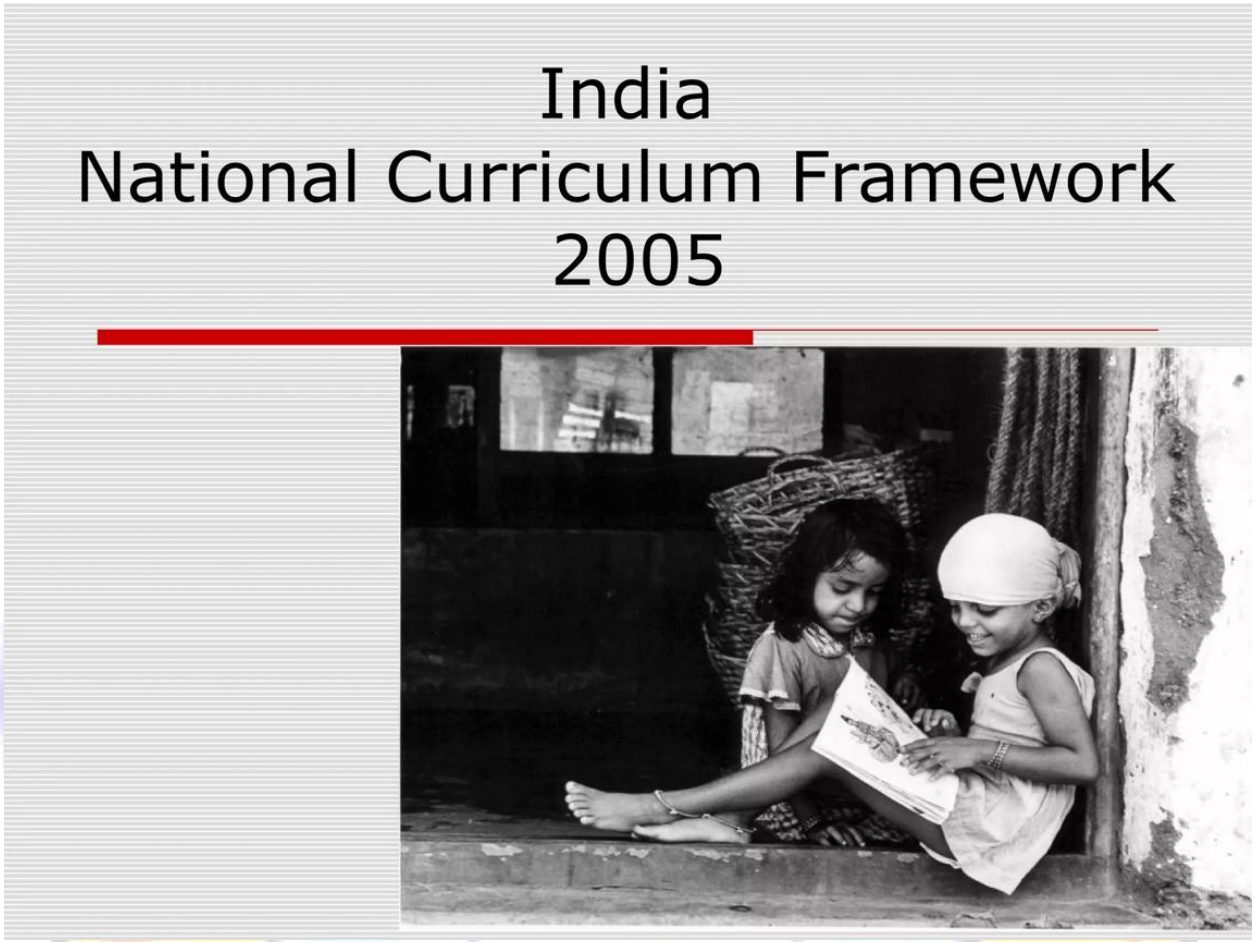
Basis	NPE 1968	NPE 1986	POA 1992
Main focus	National development	Education for equality	Implementation of policy
Language	Three-language formula	Language development	Practical implementation
Elementary education	Free and compulsory education	Universalization	Enrolment and retention
Teachers	Improve teacher status	Improve teacher training	Strengthen DIETs and SCERTs
Women	Equal opportunities	Women's empowerment	Practical programmes
Technology	Science development	Educational technology	Technology implementation
Main purpose	Educational reform	Educational equality	Action and implementation

Conclusion: These policies played an important role in developing India's education system by promoting equality, quality, access, national integration and educational development.

References: National Policy on Education 1986, NCERT official document and NITI Aayog's historical overview.

ncert.nic.in+2

(C) National Curriculum Framework (NCF) – 2005



1. Meaning of National Curriculum Framework

National Curriculum Framework (NCF) 2005 is an important educational document prepared by the National Council of Educational Research and Training (NCERT).

It provides guidelines for developing school curriculum, textbooks, teaching methods and assessment systems.

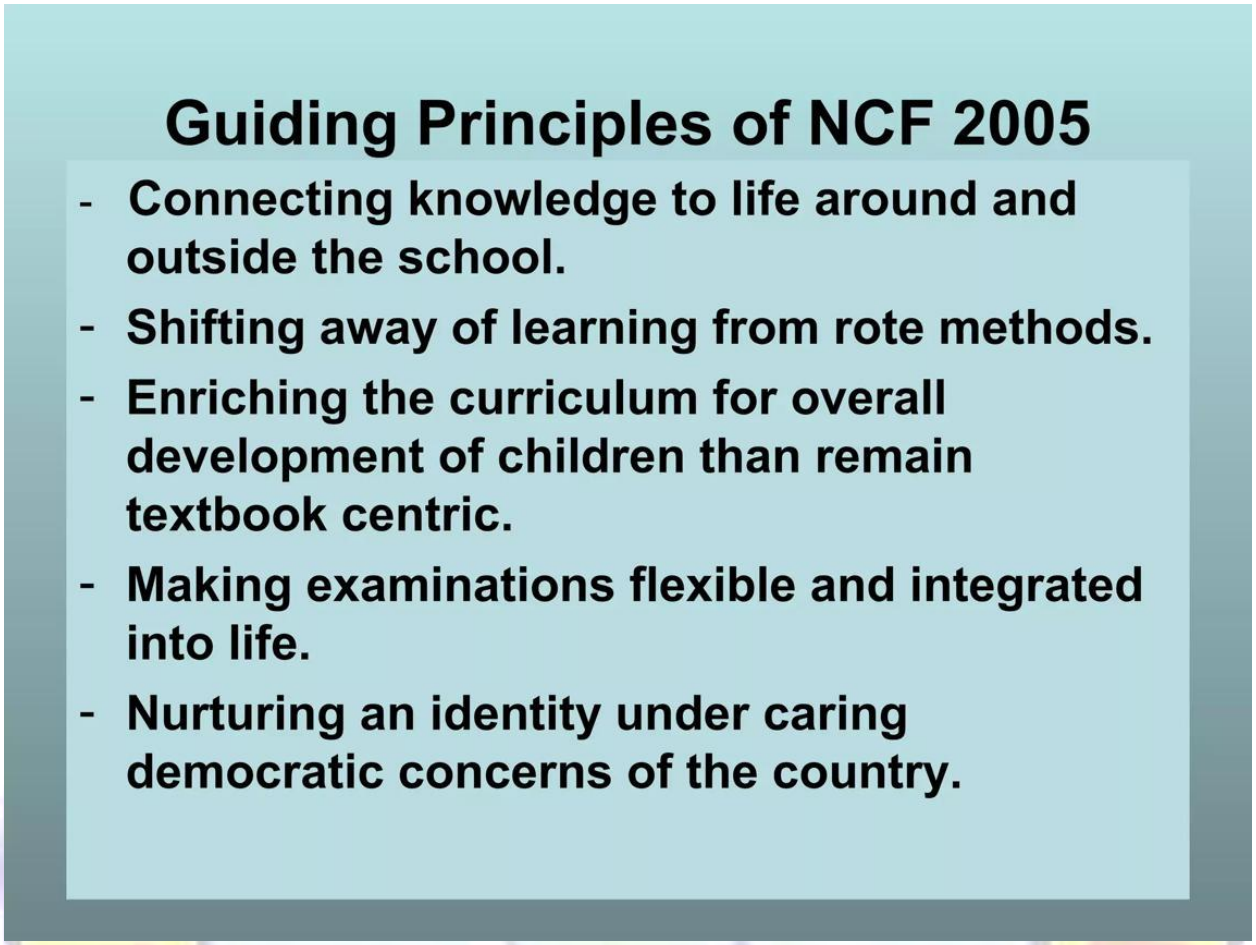
The main purpose of NCF 2005 is to make education child-centred, activity-based, meaningful and connected with real life.

It emphasizes that children should not learn only through memorization but should construct knowledge through their own experiences.

2. Main Objectives of NCF 2005

1. **Reduce the burden of school learning.**
2. **Promote child-centred education.**
3. **Encourage learning through activities.**
4. **Develop creativity and critical thinking.**
5. **Connect education with real-life experiences.**
6. **Promote equality and social justice.**
7. **Develop national and global understanding.**
8. **Encourage inclusive education.**
9. **Promote environmental awareness.**
10. **Improve the quality of teaching and learning.**

3. Five Guiding Principles of NCF 2005



Principle 1: Connecting Knowledge to Life Outside School

School knowledge should be connected with students' daily experiences and surroundings.

Example: **While teaching mathematics, the teacher explains addition and subtraction through shopping activities.**

Principle 2: Ensuring Learning Shifts Away from Rote Methods

Students should understand concepts instead of simply memorizing answers.

Example: **Instead of memorizing the water cycle, students observe evaporation and condensation through classroom activities.**

Principle 3: Enriching the Curriculum Beyond Textbooks

Education should include activities, projects, games, experiments, arts and real-life experiences.

Example: **Students visit a nearby farm to understand agriculture and soil.**

Principle 4: Making Examinations More Flexible and Integrating Them with Classroom Life

Examinations should not be limited to written tests. Students should be assessed through different activities.

Example: **Teachers assess students through projects, presentations, class participation and written tests.**

Principle 5: Nurturing an Overriding Identity Informed by Caring Concerns Within the Democratic Polity of the Country

Education should develop democratic values, national identity, social responsibility and respect for diversity.

Example: **Students work together in groups without discrimination based on caste, religion, gender or language.**

4. Major Features of NCF 2005

1. Child-Centred Education

The child should be at the centre of the teaching-learning process.

Teachers should understand students' interests, needs, abilities and experiences.

2. Constructivist Approach

Students construct knowledge through experiences, observation, discussion and exploration.

Example: **Students learn about plants by observing real plants rather than only reading textbook definitions.**

3. Learning Without Burden

NCF 2005 supports reducing unnecessary curriculum load and making learning enjoyable and meaningful.

4. Activity-Based Learning

Students should learn through:

- **Experiments.**
- **Projects.**
- **Group discussions.**
- **Role play.**
- **Educational games.**
- **Field visits.**

5. Inclusive Education

All children should receive equal learning opportunities irrespective of their background or abilities.

6. Importance of Mother Tongue

The home language or mother tongue plays an important role in children's learning.

NCF emphasizes the importance of multilingualism in education.

7. Environmental Education

Students should develop an understanding of environmental issues and learn to protect natural resources.

8. Peace Education

Education should promote:

- **Tolerance.**
- **Cooperation.**
- **Non-violence.**
- **Respect.**
- **Social harmony.**

9. Examination Reforms

Assessment should evaluate the overall development of students rather than only memorization.

10. Teacher's Role

The teacher should act as a facilitator, guide and supporter of learning rather than only a provider of information.

11. Integration of Knowledge

Different subjects should be connected with each other to provide meaningful learning.

Example: **A project on a river connects science, geography, history, language and environmental studies.**

12. Gender Sensitivity

NCF 2005 encourages equal participation and opportunities for boys and girls.

5. Curriculum Areas Under NCF 2005



Curriculum area	Main focus	Example
Languages	Communication skills	Reading and storytelling
Mathematics	Logical thinking	Problem-solving activities
Science	Scientific attitude	Experiments
Social Sciences	Society and citizenship	History and geography projects
Art Education	Creativity	Painting and music
Health and Physical Education	Healthy development	Yoga and sports
Work Education	Practical skills	Gardening and craftwork

6. Role of Teacher According to NCF 2005

The teacher has an important role in making learning meaningful.

- **Act as a facilitator of learning.**
- **Encourage questioning and curiosity.**
- **Provide practical learning experiences.**
- **Respect individual differences.**
- **Promote classroom discussion.**
- **Use teaching-learning materials.**
- **Connect textbook knowledge with real life.**
- **Encourage creativity and independent thinking.**
- **Provide equal opportunities.**
- **Use appropriate assessment methods.**

7. Example of NCF 2005 in Classroom Teaching

Topic: Water Conservation

Suppose a teacher wants to teach students about water conservation.



The teacher can use the following activities:

1. **Ask students how they use water at home.**
2. **Discuss the importance of water.**

3. **Show pictures of water sources.**
4. **Organize a group discussion.**
5. **Ask students to prepare posters.**
6. **Conduct a school survey about water wastage.**
7. **Encourage students to suggest water-saving methods.**
8. **Assess students through their participation and project work.**

How does this reflect NCF 2005?

- **Connects learning with real life.**
- **Encourages activity-based learning.**
- **Promotes environmental awareness.**
- **Develops teamwork.**
- **Encourages creativity.**
- **Moves away from rote memorization.**

8. Difference Between Traditional Education and NCF 2005 Approach

Traditional approach	NCF 2005 approach
Teacher-centred	Child-centred
Rote memorization	Understanding
Textbook-based	Experience-based
Passive learning	Active learning
Only written examination	Multiple assessment methods
Fixed teaching methods	Flexible teaching methods
Individual competition	Cooperation and teamwork
Teacher as information provider	Teacher as facilitator

9. Importance of NCF 2005

- **Makes education meaningful and enjoyable.**
- **Develops critical and creative thinking.**
- **Reduces unnecessary learning burden.**
- **Encourages inclusive education.**

- **Connects school learning with society.**
- **Promotes democratic and constitutional values.**
- **Encourages practical knowledge.**
- **Improves teaching-learning processes.**
- **Develops responsible citizens.**

Conclusion: NCF 2005 brought an important change in the Indian school education system by emphasizing child-centred, activity-based and experience-based learning. It encourages students to understand, explore, question and construct knowledge.

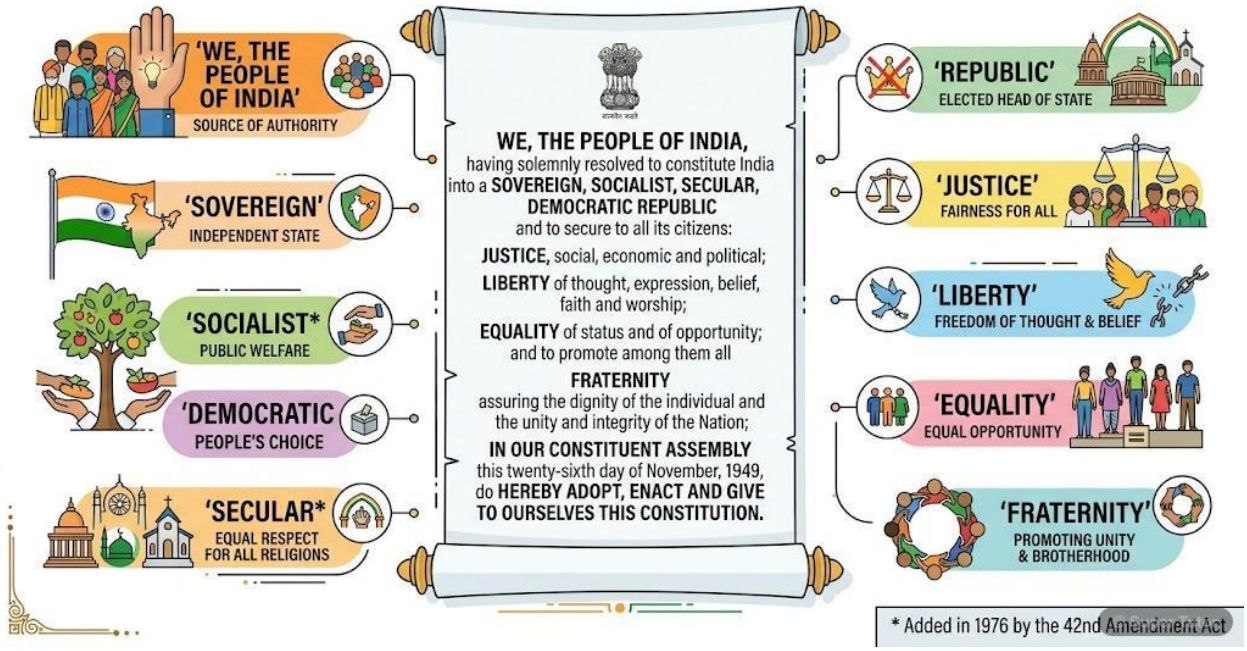
Official reference: NCERT, National Curriculum Framework 2005.

N C

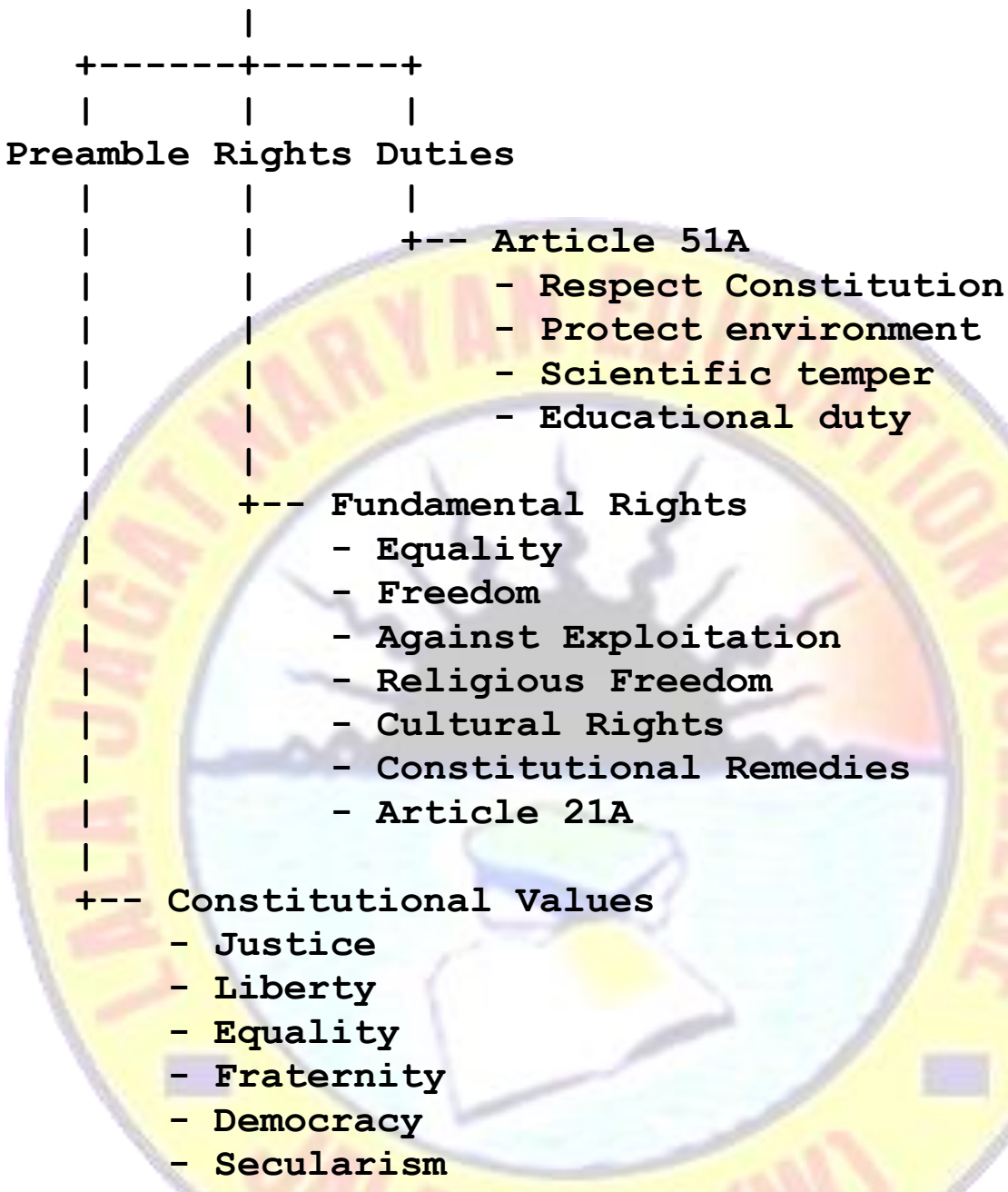
UNIT-I & UNIT-II: MIND MAPPING

Mind maps help you revise the complete syllabus quickly before B.Ed examinations.

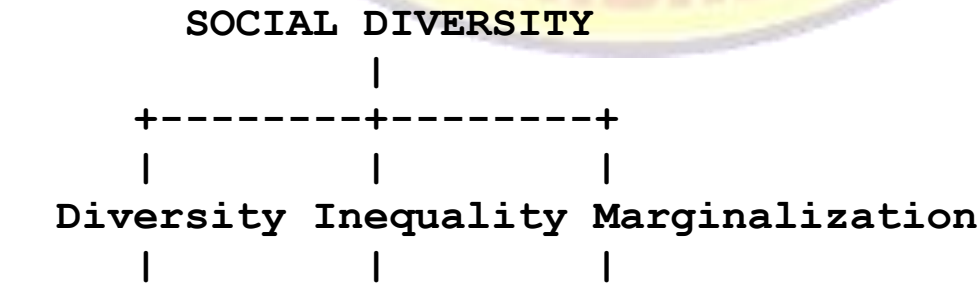
Mind Map 1: Constitutional Provisions



CONSTITUTIONAL PROVISIONS



Mind Map 2: Diversity, Inequality and Marginalization

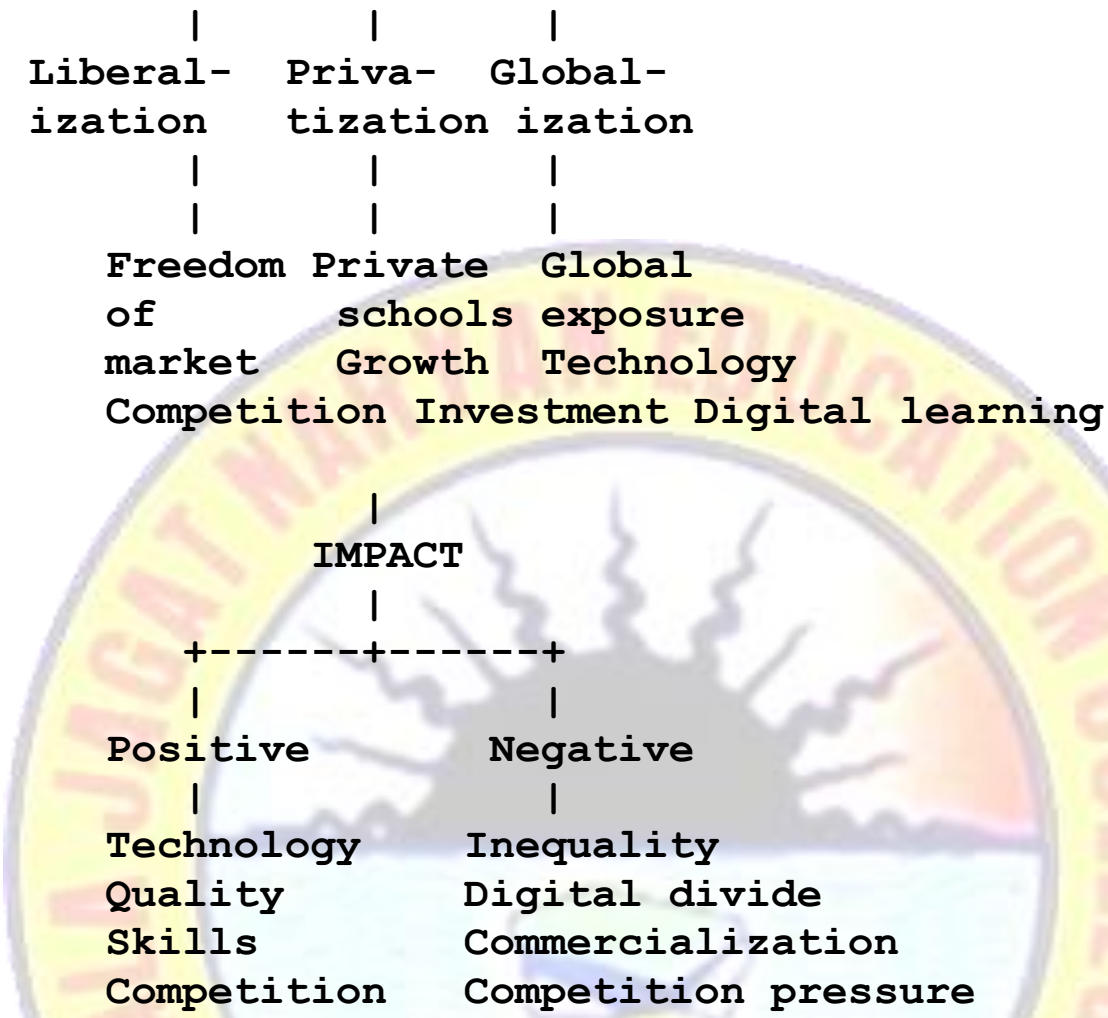


```
|          |          +-- Poverty
|          |          +-- Caste
|          |          +-- Gender
|          |          +-- Religion
|          |          +-- Disability
|          |
|          +-- Economic
|          +-- Social
|          +-- Religious
|          +-- Language
|
+-- Cultural
+-- Regional
+-- Religious
+-- Linguistic
+-- Economic

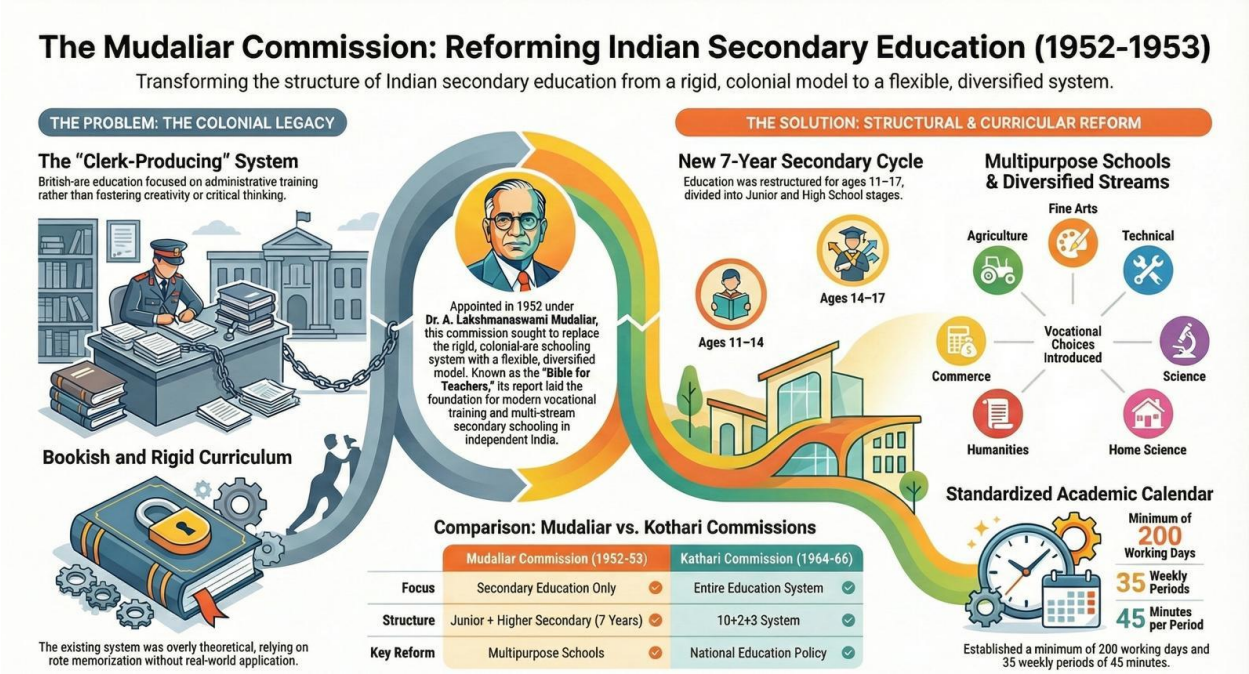
          |
   EDUCATIONAL SOLUTIONS
          |
   +------+------+
   |      |      |
Equality Inclusion Support
   |      |      |
Scholarships
Equal opportunities
Multilingual education
Inclusive classrooms
```

Mind Map 3: LPG and School Education

```
          LPG
           |
   +------+------+
   |      |      |
   L      P      G
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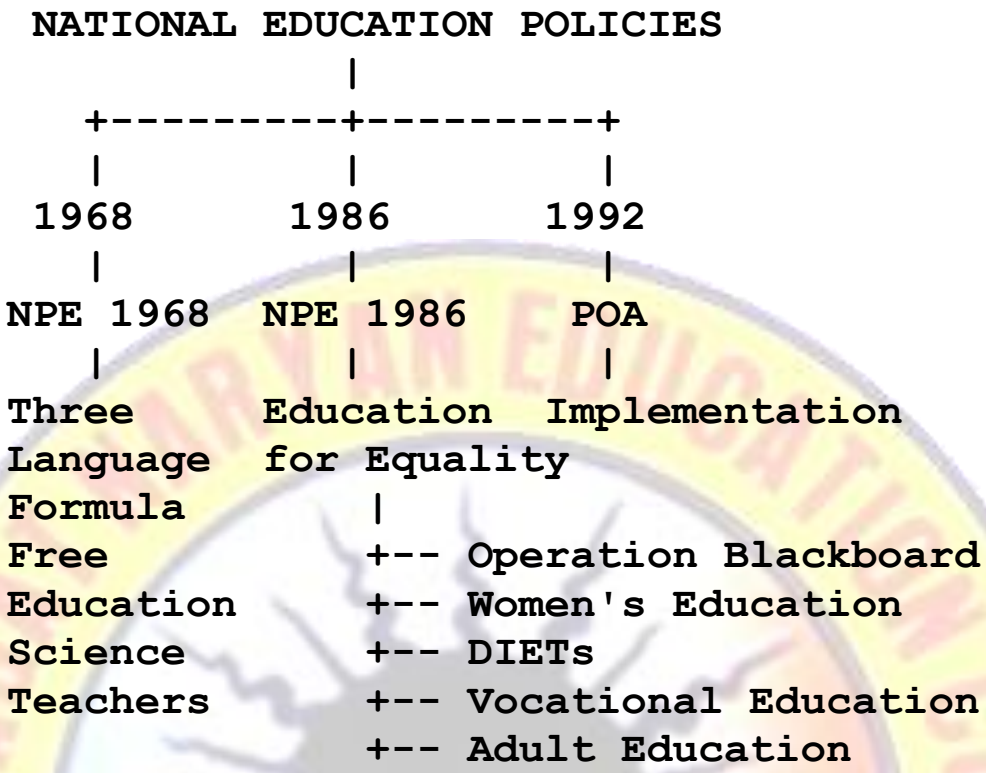


Mind Map 4: Post-Independence Education Commissions

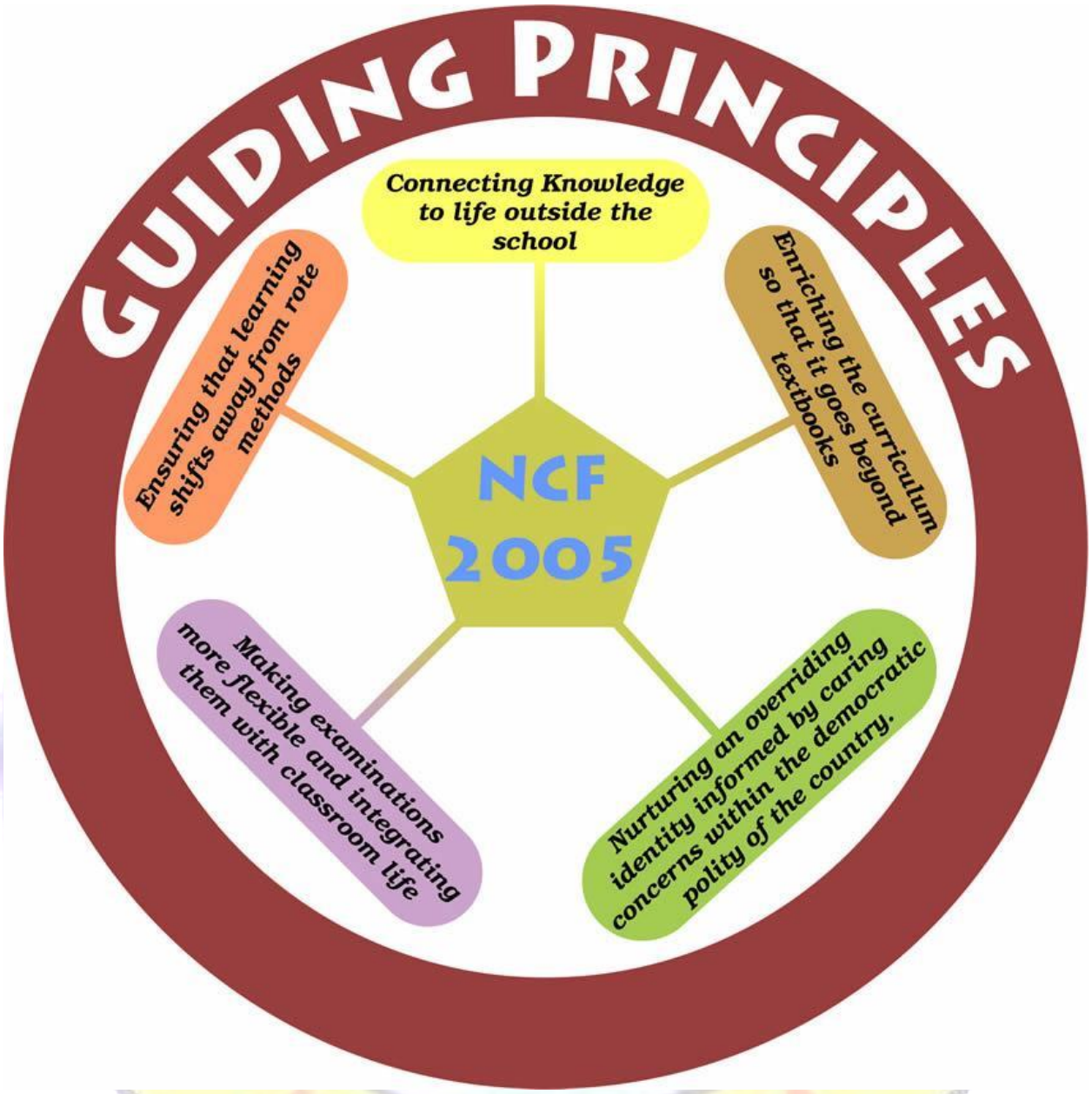



```
        EDUCATION COMMISSIONS
                  |
        +---------+---------+
        |         |         |
     1948-49   1952-53   1964-66
        |         |         |
Radhakrishnan Mudaliar  Kothari
Commission  Commission Commission
        |         |         |
University  Secondary  Entire
Education   Education  Education
        |         |         |
UGC         Multipurpose 10+2+3
Research    Schools      Three-language
Teachers    Vocational   Common School
            Education    System
                         6% expenditure
```

Mind Map 5: National Education Policies



Mind Map 6: NCF 2005



JALALABAD (W)

```
                NCF 2005
                   |
          +--------+---------+
          |                  |
   Five Principles      Main Features
          |                  |
          |                  +-- Child Centred
          |                  +-- Constructivism
```

```
        |                       +-- Inclusive
Education
        |                       +-- Activity Based
        |                       +-- Learning Without
Burden
        |                       +-- Teacher as
Facilitator
        |
        +-- Connect knowledge with life
        +-- Reduce rote learning
        +-- Enrich curriculum
        +-- Flexible examinations
        +-- Democratic identity

                  |
              LEARNING
                  |
          Understanding
          Creativity
          Critical Thinking
          Practical Knowledge
```

Important Questions for B.Ed Examination

These questions are useful for revision and answer-writing practice.

No.	Important question
1	**Explain the Preamble of the Indian Constitution and its educational importance.**
2	**Discuss Fundamental Rights and Fundamental Duties in relation to education.**
3	**Explain Article 21A and the Right to Education Act, 2009.**
4	**Define diversity, inequality and marginalization with examples.**
5	**Explain the impact of LPG on Indian school education.**
6	**Discuss the major recommendations of the University Education**

	Commission, 1948–49.
7	**Explain the recommendations of the Secondary Education Commission, 1952–53.**
8	**Discuss the major recommendations of the Kothari Commission, 1964–66.**
9	**Explain the National Policy on Education, 1968 and 1986.**
10	**Discuss the major recommendations of Programme of Action, 1992.**
11	**Explain the five guiding principles of NCF 2005.**
12	**Discuss the role of teachers according to NCF 2005.**

Important Years to Remember

Educational Timeline of India

1. **1948–49**

   University Education Commission – Radhakrishnan

2. **1952–53**

   Secondary Education Commission – Mudaliar

3. **1964–66**

   Kothari Commission

4. **1968**

   First National Policy on Education

5. **1986**

   National Policy on Education

6. **1992**

Programme of Action

7. **2005**

National Curriculum Framework

Final Revision: Key Points

- **Preamble: Foundation of constitutional values.**
- **Article 21A: Free and compulsory education for children aged 6–14.**
- **Article 51A(k): Educational duty of parents or guardians.**
- **Diversity: Differences among individuals and groups.**
- **Inequality: Unequal opportunities and resources.**
- **Marginalization: Exclusion from equal participation.**
- **LPG: Liberalization, Privatization and Globalization.**
- **Radhakrishnan Commission: University education.**
- **Mudaliar Commission: Secondary education.**
- **Kothari Commission: Comprehensive educational reform.**
- **NPE 1968: National integration and educational development.**
- **NPE 1986: Education for Equality.**
- **POA 1992: Implementation of educational policy.**
- **NCF 2005: Child-centred and activity-based education.**
-



LALA
JALALABAD (W)
LEGE

UNIT-III

a) Yash Pal Committee Report (1993) 'Learning without burden'
b) Rashtrya Madhyamik Shiksha Abhyan (RMSA)
c) Rashtrya Uchchtar Shiksha Abhyan (RUSA).

UNIT-IV

a) Contemporary Indian schools: types, functioning and problems. b) Sarv Shiksha Abhyan (SSA)

d) c) Right of children to free and compulsory education act- 2009.

EDUCATION IN CONTEMPORARY INDIA

UNIT–III & UNIT–IV

B.Ed. Notes | Medium English | Detailed Explanation | Examples | Mind Maps

These notes cover all six topics in simple, medium-level English. Each topic includes meaning, objectives, major features, importance, functions, examples and a mind map for examination preparation.

UNIT–III

A. Yash Pal Committee Report (1993) – Learning Without
B. Burden



1. Introduction

The Yash Pal Committee was appointed by the Government of India in 1992 under the chairmanship of Dr. Yash Pal.

The committee submitted its report in 1993 under the title "Learning Without Burden."

The main purpose of this report was to reduce the burden of school education on children and make learning meaningful, enjoyable and stress-free.

The committee believed that children should not learn only through memorisation. They should understand concepts through activities, experiences, observation and practical knowledge.

2. Meaning of Learning Without Burden

Learning Without Burden means providing education in such a way that children do not feel unnecessary pressure from textbooks, homework, examinations and excessive information.

It focuses on understanding rather than memorising.

Example:

- **Traditional method: Students memorise the definition of plants.**
- **Learning Without Burden: Students visit a garden, observe different plants and learn about their roots, stems, leaves and flowers.**

In this way, children learn through direct experience.

3. Main Objectives of the Yash Pal Committee

1. **To reduce the burden of school bags and textbooks.**
2. **To make teaching-learning activities interesting and joyful.**
3. **To reduce unnecessary memorisation.**
4. **To promote understanding and critical thinking.**
5. **To connect classroom learning with real-life experiences.**
6. **To encourage creativity and independent thinking.**
7. **To improve the quality of textbooks.**
8. **To reduce examination pressure on students.**
9. **To promote child-centred education.**
10. **To develop problem-solving abilities among children.**

4. Major Recommendations

1. Reduction of Curriculum Load

The committee recommended reducing unnecessary information from the school curriculum.

Students should learn important concepts instead of studying too many facts.

Example: **Teaching important historical events with understanding rather than asking students to memorise hundreds of dates.**

2. Child-Centred Education

Education should be based on the interests, abilities, needs and experiences of children.

The teacher should act as a guide and facilitator.

Example: **Allowing students to participate in group activities and classroom discussions.**

3. Learning Through Activities

Children should learn through experiments, projects, games, observation and practical activities.

Example: **Teaching mathematics through shopping activities and classroom objects.**

4. Improvement in Textbooks

Textbooks should be interesting, simple, meaningful and related to children's daily lives.

They should encourage questioning, thinking and creativity.

5. Change in Examination System

Examinations should test understanding, application and creativity instead of rote memorisation.

Continuous assessment and different methods of evaluation should be encouraged.

6. Role of Teachers

Teachers should create a friendly learning environment and encourage students to ask questions.

They should not depend only on lectures and textbooks.

7. Connecting School Knowledge with Life

Education should be related to the child's home, family, society and environment.

Example: **Teaching environmental protection through cleanliness activities in the school.**

5. Importance of the Report

- **Makes education interesting and enjoyable.**
- **Reduces unnecessary pressure on students.**
- **Develops independent thinking.**
- **Encourages creativity and curiosity.**
- **Improves practical knowledge.**
- **Promotes meaningful learning.**
- **Develops a positive attitude towards education.**

6. Example from School

Suppose a teacher wants to teach students about water conservation.

Instead of asking students to memorise a long chapter, the teacher can:

1. **Discuss the importance of water.**
2. **Show pictures of water wastage.**
3. **Organise a school survey.**
4. **Ask students to identify leaking taps.**
5. **Prepare posters on saving water.**

This is an example of Learning Without Burden.

7. Mind Map

YASH PAL COMMITTEE – 1993

LEARNING WITHOUT BURDEN

Objectives

Reduce pressure, joyful learning

Curriculum

Reduce unnecessary content

Teaching

Activity-based learning

Textbooks

Simple and meaningful

Examination

Test understanding

Teacher

Guide and facilitator

Result: Stress-free, meaningful and joyful education

B. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)



1. Introduction

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) was a centrally sponsored scheme launched by the Government of India in March 2009.

It aimed to improve access to secondary education and provide quality education to all students.

The scheme mainly focused on classes IX and X.

Its vision was to make secondary education available, accessible and affordable to all children.

2. Meaning of RMSA

RMSA means a national programme for the development and improvement of secondary education.

It aimed to provide better educational facilities, trained teachers, laboratories, libraries and classrooms in secondary schools.

3. Main Objectives of RMSA

1. **To increase access to secondary education.**
2. **To improve the quality of education.**
3. **To provide secondary schools within a reasonable distance.**
4. **To reduce gender inequality in education.**
5. **To provide equal opportunities to disadvantaged groups.**
6. **To improve school infrastructure.**
7. **To appoint qualified and trained teachers.**
8. **To improve the learning achievements of students.**
9. **To reduce dropout rates.**
10. **To promote inclusive education.**

4. Major Features of RMSA

1. School Infrastructure

The scheme supported the construction and improvement of school buildings, classrooms, laboratories, libraries and toilets.

2. Appointment of Teachers

It focused on providing adequate numbers of qualified teachers.

3. Science and Mathematics Education

Special attention was given to improving science and mathematics education.

4. Girls' Education

It encouraged girls to continue their education through better facilities and a safer school environment.

5. Education for Weaker Sections

Special attention was given to SC, ST, minority and economically weaker students.

6. Improvement in Teaching Quality

Teacher training programmes and improved teaching methods were encouraged.

7. Information and Communication Technology

Schools were encouraged to use computers and digital learning facilities.

5. Importance of RMSA

- **Increased access to secondary education.**
- **Improved school infrastructure.**
- **Encouraged girls' education.**
- **Promoted equality in education.**
- **Improved teaching standards.**
- **Reduced educational inequality.**
- **Encouraged science and technology education.**

6. Example

Suppose a village has a government school up to Class VIII but no secondary school nearby.

Under RMSA, support could be provided for improving access to secondary education, including additional classrooms, laboratories and other facilities.

This helps rural students continue their studies after Class VIII.

7. Mind Map

RMSA – 2009

SECONDARY EDUCATION

Main focus: Classes IX–X

Access

Schools within reach

Quality

Better teaching

Infrastructure

Labs, libraries, classrooms

Teachers

Qualified and trained

Equality

Girls and weaker sections

Technology

ICT and computers

Result: Accessible and quality secondary education

8. Important Note

RMSA was later subsumed under the Samagra Shiksha Abhiyan in 2018, which integrated school education from pre-school to Class XII.

C. Rashtriya Uchchatar Shiksha Abhiyan (RUSA)



1. Introduction

Rashtriya Uchchatar Shiksha Abhiyan (RUSA) was launched by the Government of India in 2013.

It is a centrally sponsored scheme designed to improve the quality, access and equality of higher education in state universities and colleges.

It mainly focuses on improving higher education institutions through financial support and academic reforms.

2. Meaning of RUSA

RUSA means a national programme for the development of higher education.

It provides financial assistance to eligible state higher education institutions to improve their infrastructure, teaching standards, research facilities and overall performance.

3. Main Objectives of RUSA

1. **To improve the quality of higher education.**
2. **To increase access to higher education.**
3. **To promote equality and inclusion.**
4. **To improve state universities and colleges.**
5. **To strengthen research and innovation.**
6. **To improve teaching and learning facilities.**
7. **To encourage academic reforms.**
8. **To promote skill development.**
9. **To improve institutional management.**
10. **To ensure better utilisation of educational resources.**

4. Major Features of RUSA

1. Financial Assistance

Financial support is provided to eligible state universities and colleges according to scheme guidelines.

2. Improvement of Infrastructure

It supports the development of classrooms, laboratories, libraries, hostels and other facilities.

3. Quality Improvement

It promotes better teaching standards, accreditation and quality assurance.

4. Research and Innovation

It encourages research activities, innovation and academic development.

5. Equity in Higher Education

It aims to improve opportunities for students from disadvantaged and economically weaker backgrounds.

6. Faculty Development

It supports the improvement of teachers' professional knowledge and skills.

7. Institutional Development

It encourages universities and colleges to improve academic planning, administration and accountability.

5. Importance of RUSA

- **Improves the quality of higher education.**
- **Strengthens state universities and colleges.**
- **Promotes research and innovation.**
- **Encourages equal educational opportunities.**
- **Improves institutional infrastructure.**
- **Supports academic reforms.**
- **Develops skilled and educated human resources.**

6. Example

Suppose a government college has limited laboratory facilities and an insufficient library.

Through eligible financial support under RUSA, the institution may improve its laboratories, library facilities and academic infrastructure.

This provides students with better learning opportunities.

7. Mind Map

RUSA – 2013

HIGHER EDUCATION

Financial Support

Eligible universities and colleges

Infrastructure

Labs, libraries and hostels

Quality

Accreditation and standards

Research

Innovation and development

Equality

Inclusive opportunities

Faculty

Teacher development

Result: Quality and excellence in higher education

UNIT–IV

A. Contemporary Indian Schools: Types, Functioning and Problems

1. Meaning of Contemporary Indian Schools



orary Indian schools are educational institutions that provide education to children according to the present needs of society.

These schools aim to develop students intellectually, socially, emotionally, physically and morally.

They use different teaching methods, educational technologies and activities to prepare students for modern life.

2. Types of Schools in India

1. Government Schools

These schools are established and managed by the central or state governments.

Features:

- **Provide education at little or no tuition cost.**
- **Follow government education policies.**

- **Provide facilities such as textbooks and eligible student benefits.**
- **Follow prescribed educational curricula.**

Example: **Government Primary School and Government Senior Secondary School.**

2. Private Schools

These schools are managed by private organisations, societies or trusts.

Features:

- **Generally charge tuition fees.**
- **May provide modern infrastructure.**
- **Often offer different extracurricular activities.**
- **Follow recognised educational boards and applicable regulations.**

Example: **Private English-medium schools.**

3. Government-Aided Schools

These schools are managed by private organisations but receive financial assistance from the government.

Features:

- **Receive government grants.**
- **Have private management.**
- **Follow applicable government rules.**
- **Provide education according to recognised curricula.**

Example: **A privately managed school receiving government salary grants.**

4. Central Government Schools

These schools are established and managed by the central government or its authorised organisations.

Features:

- **Follow national educational standards.**
- **Often provide education across different states.**
- **Have a common curriculum structure.**

Examples:

- **Kendriya Vidyalaya.**
- **Jawahar Navodaya Vidyalaya.**

5. Residential Schools

In these schools, students live on the school campus and receive educational facilities along with accommodation.

Features:

- **Hostel facilities.**
- **Regular study schedules.**
- **Sports and cultural activities.**
- **Development of discipline and independence.**

Example: **Jawahar Navodaya Vidyalaya.**

6. Rural Schools

These schools are situated in villages and provide educational opportunities to rural children.

Features:

- **Serve rural communities.**
- **Often have limited educational resources.**
- **Promote education among disadvantaged groups.**

- **Play an important role in rural development.**

7. Urban Schools

These schools are located in cities and towns.

Features:

- **Often have better access to educational resources.**
- **May provide advanced laboratories and digital facilities.**
- **Have diverse student populations.**
- **Provide different academic and extracurricular opportunities.**

8. Special Schools

These schools provide specialised educational support to children with particular disabilities or learning needs.

Features:

- **Specially trained teachers.**
- **Individualised teaching methods.**
- **Assistive learning materials.**
- **Special educational support.**

9. Open Schools

Open schools provide flexible learning opportunities to students who cannot attend regular schools.

Features:

- **Flexible learning schedules.**
- **Self-learning materials.**
- **Opportunities for distance education.**
- **Suitable for learners who have discontinued regular schooling.**

Example: **National Institute of Open Schooling (NIOS).**

3. Functioning of Contemporary Indian Schools

The functioning of schools refers to the activities and processes through which schools achieve their educational objectives.

1. Teaching and Learning

Teachers provide knowledge and develop students' understanding through lectures, discussions, activities and practical work.

2. Curriculum Implementation

Schools follow the prescribed curriculum and organise teaching according to educational objectives.

3. Assessment and Evaluation

Students' progress is assessed through examinations, projects, assignments, classroom activities and other assessment methods.

4. School Administration

The principal and school management organise daily activities, maintain discipline and supervise school functioning.

5. Co-curricular Activities

Schools organise sports, debates, cultural programmes, music, art and other activities.

6. Guidance and Counselling

Teachers guide students in academic matters, career choices and personal development.

7. Inclusive Education

Schools should provide equal learning opportunities to children from different social, economic and cultural backgrounds, including children with disabilities.

8. Use of Technology

Schools use computers, smart classrooms, educational videos, digital platforms and online learning resources.

9. Parent-Teacher Cooperation

Parents and teachers work together to improve students' educational progress.

10. Health and Safety

Schools promote cleanliness, hygiene, physical education, safe drinking water and a healthy environment.

4. Major Problems of Contemporary Indian Schools

1. Lack of Infrastructure

Some schools lack proper classrooms, libraries, laboratories, playgrounds and toilets.

2. Shortage of Teachers

Many schools face difficulties due to insufficient numbers of qualified teachers.

3. Inequality in Education

There are differences in educational facilities between rural and urban areas and between economically weaker and wealthier communities.

4. High Dropout Rate

Some children leave school because of poverty, family responsibilities, migration and lack of educational support.

5. Rote Learning

Many students focus on memorising information instead of understanding concepts.

6. Examination Pressure

Excessive focus on marks and examinations can create stress among students.

7. Digital Divide

Some students do not have access to computers, smartphones or reliable internet facilities.

8. Language Problems

Students may face difficulties when the language of instruction is different from their home language.

9. Gender Discrimination

In some communities, girls face barriers to continuing their education.

10. Lack of Inclusive Facilities

Some schools do not have adequate ramps, accessible toilets, assistive devices and special educators.

5. Suggestions for Improvement

- **Improve school infrastructure.**
- **Appoint qualified and trained teachers.**
- **Promote activity-based teaching.**

- **Provide equal educational opportunities.**
- **Encourage digital education.**
- **Improve teacher-parent cooperation.**
- **Promote inclusive education.**
- **Reduce unnecessary examination pressure.**
- **Strengthen guidance and counselling.**
- **Encourage sports and cultural activities.**

6. Practical Example

Suppose a government school in a village has 200 students but lacks a science laboratory, library and sufficient classrooms.

The school can improve its functioning by:

1. **Developing additional classrooms.**
2. **Providing science learning materials.**
3. **Establishing a library.**
4. **Organising teacher-training programmes.**
5. **Introducing activity-based teaching.**
6. **Encouraging parent-teacher meetings.**

This can improve the quality of education.

7. Mind Map

CONTEMPORARY INDIAN SCHOOLS

Types

Government, Private, Aided, Central, Residential, Rural, Urban, Special, Open

Functioning

Teaching, Curriculum, Assessment, Administration, Activities

Problems

Infrastructure, Teachers, Inequality, Dropouts, Digital divide

Solutions

Training, Technology, Inclusion, Equality, Better facilities

Goal: Quality Education for Every Child

B. Sarva Shiksha Abhiyan (SSA)



1. Introduction

Sarva Shiksha Abhiyan (SSA) was launched by the Government of India in 2001.

It was a major programme for the universalisation of elementary education.

The main purpose of SSA was to provide free and compulsory elementary education to all children in the age group of 6–14 years.

It aimed to ensure that every child had access to school and received quality elementary education.

2. Meaning of SSA

Sarva Shiksha Abhiyan means "Education for All".

It was a national programme designed to provide elementary education to every child without discrimination based on gender, caste, religion, economic status or location.

It focused on education from Class I to Class VIII.

3. Main Objectives of SSA

1. **To provide elementary education to all children.**
2. **To ensure universal access to primary education.**
3. **To achieve universal enrolment.**
4. **To reduce school dropout rates.**
5. **To improve the quality of elementary education.**
6. **To remove gender inequality.**
7. **To provide equal opportunities to disadvantaged children.**
8. **To improve school infrastructure.**
9. **To appoint adequate and qualified teachers.**
10. **To promote inclusive education.**

4. Major Features of SSA

1. Universal Access to Education

SSA aimed to ensure that every child had access to an elementary school within a reasonable distance.

2. Universal Enrolment

It encouraged parents to enrol all children in schools.

3. Universal Retention

It focused on ensuring that children remained in school and completed elementary education.

4. Girls' Education

Special attention was given to improving educational opportunities for girls.

5. Education for Disadvantaged Groups

It focused on SC, ST, minority, economically weaker and other disadvantaged children.

6. Improvement of School Infrastructure

It supported the construction of classrooms, toilets, drinking water facilities and other educational infrastructure.

7. Teacher Training

It encouraged teacher training to improve teaching skills and classroom practices.

8. Inclusive Education

It promoted educational opportunities for children with special needs.

9. Community Participation

Parents, local communities and school management committees were encouraged to participate in school development.

10. Quality Education

It focused on improving textbooks, teaching-learning materials and classroom practices.

5. Three Important Goals of SSA

Universal Access

Every child should have access to a school.

Universal Enrolment

Every child should be enrolled in school.

Universal Retention

Every child should continue and complete elementary education.

6. Importance of SSA

- **Promoted education for all children.**
- **Increased school enrolment.**
- **Encouraged girls' education.**
- **Reduced educational inequality.**
- **Improved school infrastructure.**
- **Promoted inclusive education.**
- **Increased community participation.**
- **Improved elementary education facilities.**

7. Example

Suppose a village has many children who are not attending school because of poverty and lack of nearby educational facilities.

Under SSA, educational authorities could:

- **Improve access to elementary schools.**
- **Encourage parents to enrol their children.**
- **Provide eligible educational support.**
- **Improve classrooms and toilets.**
- **Arrange teacher training.**

This helps children receive elementary education.

8. Mind Map

SSA – 2001

EDUCATION FOR ALL

Age group: 6–14 years

Access

School for every child

Enrolment

Admission of all children

Retention

Prevent dropouts

Girls' Education

Gender equality

Infrastructure

Classrooms and toilets

Inclusion

Education for all groups

Goal: Universalisation of Elementary Education

9. Important Note

In 2018, SSA, RMSA and Teacher Education were integrated into the Samagra Shiksha Scheme to provide a comprehensive approach to school education from pre-school to Class XII.

C. Right of Children to Free and Compulsory Education Act, 2009 (RTE Act)



1. Introduction

The Right of Children to Free and Compulsory Education Act, 2009 is also known as the RTE Act, 2009.

It was passed by the Indian Parliament in August 2009 and came into force on 1 April 2010.

This Act provides free and compulsory elementary education to every child between the ages of 6 and 14 years.

The Act gives legal protection to children's right to elementary education under Article 21-A of the Indian Constitution.

2. Meaning of Free and Compulsory Education

Free Education: No child should be required to pay fees or charges that prevent them from completing elementary education.

Compulsory Education: The government and local authorities have a responsibility to ensure admission, attendance and completion of elementary education by children in the 6–14 age group.

3. Main Objectives of the RTE Act

1. **To provide free and compulsory education to all children aged 6–14 years.**
2. **To ensure equal educational opportunities.**
3. **To eliminate discrimination in schools.**
4. **To reduce school dropout rates.**
5. **To improve the quality of elementary education.**
6. **To provide appropriate school infrastructure.**
7. **To ensure qualified and trained teachers.**
8. **To promote inclusive education.**
9. **To protect children from physical punishment and mental harassment.**
10. **To ensure that every child completes elementary education.**

4. Important Provisions of the RTE Act, 2009

1. Free and Compulsory Education

Every child between 6 and 14 years has the right to free and compulsory elementary education in a neighbourhood school, subject to the Act.

2. Education from Class I to VIII

The Act covers elementary education from Class I to Class VIII.

3. No Capitation Fee

Schools cannot collect capitation fees for admission.

4. No Screening Procedure

Schools cannot use prohibited screening procedures for admission of children.

5. Age-Appropriate Admission

A child who has never attended school or has dropped out should be admitted to an appropriate class according to age and provided special training to help catch up.

6. Reservation in Private Unaided Schools

Under Section 12(1)(c), specified private unaided schools must admit at least 25% children from weaker sections and disadvantaged groups at the entry level, subject to the Act and applicable rules.

7. Qualified Teachers

Schools must fulfil prescribed teacher qualification and pupil-teacher ratio requirements.

8. School Infrastructure

Schools must fulfil the prescribed norms regarding classrooms, toilets, drinking water, playgrounds and other facilities.

9. No Physical Punishment

The Act prohibits physical punishment and mental harassment of children.

10. School Management Committees

School Management Committees are provided for in government and aided schools, with parent participation and responsibilities for school development.

11. Non-Discrimination

Children should receive equal educational opportunities without discrimination.

12. No Expulsion or Holding Back

The original Act prohibited holding back and expulsion at the elementary level. The 2019 amendment changed the framework for Classes V and VIII by allowing regular examinations and, subject to specified safeguards and state rules, re-examinations and possible holding back.

5. Responsibilities of Government Under RTE

The government and local authorities have important responsibilities:

- **Provide neighbourhood schools.**
- **Ensure free and compulsory elementary education.**
- **Provide adequate teachers.**
- **Maintain school infrastructure.**
- **Ensure admission and attendance.**
- **Provide special training to age-appropriate admitted children.**
- **Monitor the implementation of the Act.**
- **Promote equality and inclusion.**

6. Role of Teachers Under RTE

Teachers play an important role in implementing the RTE Act.

1. **Maintain regular attendance.**
2. **Complete the prescribed curriculum.**
3. **Use child-friendly teaching methods.**
4. **Treat all children equally.**
5. **Avoid physical punishment.**
6. **Identify learning difficulties.**
7. **Communicate with parents.**
8. **Encourage participation in classroom activities.**
9. **Maintain a supportive learning environment.**
10. **Promote the overall development of children.**

7. Importance of the RTE Act

- **Makes elementary education a legal right.**
- **Promotes equality in education.**
- **Helps disadvantaged children access schooling.**
- **Protects children from discrimination.**
- **Improves school infrastructure.**
- **Promotes child-friendly education.**
- **Strengthens government responsibility.**
- **Supports universal elementary education.**

8. Practical Example

Suppose a child belongs to an economically weaker family and cannot afford school fees.

Under the RTE Act, the child has the right to free elementary education in a government school.

If the child is admitted to a specified private unaided school under Section 12(1)(c), the applicable 25% admission provision may also provide an opportunity for admission at the entry level.

Thus, the Act helps children access education irrespective of their economic background.

9. Mind Map

RTE ACT – 2009

RIGHT TO EDUCATION

Effective: 1 April 2010 | Article 21-A

Age Group

6–14 years

Free Education

No prohibited educational charges

Compulsory

Government responsibility

25% Provision

Specified private unaided schools

Protection

No physical punishment

Teachers

Qualified teachers and standards

Infrastructure

Classrooms, toilets, water

Equality

No discrimination

Goal: Education as a Fundamental Right for Every Child

Important Comparison for Examination

The following table explains the differences between SSA, RMSA and RUSA.

Basis	SSA	RMSA	RUSA
Full form	Sarva Shiksha Abhiyan	Rashtriya Madhyamik Shiksha Abhiyan	Rashtriya Uchchatar Shiksha Abhiyan
Launch year	2001	2009	2013
Education level	Elementary	Secondary	Higher
Classes	I–VIII	Mainly IX–X	Colleges and universities
Main aim	Education for all	Quality secondary education	Quality higher education
Focus	Access and enrolment	Access and quality	Research and institutional development

Important Years to Remember

Educational Committees and Schemes Timeline

1. **1993 – Yash Pal Committee Report**

   Learning Without Burden.

2. **2001 – Sarva Shiksha Abhiyan**

   Universalisation of elementary education.

3. **2009 – RMSA**

Improvement of secondary education.

4. **2009 – RTE Act**

   Right to free and compulsory education.

5. **2010 – RTE Act came into force**

   1 April 2010.

6. **2013 – RUSA**

   Improvement of higher education.

7. **2018 – Samagra Shiksha**

   Integration of SSA, RMSA and Teacher Education.

Overall Mind Map – Unit III and Unit IV

EDUCATION IN INDIA

UNIT III + UNIT IV

UNIT–III

1. Yash Pal Committee

Learning Without Burden – 1993

2. RMSA

Secondary Education – 2009

3. RUSA

Higher Education – 2013

UNIT–IV

1. Contemporary Schools

Types, functioning, problems

2. SSA

Elementary Education – 2001

3. RTE Act

Free and Compulsory Education – 2009

COMMON GOAL

QUALITY EDUCATION FOR ALL

Equality • Accessibility • Quality • Inclusion

Important Questions for B.Ed Examination

1. **Explain the Yash Pal Committee Report (1993) and its major recommendations.**
2. **Discuss the objectives, features and importance of RMSA.**
3. **Explain the role of RUSA in improving higher education in India.**
4. **Describe the different types of contemporary Indian schools.**
5. **Explain the major problems of contemporary Indian schools and suggest remedies.**
6. **Discuss the objectives and features of Sarva Shiksha Abhiyan.**
7. **Explain the major provisions of the Right to Education Act, 2009.**
8. **Differentiate between SSA, RMSA and RUSA.**

Conclusion: All these committees, schemes and educational policies have played important roles in improving the Indian education system. Their common purpose is to provide accessible, inclusive, equal and quality education to every learner.

Study tip: For long-answer questions, write Introduction → Meaning → Objectives → Features/Recommendations → Examples → Importance → Conclusion. Draw the relevant mind map at the end to make your answer more organised.

