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Paper Title: EDUCATION AND SOCIETY

UNIT I – EDUCATION AND SOCIAL PROBLEMS

A) ENVIRONMENTAL DEGRADATION:

Education encourages individuals to protect the environment. People with more education tend not only to be more concerned about the environment, but also to engage in actions that promote and support political decisions that protect the environment. Such pressure is a vital way of pushing governments towards the type of binding agreement that is needed to reduce greenhouse gases and control emission levels.

In almost all countries participating in the 2010 International Social Survey Programme, respondents with more education were more likely to have signed a petition, given money or taken part in a protest or demonstration, in relation to the environment, over the past five years. In Germany, while 12% of respondents with less than secondary education had taken such political action, the share rose to 26% of those with secondary education and 46% of those with tertiary education. Aanalysis of the Global Warming Citizen Survey in the United States also showed that the higher a respondent's education level, the greater his/her activism in terms of policy support, environmental political participation and environment-friendly behaviour. Education encourages people to use energy and water more efficiently and recycle household waste.

By increasing awareness and concern, education can encourage people to reduce their impact on the environment through more efficient use of energy and water supplies, especially in areas of resource scarcity. In semi-arid areas of China, for example, educated farmers were more likely to use rainwater harvesting and supplementary irrigation technology to alleviate water shortages. Educated

households are also more likely to use different methods of water purification through filtering or boiling. In urban India, the probability of purification increased by 9% when the most educated adult had completed primary education and by 22% when the most educated adult had completed secondary education, even once household wealth is accounted for. Such behaviour becomes increasingly important as people in high income countries are called upon to modify their consumption and take other measures that limit environmental harm. In the Netherlands, the more educated tend to use less energy in the home, even taking account of household income. A study in 10 OECD countries found that more educated households tended to save water; similar findings were reported in Spain.

Education, however, is not a silver bullet. It must be supported with global political leadership.

As it becomes increasingly clear how much human action has impacted environmental degradation and climate change, especially through the release of greenhouse gases, attention must turn to education and the need to tap its potential. We are all learners when it comes to the environment and better ways to protect it and the planet we inhabit. In this sense, the notion of lifelong learning is especially apt. This trend will be further supported by the new Sustainable Development Agenda, in which education for global citizenship and sustainable futures is explicitly prioritized in one of the new education targets.

And yet we all know that it's difficult to change attitudes and practices overnight. Completing education courses, both formal and non-formal, takes time to complete. Therefore, we must also see it as our responsibility to communicate what we think about these global issues to leaders gathered at the COP21. The multiple threats of environmental degradation and climate change have assumed an unprecedented urgency to which we are all obligated to respond.

A) POVERTY

Increased access to education can contribute to reducing poverty. Acquired basic skills such as reading, writing and numeracy, have a documented positive effect on marginalized populations' incomes. It increases the rate of return on the economy. A newly published paper by UNESCO shows that education is critical to escape chronic poverty and to prevent the transmission of poverty between generations.

The rate of return is higher in low-income countries than in high income countries. Primary education has a higher rate of return than secondary education. Education also enables those in paid formal employment to earn higher wages: One year of education is associated with a 10% increase in wages.

Education also changes structures in food security. A study from 1980 that still is influential, analyzed the effects of primary education on agricultural production in 13 countries. It found that the average annual gain in production associated with four years of schooling was 8.7% (Lockheed, Jamison and Lau, 1980). Education becomes a catalytic force contributing to the turn of the tide of eliminating extreme poverty – in a sustainable way.

B) POPULATION EXPLOSION:

Education has a vital role to play in addressing the population issue, we cannot escape the fact that initially there was resistance on the part of governments and educational systems to accept population education in the curriculum schools and universities and we cannot sidestep the obstacles to its development. Despite the problems of curriculum overcrowding and cultural-religious obstacles, over past two decades, population education programs have been implemented approximately 100 developing countries. The pace of development has not been the same in all the regions. Africa tops the list with almost all the African countries having population education projects; following Africa, is Asia and the Pacific, Latin America Caribbean region, and finally, the Arab region, where population education has grown somewhat more slowly.

In each region, population education programmes have developed in different ways, taking into account specific population problems, the sociocultural setting, the institution infrastructure and the acceptance of population education by the society in general and education system in particular. Thus, in many countries in Asia there is still a resistant to including any kind of family planning or sex education components in school curriculums. On the other hand, some Latin American countries began their programme placing major emphasis on human sexuality. The titles of programmes such as population education, family life education, sex education, and quality of life education reflect the emphasis given by the countries to their specific population related problems.

Contributions of Population Education

In contrast with traditional subjects, population education aims essentially at changing attitudes and values and forming behaviours, some of which will only become manifest several years later. Clearly, this is a very difficult goal to achieve, one which demands a concerted and coordinated effort. Nevertheless, a number of evaluation studies have shown in general, the introduction of population education leads to a greater awareness among students and teachers and a positive change in their attitudes toward population issues.

Population education has also contributed both to the achievement of national population objectives as well as to the improvement of quality and relevance of general education. Population education has introduced interdisciplinary and a holistic approach which is often lacking in the educational systems in the developing countries. It has helped shift the emphasis in teaching from memorization of facts to critical thinking through active participation in the learning process. Population education has often added to the professional competence of school systems by developing skills among teachers. It has brought school and community closer by improving exchange between the school and the community through a variety of co-curricular activities.

Effective Population Education Programmes

The experience of population education programmes in the formal system has yielded valuable lessons; introduction of population education in the education system is often difficult and a slow process. It has faced many obstacles such as large, cumbersome and overburdened education systems; financial difficulties; inadequately trained personnel; limited supply of materials; shortage of staff, sensitive nature of some of its content; and lack of coordination among different agencies and departments. Difficulties also stem from the interdisciplinary and sensitive nature of its content which require modern teaching methodologies for teaching it.

Experience has shown that population education programmes are successful where:

i) there is strong political commitment and support to the programme;

- ii) population education is a part of the national population policy and educational policy of the country;
- iii) population education programmes and activities are planned and developed in consultation with the teachers, community leaders, students and concerned bureaus and specialists;
- iv) population education programme/project is an integral part of the curriculum development centers or of the Ministry of Education;
- v) a full time team of specialists are assigned to implement the programme activities for the total duration of the project;
- vi) population education is an integral part of the educational plan and budget of the Ministry of Education;
- vii) population education is integrated into the pre-service training of teachers and public examination system;
- viii) there is a close coordination at national, regional and local levels among different relevant agencies and institutions as well as among different bureaus of the Ministry/Department of Education, through regular meetings of steering committees and advisory committees;
- ix) there is timely release of funds to the project by the government and donor agencies; and
- x) there is an in-built monitoring and evaluation mechanism for assessing the progress and effectiveness of the programme.

Issues facing Population Education

Population education has gradually gained acceptance as an important part of the school curriculum in most developing countries of the world. However, a lot still needs to be done if this relatively new field is to become both institutionalized and strengthened substantively to the point that its impact can be felt over a long-term period. There are new challenges to be met in terms of its conceptualization, consolidation, institutionalization and its expansion to encompass all levels of formal and non-formal education in all developing countries.

Perhaps the most challenging and pressing issue is the need to review the conceptualization and contents of population education. Conceptualization of population education involves, to a great extent, a question of emphasis, rooted in complex sociocultural differences. Cultural differences have also affected selection of content. Since the main push for conceptualization of population education in its early history came from population and family planning professionals, it was interpreted, both within and outside the educational system, as another name for sex education and/or family planning education. This misconception has been one of the hurdles in starting population education programmes in some countries.

In view of the emerging social problems such as AIDS, drug abuse, ageing, adolescent fertility, environmental deterioration and inequitable development as well as the new insights and evidence from scientific and social research, there is a constant need to update and renew the population education programmes. Therefore it is evident that population education must be revised to respond to present and future needs of the countries.

One important characteristic of population education is that it is neither propaganda nor indoctrination. Changes in the demographic situation can only be obtained with the free consent and the active participation of women and men concerned. Coercion is not only incompatible with demographic values and human rights, it is also ineffective in the long run. Therefore, population education should aim at developing freedom of choice and responsible individual behaviour towards population problems.

The process of population education should enable learners to extend their understanding of population-related issues, broaden perspectives, and develop appropriate skills in analyzing and defining the issues in a way which is personally meaningful and socially relevant. Inherent in this approach is the concept that the student is not presented with a ready-made course of action and asked to accept it. The course of action which he chooses is developed during the process of coming to understand the problem in its interrelationship with various factors that can change the national or the individual quality of life. Population education should help people make informed alternative choices with regard to the solutions of the problems arising out of change in population in the context of sustainable development.

Population Education across the Curriculum

Population education has been introduced at various levels of education in different countries. There is, however, a need to reconsider the importance of introducing and strengthening population education at the primary and university levels.

The importance of introducing population education and its bearing on quality of life as early as the first years at school, even from pre-school level, cannot be too strongly stressed, for those are the years during which attitudes and values are formed and where school attendance is the highest. Important skills and attitudes such as those regarding gender roles, decision-making skills, the development of self-esteem, respect for others, etc. can be developed at an early age. Population education should, therefore, find an entry into the content of the first 4000 hours of instruction in basic education under the programme of Education for All. At the basic and secondary level, the efforts made by UNESCO, UNICEF and WHO to crystallize the basic knowledge required into a number of “Facts for Life” represent one approach to the core curriculum which needs to be built. At the Jomtien World Conference, we also set out some key ideas about the content of population education programs which have universal applicability.

The need for introducing population education at the university level has been acutely felt in recent years because of the establishment of population education programmes in many countries at the school level. The universities are expected to take up a leadership role in training, research and extension activities in population education so that population education can become fully institutionalized in the total education system of a country. Within the university itself, Faculties/Colleges of education have an intimate connection with what goes on in the schools by virtue of the functions they discharge in relation to school education.

Since university students are, in large part, future leaders, it is important that they should be well aware of the problems that the society is facing. Every college student should, therefore, be exposed to a programme of study that would help him acquire an insight into the quality of life repercussions of the population phenomena for the individual and community with a view to promoting responsible decision-making related to population issues including family size. The introduction of a population dimension in general university education will also

help to enhance the status of population education and to facilitate its dissemination to other levels of education.

D. Gender Disparity:

We observe many differences among boys and girls in the family, the street, inside the classroom, in the play field. For instance, in general, boys are active, playful, confident, bold, loud, and difficult to control. Girls are passive, gentle, quiet, accepting, more complacent and easy to control. It is important for those who are in the education sector to appreciate how infants and toddlers learn to see themselves as girls and boys in the adult images of women and men in their cultures. It is equally important to understand how this process of sex role identity formation based on differential and discriminatory treatment, which leads to the formation of low self-concept in girls. This low self-concept among girls inhibits self-expression and achievement. It is also transmitted intergenerationally. There are some general perceptions regarding gender roles. One, we not only observe the differences among girls and boys and also believe that these are natural and inherent in two sexes. We come to the conclusion that they are biological and hence unchangeable. Two, the social roles of men and women, being cultural artifacts, vary across space and time. Three, these differences are a result of ages of social experiences of the two sexes – are socially created and determined, and, therefore changeable. Four, the present day human civilization both demands and creates new possibilities for the social roles of the two sexes as complementary and equal, globally. Now it is beyond doubt that the women have proved to be equally competent in all the fields.

Educators should know about Self-Concept and Self-Esteem. Self-concept is how an individual views oneself. It is an individual's feelings and attitudes, perceptions and knowledge about one's own attributes. Self-concept could be negative or inadequate or positive and adequate. Self-esteem is the dynamic aspect of self-concept through which an individual constantly evaluates one's self in relation to society, the amount of value we ascribe to ourselves. High self-esteem and high achievement motivation go hand in hand. Human organism has a need to be loved or to receive attention if unmet, can lead to pathological symptoms, even death. Five groups of needs have been identified-physiological, safety, love, esteem and

self –actualization. All these needs require interaction with other groups, whose membership gives us a sense of identity. This is a significant and core element of the structure of self as it begins to form. In the perceptual field of the child, the family serves as the primary social unit, the parents, within the family structure, act as socializing agents to provide goals and values from which the child develops the patterns of behaviour. This tells the child who he is and how others feel about him. The more positive responses provide input for a favourable concept of self and results in self-actualisation i.e. realizing one's full potential. When the child is placed in a positive, accepting environment, the process of self-actualization occurs. When an individual grows in an environment in which they learn negative self-regarding attitudes, they are likely to retain these concepts in spite of all evidence to the contrary. Sometimes we learn certain attitudes about ourselves which may not be valid and also get to know how others are trying to get us to unlearn these attitudes. Roles are the learnt expectations prescribed for the standardized forms of behaviour. Gender roles are learnt in the family, from parents, older siblings, and other members who provide role models appropriate to the sex of a person. Child rearing practices have marked effect on the development of self –concept among children. In our culture, experiences given to children are on the basis of their sex. Girls are valued little, often seen as a liability to be got rid off- the lesser child. Special value accorded to male children comes home to girls very early.

Gender equality through curriculum

It is important to deal with the concern that even though India has a clear policy on undifferentiated curricula for both sexes, biases and stereotypes creep through the learning materials as well as through those who handle them. One should spell out the concerns that are to be addressed by the teachers and administrators for eliminating sex biases in an endeavour to promote gender equality and positive self-concept through curriculum and life skills approach. It should be brought home to every one through curriculum that biological sex and social gender are separable concepts from a development point of view.

UNIT II – EDUCATIONAL POLICY AND PERSPECTIVE

A) YASHPAL COMMITTEE REPORT (1992-93)

An Introduction to Yashpal Committee of several problems of school education in India, two of them are very grave: continuous increasing burden of curriculum on children, and the falling standard of education. Though these two problems have been considered since long.

The government's attention was drawn by the then Rajya Sabha member, R. K. Narayana. Consequently, the then Human Resource Development Minister, In 1992, constituted an eight-member committee under the chairmanship of **Prof. Yashpal, called National Advisory Committee, popularly called after the name of its chairman as Yashpal committee.**

The committee chiefly studied the prevalent curricula and textbooks as constructed by the **NCERT (National Council of Educational Research and Training) and CBSE (Central Board of Secondary Education)**. It also took into consideration the curricula and textbooks in force in different states. Besides, it consulted school teachers and principals, chairmen of education boards and famous educationists of the country. Finally on **15 July, 1993**, the commission rendered its report titled '**Learning Without Burden**' to the government.

The report is divide into five parts, as follows:

- 1. First Part: Introduction: It explains the objectives of the constitution of the committee, and discusses its method of working.**
- 2. Second Part: Problem of Curriculum Load: It discusses the prevalent school education and its problems, and goes on to explain the terms 'academic burden' and 'levels of education'.**
- 3. Third Part: Roots of the Problem: It discusses the causes of the above problems.**
- 4. Fourth Part: Recommendations: It suggests solutions to the above problems.**
- 5. Fifth Part: Appendix: It includes the orders under which the committee was constituted.**

Recommendations of Yashpal Committee:

Nature of Problem:

In the second part of the report, called Problem of Curriculum Load, the nature of the problem has been explained as follows:

1. Students are made to study much (academic burden), but children learn or understand a little (educational level).
2. The average weight of schoolbag in public school primary classes is about 4 kg.
3. Children are forced, right from the beginning, to do home work and join tuition and different types of coaching classes; as a result, they have a little time for recreation.
4. Completing the curriculum has become the objective in itself, and the teachers are engaged in doing just this.
5. School education appears to be uninteresting, burdensome, boring and bitter.
6. Classes are very large, curriculum is very heavy and textbooks are difficult, as a result of these factors, teachers cannot pay attention to other aspects of education other than completing the curriculum.
7. The curriculum and textbook material are not related to the real life of students.
8. The fear of examinations is intense on the children; both teachers and guardians contribute to this fear.
9. Securing more marks in examinations has become a mark of ability, and students are promoted to the next higher class on the basis of just this. As a result, children lay stress on learning by rote, rather than understanding.
10. Textbooks too are examination-oriented; they comprise information and data only.

Causes of the Problem:

The part three of the report, Roots of the Problem, mentions the following causes for the increasing academic burden and falling standard of education:

1. Most people think that knowledge (learning) and information are synonymous, and lay stress on accumulating more and more knowledge right from the beginning in order to come up to the level of developed countries.
2. School curricula are often constructed by university teachers, who have little knowledge of school classes and students; as a result, the subject curriculum becomes wide, which cannot be completed in the given time.

3. Both curriculum and textbooks are centralized in nature, due to which they are not as per the regional environment and needs; so children take little interest in them.

4. Teachers consider the subject-matter given in textbooks as the final limit and only guide, which makes this problem all the more serious.

5. Full-time teacher education is isolated from the main stream of school education.

6. In-service training is a mere formality.

7. The competition-based social environment in the country is the chief cause behind the problem.

Most people think that knowledge and application of English language are necessary for progress in social life. Consequently, the students studying in English-medium schools life. Consequently, the students-matter, and they are forced to learn it by rote.

8. High-level subject-matter is included in lower classes.

9. Examinations are question-oriented.

10. Most schools lack educational environment. They lack sufficient time, staff, building and laboratories etc.

Solutions of the Problems:

In the fourth part of the report, the committee has given the following suggestions for reducing academic burden and raising the standard of school education:

1. Only the mother tongue should be the medium of instruction at the primary level.

2. The competitions which reward individual achievements should be eradicated, because they deprive children of entertaining education.

3. The process of construction of curriculum and textbooks should be decentralized so that regional teachers can participate in it.

4. The voluntary organizations devoted to innovations should have freedom in curriculum construction, textbook construction and teacher training development.

5. The education committees at village, block and district levels should do their work of planning and supervision of school under them.

6. Sufficient funds should be provided for school principals for purchase and repair of teaching aids etc. and this should not be less than 10% of the total salary bill of a school.

7. School teachers should participate in construction of curriculum and textbooks.
8. The CBSE school have only Central and Navodaya Schools under it; the remaining school should be affiliated to the state education boards.
9. Rules should be formulated regarding structure and level for according recognition to nursery schools, and these should be abide by strictly. The system of admission tests and interview should be abolished for admission to nursery schools.
10. The norms for giving recognition to private schools should be made strict, and they should be abided by.

Evaluation of Yashpal committee, 1992-93

No member of Yashpal Committee had any experience of teaching at school level; it was the reason that it could understand neither the nature of the problem, not its causes, nor could it suggest any worthwhile solutions. Whatever it included in its report lacks clarity and logical sequence. It included the causes or solutions while it was discussing the nature of the problem. Similarly, it discussed the nature as well as solutions of the problem in the part in which it was discussing the causes. In sum, we can say that the report of the committee treads in a suspicious, meaningless territory.

A) NATIONAL KNOWLEDGE COMMISSION (2005)

The National Knowledge Commission (NKC) was constituted on 13th June 2005 as a high level advisory body to the Prime Minister of India. The vision for NKC was articulated in the address of Dr. Manmohan Singh, Prime Minister of India, “The time has come to create a second wave of institution building, and of excellence in the fields of education, research and capability building.

The Terms of Reference of NKC are:

- Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India’s competitive advantage in fields of knowledge.
- Promote creation of knowledge in Science & Technology laboratories.
- Improve the management of institutions engaged in Intellectual Property Rights.
- Promote knowledge applications in Agriculture and Industry.

- Promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit.

NKC has a designated time-frame of three years: from 2nd October 2005 to 2nd October 2008.

This report is a compilation of the recommendations submitted by NKC till November 2007 on reforms relating to education. These include: Right to Education, English Language, National Knowledge Network, Vocational Education and Training, Higher Education, Medical Education, Legal Education, Management Education, Open and Distance Education and Open Educational Resources. Wide consultations on School Education, Technical Education and Encouraging More Students in Math's and\ Science Streams are in process.

C. Right to Education ACT (2009):

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all

children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

The RTE Act provides for the:

- Right of children to free and compulsory education till completion of elementary education in a neighborhood school.
- It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
- It makes provisions for a non-admitted child to be admitted to an age appropriate class.
- It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
- It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
- It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
- It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

- It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
- It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.

D. INDIA VISION 2020:

A vision is not a project report or a plan target. It is an articulation of the desired end results in broader terms. (A. P. J. Abdul Kalam)

This document is neither a plan nor a projection of what India will be in 2020. Twenty years is too long a period for one or the other. Even our demographic projections, based on the most reliable data and well-documented trends, are only able to estimate the country's population two decades hence and within a range of 100 million people. How then shall we hazard a projection of the harder to measure eventualities?

The second decade of the 21st Century lies behind a barrier that is impenetrable by statistical probes. Looking backwards, we become aware of how limited our horizon of certitude really is. In the mid-1960s, when India was confronted with the threat of widespread famine and was perennially dependent on foreign food aid to feed its people, who among the most visionary of us could have imagined that within such a short period food grain production would double and the country would be having significant surpluses? Who could have anticipated the sheer speed of Japan's rise in the 1970s and 1980s or its equally surprising stagnation during the 1990s? In 1980, who could anticipate the Personal Computers revolution that was to follow just two years later? In 1983, when India's total software exports were only \$12 million, who could imagine that they would multiply 500 times in 17 years and the country would be recognised around the world as a major IT power? In early 1989, who could foresee that the fall of the Berlin Wall, the end of the Cold War, the break up of the USSR and the entire Eastern Bloc would all occur within 24 months? Even a visionary like Microsoft's founder Bill Gates admits that he was unable to grasp the enormous potential of the Internet until it had already

spawned a global revolution. The growth rate of our cities, which mirrors global trends of urbanisation, is 25 per cent lower today than what we predicted just five years ago.

Planning and prediction over such long time horizons as two decades are beyond our capacity,

but we do possess a still greater human endowment that can enable us to envision the real possibilities and to perceive the necessary actions we need to take to convert those possibilities into realities. Call it vision or imagination, or aspiration, or anything else, it is this faculty that most differentiates us from other species and constantly drives the evolutionary progress of humanity. Vision requires a subtle blend of humility and the courage to dare.

For a vision to be realizable, it must bring into view the untapped potentials and unutilized opportunities that await exploitation both domestically and internationally, as well as the problems and challenges that impede our progress. Indeed, it is the forces which oppose our progress that generate the necessary pressure compelling us to strive harder. They may even prove to be the best indices of what will be achieved.

In envisioning a better future, we should not make the mistake of dwelling on what we lack

rather than on what we possess, for India today possesses both the capacities and the opportunities to achieve a state of super-abundance. The effective strategy should focus on fully utilising the material, human, technological and social resources that we possess in the most rapid, efficient and organised manner.

A realisable vision must identify the catalytic forces that can be harnessed to accelerate the nation's development, as well as the obstacles that must be overcome, and anachronisms and out-dated attitudes done away with, in order to advance rapidly. It must frankly own past errors and troublesome propensities, but with faith in our capacity to learn from the past and change—as indeed we are now changing—with ever increasing speed. In a realisable vision, there is no room for lofty optimism based on the premise that everything will turn out for the best regardless of what we decide or how we act. But, equally, there can be no scope for extreme pessimism based on ideas that deprive us of the freedom and power to determine our own future. Our vision must express the nation's aspirations, determination and commitment for self-realisation.

We begin our visioning exercise by cataloguing the untapped potentials and under-utilised resources that are available to the nation, and then turn our attention to the

present problems and emerging opportunities which constitute the raw materials from which we must fashion a better future for our country and its people.

A Vision for India

In formulating our vision of the future India, it is important to see beyond the limits of the immediate past to rediscover the greatness that is India. Although the present Republic of India is

a young developing nation, our people have a rich and illustrious history as one of the longest 17 living civilizations in the world. In 1835, even the British historian and politician, Lord Macaulay, admitted before the British Parliament: "I have traveled across the length and breadth of India and I have not seen one person who is a beggar, who is a thief. Such wealth I have seen in this country, such high moral values, people of such caliber... the very backbone of this nation, which is her spiritual and cultural heritage...."¹ Thus, it would be wrong to state that in 1947 India started to construct a modern nation from scratch. Rather, it began the process of rediscovering its rich cultural and spiritual values that had formed the foundation of India in the past. It is on this foundation that we seek to formulate our vision of India 2020.

It is indeed a challenge to formulate a cohesive vision for India in 2020. Therefore, we thought it appropriate to seek inspiration from one who had a clear vision and possessed the gift to articulate it in a manner that has inspired the hearts and minds of countless Indians. The vision articulated by Rabindranath Tagore is all encompassing in every sense. In Annexure I, we identify eight components of the vision reflected in the following poem and attempt to translate them in operational terms for India Vision 2020.

Where the mind is without fear and the head is held high.

Where knowledge is free.

Where the world has not been broken up into fragments

By narrow domestic walls.

Where words come out from the depth of truth.

Where tireless striving stretches its arms towards perfection.

Where the clear stream of reason has not lost its way

Into the dreary desert sand of dead habit.

Where the mind is led forward by Thee

Into ever-widening thought and action.

Into that heaven of freedom, my Father, let my country awake.

Rabindranath Tagore

The Challenges Ahead

India's per capita income has doubled over the past 20 years. With population growth slowing now to about 1.6 per cent per annum, a growth rate of the gross domestic product (GDP) of around 9 per cent per annum would be sufficient to quadruple the per capital income by 2020.

Opinions on achievable rates of economic growth have a tendency to swing along with the short-term economic performances. Two years ago, the global boom, the IT revolution and the allround optimism led many to believe that in the coming decade India could mimic the 9-10 per cent growth rates that China achieved over a twenty-year period. Such optimism is out of fashion today.

But there is ample evidence showing that if we can adopt a longer term perspective that is not blinded by immediate circumstances and fluctuating moods, higher rates of growth should be achievable for India in the coming years. This is not a prediction—it is a potential. The reality will depend on how effectively we seize the opportunity to do so.

From a historical perspective, global rates of development have been increasing for more than a century. The dramatic rise of Japan and the East Asian tigers, and most recently China, are illustrative of this point. An objective assessment reveals that all the major engines of economic growth that have accelerated growth up till now, will be present in greater abundance in the coming years than they had been in the past.

Engines of Economic Growth

- Educational levels are rising rapidly.
- Rates of technological innovation and application are accelerating.
- Cheaper and faster communication is dissolving physical and social barriers, both within the country and internationally.
- Information is being made available in greater quantity and quality than ever before.
- Globalization is opening up new markets.

A vision is a statement of aspirations and intentions, and therefore, it is essential that we fully recognize the need for determined effort to transform all these potentials into realities.

Ultimately, it is not our capacity for prediction but our action that will determine the outcome. That action needs to be based on proper appreciation of the forces available for accelerating our progress.

Assuming that India achieves this quadrupling of per capita income by 2020, it would attain a level of development far higher than where China is today, and on par with upper-middle income countries (UMI) such as Argentina, Chile, Hungary, Malaysia, Mexico and South Africa. One day India will rise higher still, and having achieved such a target, will know HOW she achieved it. But such knowledge could be acquired even now from the experiences of the many nations that have already passed through these stages of development. From their experiences India should endeavour to acquire the underlying principles and theoretical knowledge that can then be applied appropriately to our own specific case. Therefore, we refer to the average performance of this group of UMI countries as a benchmark for our development challenges and achievable goals by 2020.

Unit III: Quality Concern in Education.

The term quality is generally related to standard or excellence. Education quality is the only way to help a nation to develop, to make progress, to become prosperous and advanced nation. The precise meaning of education quality and the path to improvement of quality are often left unexplained. Examined within context, education quality apparently may refer to inputs (numbers of teachers, amount of teachers, amount of teacher training, number of textbooks), processes (amount of direct instructional time, extent of active learning) , outputs (test scores , graduation rates) and outcomes (performance in subsequent employment) . Additionally, quality education may imply simply the attaining of specified targets and objectives. More comprehensive views are also found, and interpretation of quality may be based on an influenced change in student knowledge, attitude, values and behaviour , or a complete theory or ideology of acquisition and application of learning . For quality education we need the better curriculum , effective teaching and learning pedagogy , good evaluation , qualitative and advanced research .

But there is an increased concern for quality education and this concern has resulted from a variety of factors including i) unsuitable Curriculum , ii) lower standard of teaching and learning , iii) defective system of evaluation , iv) lack of

quality research , v) inability to adequately staff and finance rapidly expanding education system e.t.c ,

Quality Concern in education with reference to Curriculum dimension :

Curriculum specifies the content , sequence and pacing of what should be taught at each grade level. Curriculum is an important aspect in an educational system . Curriculum is the tool through which the aims and objectives of education are achieved . It is through the suitable and relevant curriculum the desired results can be achieved . So curriculum is necessary dimension in education system . But existing curriculum in our country is faulty due to which quality of education is degraded . It is narrowly conceived , subject - centred , dry , bookish , un-psychological , theoretical in nature , dominated by examinations and is not related to environment and practical life . The pupils read the traditional curriculum without interest , understanding and appreciation . Their main aim is to get through the examination . There is frequently little teacher input to the design of the national curriculum , and often the content is too difficult or too extensive for pupils . Even when prepared and disseminated , four curriculum issues are most evident which hinders the effort to improve education quality : i) the national curriculum is not well developed , objectives are not clear , and there is insufficient articulation between grade levels , ii) the curriculum is developed but not fully accepted by the teachers , iii) the curriculum is clearly specified , but is too difficult or covers too much material for the available time , and iv) the textbooks and/or teacher training are not aligned with the curriculum . These may be elaborated as follows :

I) Curriculum not well developed. The curriculum is typically developed by sets of specialists and lacks integration. Further, un-coordinated changes in teacher training , textbook selection , or examinations occur without a corresponding change in the old curriculum. Over time, instructional activities in the school can move far away from the curriculum. Instruction becomes more adhoc , driven by the textbook or teacher's personal beliefs about what should be taught or what they are most comfortable teaching .

(ii) Teachers do not accept or do not receive the curriculum . Teachers may have had little input into the objectives, content, or accompanying guidelines of the curriculum. Moreover, teachers – particularly in rural areas –may not have copies of the national curriculum or may not have updates. Whether this deficit is due to

budget constraints in the education ministry or just to difficulties in communication, the impact is the same: teachers lack either the confidence or the structure and support that a curriculum can provide . As a consequence, the quality of instruction drops. Then , students score poorly on the national examination because they have not covered the material that the test assumes was being taught.

(iii) Too much to learn. The curriculum is overly elaborated, requiring students to cover too much content to be effectively taught or to reasonably learn. The curriculum may develop through the slow accretion of requirements, leading to a confused and overburdened curriculum . In India curriculum is overcrowded , which leads to fragmentation in teaching and a lack of integration of content across subjects.

(iv) Poor alignment of textbooks with curriculum : This often happens when textbooks are revised or changed without simultaneous attention to teacher training or when teacher training is upgraded without regard to the textbooks that are already used in schools. Reforms to one element of the education process do not ripple through the system. Parts become unaligned . In India textbooks do not faithfully reflect the objectives of the curriculum .

Remedial measures : The curriculum should be diversified , flexible , pupil - centred , activity centred , experience centred , related to social life , utilitarian and inter-linked. The curriculum should also encourage the students to make proper use of their life . It should be practical and functional in nature . It should be a hybrid mixture of general and Vocational education . The needs and environment of the locality should be considered .

Another solution is to Develop and Implement a Well-Designed Curriculum . Perhaps one of the simplest and least expensive actions that could be taken over to improve education quality is to ensure that all teachers have and know how to use a well-designed curriculum and correlative textbooks for the grades they teach . One approach to the implementation and coordination of new curricula and related changes is through a national instructional strategy prepared by national or provincial authorities with input from local administrators and teachers. Included would be a set of guidelines and action plans related to the use of instructional time, development of instructional materials, and instructional support roles of head teachers and others.

Quality concern with reference to teaching and learning : Low standard of teaching is one of the main concern of the education system . Government has primarily concentrated on the expansion of education and have not devoted the proper attention towards the qualitative progress of education . Due to expansion , standards have fallen . Defective methods of teaching is also responsible for the falling standards of education . Lower standard of teaching is also due to improper methods of teaching . Methods of teaching which are generally followed in our schools are dull and uninteresting , mechanical and lack necessary motivation for learning . They fail to develop independent thinking and habit of self - study . Generally book reading and lecture method are in practice . The knowledge of teacher is not up to date . He is not conversant with new innovations and changes occurring in the field . No efforts are made to make it up-to-date . Following are some of the causes of lower quality of teaching in our country :

1) Lack of co-ordination in teaching work : there is no proper co-ordination in teaching activities , due to lack of co-ordination overall teaching learning process suffers which leads to lower quality of teaching .

2) Lack of quality or standard textbooks : Standard of text books are also low . They provide information only and lack originality . Books are examination oriented .

3) Lack of accommodation in classrooms : classrooms are overcrowded , students don't have a suitable place to sit . There is not enough space in classrooms . Conditions of the classroom is very appalling .

4) Appaling teacher taught ratio : Teacher taught ratio is not according to norms , A single teacher has to taught a large number of students . Due to this a teacher can't perform his duties properly , he is unable to pay individual attention to each student.

5) Defective system of lectures : Teachers deliver the lecture in the same old way , which were used in the past . Lectures delivered by teachers lack innovations .

6) Lower standard of knowledge of teachers : Standard of knowledge of teachers is also not upto date . They lack the knowledge of latest developments and researches in their field . They don't bother to update themselves with latest knowledge .

7) Lack of personal touch and interest between teacher and the taught : Teacher taught relationship is not much cordial , students in India stills fear to ask any question to the teacher . There is less rapport between teacher and taught .

8) Lack of proper facilities for library and laboratory services : An educational institution without library and laboratory is like a body without soul . The conditions of libraries and laboratories in indian educational institutions is not satisfactory . Most of the libraries and laboratories are ill equipped .

9) Indifference on the part of authorities to remove all these shortcomings by taking suitable steps into this direction . Higher authorities are least interested in improving the overall education system in India . There indifference towards the education sector is responsible for degraded quality of teaching and the whole education system .

10) Insufficient number of working days : Less number of working days in the year in most of the educational institutions especially in colleges and universities have also lead to falling standard of teaching and learning .

11) Inadequate tutorial and seminar guidance is also responsible for the declining quality of teaching in Indian educational institutions .

Remedial Measures : Following are some of the remedial measures for improving the quality of teaching and learning :

1. In order to improve the quality of teaching and learning there should be proper co-ordination in teaching work .

2. Providing standard text books : Standard textbooks should be available and provided to the students . Libraries should be equipped with good quality books , research journals , magazines , references etc .

3. Reducing teacher -taught ratio by restricting the number of students in a class and by appointing more teachers .

4. Encouraging teachers to have up-to-date knowledge .

5. Providing adequate and well equipped libraries and laboratory facilities : Libraries should be well equipped with latest research oriented journals , old manuscripts in as much number as possible and also with latest publications. Adequate grant should be earmarked for libraries . Laboratories also should be well equipped .

6. Refresher and orientation courses should be arranged for the teachers in order to equip them with latest knowledge and new pedagogies .

7. Number of working days should be increased , so that students and teachers get enough time for the teaching and learning related activities .

8. Improvement in methods of teaching : following are some of the suggestions for improving the methods of teaching ;

a) Guided reading and discussion method : Under the existing system there is an emphasis on formal lectures . The lecture method should be used most sparingly .

b) Round table discussions : Classroom lectures should change into round- table discussions with a view to ensuring a two-way participation in instruction .

c) Assignments : Individual and group assignments should be given , evaluated and discussed frequently to provide help for better learning .

The practice of dictating notes , which encourages cramming should be dispensed with , lectures should be carefully planned and co-ordinated . Cyclostyled synopsis of lectures and suggestions for further reading should be supplied to students in advance . The emphasis in teaching should shift from verbalism and memorisation to learning through purposeful , concrete and realistic situations . For this purpose activity method , experimental method and project method should be used . Individual centred methods of teaching should be adopted in order to train the students in the habit of working independently .

Quality Concern With Reference to Evaluation : Every educational institute evaluates the performance of the student through examination (essay type , objective type and short answer type , practical and viva-voce examination). But present examination system in our schools , colleges and universities has been subjected to severe criticism by Indian and foreign educationists . Teaching is subordinate to examination and not examination to teaching . Evaluation through this examination system have always been responsible for deteriorating the classroom instructions . Present system of examination adversely affect the health of the students . Present system of evaluation and examination create fear among the students . They do curb the teacher , stereotype the curriculum , discourage the spirit of experimentation and emphasise unimportant wrong things in examination . In Indian educational institutions students are evaluated only on the basis of only one aspect that is intellectual , it neglects the other aspects such as physical , social , moral , aesthetic etc , . Examinations focus only on intellectual aspect of the pupil . Examination and evaluation system in India lack reliability and validity and are subjective in nature . It develops unhealthy competition among the students and encourage rote memory . These examinations fail to evaluate the students real knowledge . Thus evaluation done through the present system of examination lack originality and authenticity . Evaluation system is mostly subjective in nature thus it lacks validity , truthfulness and honesty .

Remedial measures : Evaluation of students progress should be comprehensive and also continuous . The system of examination should be so modified as to encourage selective study . The quality of question papers and also other aspects of

examination should be improved as to make it more reliable and valid . The educational institutions should avail themselves of the latest expertise available in the field of the best advantage of the students .

Evaluation of students should be based on all aspects of personality (intellectual , social , physical , moral , spiritual etc,) . Examination should be more focussed on measuring the holistic learning not only mere testing . Evaluation of students development should be a continuous process . Continuous comprehensive evaluation should be followed . Following continuous comprehensive evaluation means there will be regularity of assessment , frequency of unit testing , diagnosis of learning gaps , use of corrective measures , re-testing and feedback of evidences to teachers for their evaluation . All examinations should cover both scholastic and non-scholastic aspects . Variety of tools and techniques should be used for the purpose of evaluation . Examination reforms are needed , examinations should be such which will help in assessing a learner's development in areas of learning like :

- a) knowledge
- b) understanding/comprehension
- c) applying
- d) analysing
- e) evaluating and creating .

Quality Concern With Reference to Research : one of the main functions of universities is to seek and cultivate new knowledge to engage vigorously and fearlessly in the pursuit of truth , and to interpret old knowledge and beliefs in the light of new needs and discoveries . This function is fulfilled by advanced and effective research . To do research work of high standard is one of the prime duties of a university . Its function is not only to teach , conduct examinations and confer

degrees . Research done in the Indian Universities is not of good standard . Research conditions in Indian universities are very pathetic and disappointing . There are very few research works done by universities which have an international recognition. Most of the teachers and students in universities do not appear to be very enthusiastic for high order research . There is deterioration in the quality of research in our universities . Most of our research work lack universal applicability .Except few most of the universities are not able to produce good quality research work which have a universal applicability . Most of the research works are plagiarised . Our universities are not able to produce good researchers and scientists . Students who have the ability to become a good researchers are not able to do research because of lack of funds . Research needs adequate funds and due to lack of funds students became uninterested in research . Lack of other facilities like good libraries , laboratories , workshops etc also is responsible for poor research . Guides and supervisors are also not much supportive which also effect the research work . This deplorable condition of research effect the overall quality of education system .

Remedial measures : The government should set up various research centres and experimental laboratories . The research fellows should be given handsome stipends so that capable persons may be attracted towards the research . Well equipped libraries should be established where all the research related literature should be available . Workshops should be conducted related to good quality , effective and advanced research . Plagiarism should be properly checked and stopped completely . The supervisors should be appointed with great care . They should have a missionary zeal to help the students .

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evident which hinders the effort to improve education quality : i) the national curriculum is not well developed , objectives are not clear , and there is insufficient articulation between grade levels , ii) the curriculum is developed but not fully accepted by the teachers , iii) the curriculum is clearly specified , but is too difficult or covers too much material for the available time , and iv) the textbooks and/or teacher training are not aligned with the curriculum . These may be elaborated as follows :

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(ii) Teachers do not accept or do not receive the curriculum . Teachers may have had little input into the objectives, content, or accompanying guidelines of the curriculum. Moreover, teachers – particularly in rural areas –may not have copies of the national curriculum or may not have updates. Whether this deficit is due to budget constraints in the education ministry or just to difficulties in communication, the impact is the same: teachers lack either the confidence or the structure and support that a curriculum can provide . As a consequence, the quality of instruction drops. Then , students score poorly on the national examination because they have not covered the material that the test assumes was being taught.

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ripple through the system. Parts become unaligned . In India textbooks do not faithfully reflect the objectives of the curriculum .

Remedial measures : The curriculum should be diversified , flexible , pupil - centred , activity centred , experience centred , related to social life , utilitarian and inter-linked. The curriculum should also encourage the students to make proper use of their life . It should be practical and functional in nature . It should be a hybrid mixture of general and Vocational education . The needs and environment of the locality should be considered .

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Quality concern with reference to teaching and learning : Low standard of teaching is one of the main concern of the education system . Government has primarily concentrated on the expansion of education and have not devoted the proper attention towards the qualitative progress of education . Due to expansion , standards have fallen . Defective methods of teaching is also responsible for the falling standards of education . Lower standard of teaching is also due to improper methods of teaching . Methods of teaching which are generally followed in our schools are dull and uninteresting , mechanical and lack necessary motivation for learning . They fail to develop independent thinking and habit of self - study . Generally book reading and lecture method are in practice . The knowledge of

teacher is not up to date . He is not conversant with new innovations and changes occurring in the field . No efforts are made to make it up-to-date . Following are some of the causes of lower quality of teaching in our country :

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9) Indifference on the part of authorities to remove all these shortcomings by taking suitable steps into this direction . Higher authorities are least interested in improving the overall education system in India . There indifference towards the education sector is responsible for degraded quality of teaching and the whole education system .

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11) Inadequate tutorial and seminar guidance is also responsible for the declining quality of teaching in Indian educational institutions .

Remedial Measures : Following are some of the remedial measures for improving the quality of teaching and learning :

1. In order to improve the quality of teaching and learning there should be proper co-ordination in teaching work .

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3. Reducing teacher -taught ratio by restricting the number of students in a class and by appointing more teachers .

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spirit of experimentation and emphasise unimportant wrong things in examination . In Indian educational institutions students are evaluated only on the basis of only one aspect that is intellectual , it neglects the other aspects such as physical , social , moral , aesthetic etc , . Examinations focus only on intellectual aspect of the pupil . Examination and evaluation system in India lack reliability and validity and are subjective in nature . It develops unhealthy competition among the students and encourage rote memory . These examinations fail to evaluate the students real knowledge . Thus evaluation done through the present system of examination lack originality and authenticity . Evaluation system is mostly subjective in nature thus it lacks validity , truthfulness and honesty .

Remedial measures : Evaluation of students progress should be comprehensive and also continuous . The system of examination should be so modified as to encourage selective study . The quality of question papers and also other aspects of examination should be improved as to make it more reliable and valid . The educational institutions should avail themselves of the latest expertise available in the field of the best advantage of the students .

Evaluation of students should be based on all aspects of personality (intellectual , social , physical , moral , spiritual etc,) . Examination should be more focussed on measuring the holistic learning not only mere testing . Evaluation of students development should be a continuous process . Continuous comprehensive evaluation should be followed . Following continuous comprehensive evaluation means there will be regularity of assessment , frequency of unit testing , diagnosis

of learning gaps , use of corrective measures , re-testing and feedback of evidences to teachers for their evaluation . All examinations should cover both scholastic and non-scholastic aspects . Variety of tools and techniques should be used for the purpose of evaluation . Examination reforms are needed , examinations should be such which will help in assessing a learner's development in areas of learning like :

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Quality Concern With Reference to Research : one of the main functions of universities is to seek and cultivate new knowledge to engage vigorously and fearlessly in the pursuit of truth , and to interpret old knowledge and beliefs in the light of new needs and discoveries . This function is fulfilled by advanced and effective research . To do research work of high standard is one of the prime duties of a university . Its function is not only to teach , conduct examinations and confer degrees . Research done in the Indian Universities is not of good standard . Research conditions in Indian universities are very pathetic and disappointing . There are very few research works done by universities which have an international recognition. Most of the teachers and students in universities do not appear to be very enthusiastic for high order research . There is deterioration in the quality of research in our universities . Most of our research work lack universal applicability .Except few most of the universities are not able to produce good quality research work which have a universal applicability . Most of the research works are plagiarised . Our universities are not able to produce good researchers and scientists . Students who have the ability to become a good researchers are not

able to do research because of lack of funds . Research needs adequate funds and due to lack of funds students became uninterested in research . Lack of other facilities like good libraries , laboratories , workshops etc also is responsible for poor research . Guides and supervisors are also not much supportive which also effect the research work . This deplorable condition of research effect the overall quality of education system .

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UNIT IV – HUMAN RIGHTS AND EDUCATION

Human rights are standards that allow all people to live with dignity, freedom, equality, justice, and peace. Every person has these rights simply because they are human beings. They are guaranteed to everyone without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth, or other status. Human rights are essential to the full development of individuals and communities.

Many people view human rights as a set of moral principles that apply to everyone. Human rights are also part of international law, contained in treaties and declarations that spell out specific rights that countries are required to uphold. Countries often incorporate human rights in their own national, state, and local laws.

Human Rights Importance

Human rights reflect the minimum standards necessary for people to live with dignity. Human rights give people the freedom to choose how they live, how they express themselves, and what kind of government they want to support, among many other things. Human rights also guarantee people the means necessary to satisfy their basic needs, such as food, housing, and education, so they can take full advantage of all opportunities. Finally, by guaranteeing life, liberty, equality, and security, human rights protect people against abuse by those who are more powerful.

According to the United Nations, human rights:

“Ensure that a human being will be able to fully develop and use human qualities such as intelligence, talent, and conscience and satisfy his or her spiritual and other”

Human Rights Education:

Simply put, human rights education is all learning that develops the knowledge, skills, and values of human rights.

The United Nations Decade for Human Rights Education (1995-2004) has defined Human Rights Education as "training, dissemination, and information efforts aimed at the building of a universal culture of human rights through the imparting of knowledge and skills and the molding of attitudes which are directed to:

- (a) The strengthening of respect for human rights and fundamental freedoms;
- (b) The full development of the human personality and the sense of its dignity;
- (c) The promotion of understanding, respect, gender equality, and friendship among all nations, indigenous peoples and racial, national, ethnic, religious and linguistic groups;
- (d) The enabling of all persons to participate effectively in a free society;

(e) The furtherance of the activities of the United Nations for the Maintenance of Peace." (Adapted from the Plan of Action of the United Nations Decade for Human Rights Education (1995-2004), paragraph 2)

During this Decade, the UN is urging and supporting all member states to make knowledge about human rights available to everyone through both the formal school system and through popular and adult education.

Human Rights Education as a Human Right:

Education in human rights is itself a fundamental human right and also a responsibility: the Preamble to the Universal Declaration of Human Rights (UDHR) exhorts "every individual and every organ of society" to "strive by teaching and education to promote respect for these rights and freedoms." The International Covenant on Civil and Political Rights (ICCPR) declares that a government "may not stand in the way of people learning about [their rights]."

Although news reports refer to human rights every day, "human rights literacy" is not widespread in the United States. Students of law and international relations or political science may study human rights in a university setting, but most people receive no education, formally or informally, about human rights. Even human rights activists usually acquire their knowledge and skills by self-teaching and direct experience.

When Americans say, "I've got my rights," they usually think of those civil and political rights defined in the US Bill of Rights, which includes freedom of assembly, freedom of worship, and the right to a fair trial. Few, however, realize that social, economic, and cultural rights such as health care, housing, or a living wage, are also human rights guaranteed in the UDHR.

People who do not know their rights are more vulnerable to having them abused and often lack the language and conceptual framework to effectively advocate for them. Growing consensus around the world recognizes education for and about human rights as essential. It can contribute to the building of free, just, and peaceful societies. Human rights education is also increasingly recognized as an effective strategy to prevent human rights abuses.

Rights, Responsibilities, and Action:

Integral to learning about one's human rights is learning about the responsibilities that accompany all rights. Just as human rights belong to both individuals and society as a whole, the responsibility to respect, defend, and promote human rights is both individual and collective. The Preamble of the UDHR, for example, calls not only on governments to promote human rights, but also on "every individual and every organ of society." Human rights education provides the knowledge and awareness needed to meet this responsibility.

The responsibilities of all citizens in a democratic society are inseparable from the responsibility to promote human rights. To flourish, both democracy and human rights require people's active participation. Human rights education includes learning the skills of advocacy – to speak and act every day in the name of human rights.

Human rights education also provides a basis for conflict resolution and the promotion of social order. Rights themselves often clash, such as when one person's commitment to public safety conflicts with another's freedom of expression. As a value system based on respect and the equality and dignity of all people, human rights can create a framework for analyzing and resolving such differences. Human rights education also teaches the skills of negotiation, mediation, and consensus building.

The Goals of Human Rights Education:

Human rights education teaches both **about** human rights and **for** human rights.

Its goal is to help people understand human rights, value human rights, and take responsibility for respecting, defending, and promoting human rights. An important outcome of human rights education is empowerment, a process through which people and communities increase their control of their own lives and the decisions that affect them. The ultimate goal of human rights education is people working together to bring about human rights, justice, and dignity for all.

Education **about** human rights provides people with **information** about human rights. It includes learning –

- about the inherent dignity of all people and their right to be treated with respect
- about human rights principles, such as the universality, indivisibility, and interdependence of human rights

- about how human rights promote participation in decision making and the peaceful resolution of conflicts
- about the history and continuing development of human rights
- about international law, like the Universal Declaration of Human Rights or the Convention on the Rights of the Child
- about regional, national, state, and local law that reinforces international human rights law
- about using human rights law to protect human rights and to call violators to account for their actions
- about human rights violations such as torture, genocide, or violence against women and the social, economic, political, ethnic, and gender forces which cause them
- about the persons and agencies that are responsible for promoting, protecting, and respecting human rights

Education **for** human rights helps people feel the importance of human rights, internalize human rights values, and integrate them into the way they live. These human rights **values** and **attitudes** include –

- "strengthening respect for human rights and fundamental freedoms" (UDHR Article 30.2)
- nurturing respect for others, self-esteem, and hope
- understanding the nature of human dignity and respecting the dignity of others
- empathizing with those whose rights are violated and feeling a sense of solidarity with them
- recognizing that the enjoyment of human rights by all citizens is a precondition to a just and humane society
- perceiving the human rights dimension of civil, social, political, economic, and cultural issues and conflicts both in the US and other countries
- valuing non-violence and believing that cooperation is better than conflict

Education **for** human rights also gives people a sense of responsibility for respecting and defending human rights and empowers them through skills to take appropriate action. These **skills for action** include –

- recognizing that human rights may be promoted and defended on an individual, collective, and institutional level
- developing critical understanding of life situations

- analyzing situations in moral terms
- realizing that unjust situations can be improved
- recognizing a personal and social stake in the defense of human rights
- analyzing factors that cause human rights violations
- knowing about and being able to use global, regional, national, and local human rights instruments and mechanisms for the protection of human rights
- strategizing appropriate responses to injustice
- acting to promote and defend human rights

National Human Rights Commission (NHRC):

To deny people their human rights is to challenge their very humanity. —

Nelson Mandela

About

- NHRC of India is an independent statutory body established on **12 October, 1993** as per provisions of Protection of Human Rights Act, 1993, later amended in 2006.
- NHRC has celebrated its Silver Jubilee (25 years) on October 12, 2018. Its headquarter is located in New Delhi.
- It is the watchdog of human rights in the country, i.e. the rights related to life, liberty, equality and dignity of the individual guaranteed by Indian Constitution or embodied in the international covenants and enforceable by courts in India.
- It was established in conformity with the **Paris Principles**, adopted for the promotion and protection of human rights in Paris (October, 1991) and endorsed by the General Assembly of the United Nations on 20 December, 1993.

Background

- **Universal Declaration of Human Rights (UDHR)** was adopted by the United Nations General Assembly in Paris on 10 December 1948.

- It is a milestone declaration in the history of human rights which sets out, for the first time, fundamental human rights to be universally protected.
- **Human Rights Day** is observed every year on **10 December**, which is the anniversary of the UDHR. In 2018, Human Rights Day marked the 70th anniversary the declaration.
- In due time the growing importance of strengthening national human rights institutions has been recognized and in 1991, a UN meeting in Paris has developed a detailed set of principles i.e. **Paris Principles**. These principles became the foundation for the establishment and operation of national human rights institutions.
- In pursuant to these principles, India has enacted the **Protection of Human Rights Act, 1993**, with a view to bring about greater accountability and strengthening of the human rights in the country.
- This act also authorized State Governments to establish State Human Right Commission.

The Human Rights Council:

- The Human Rights Council is an inter-governmental body created by the United Nations General Assembly resolution on 15 March 2006.
- It has replaced the former United Nations Commission on Human Rights.
- It is responsible for strengthening the promotion and protection of human rights around the globe and for addressing situations of human rights violations and make recommendations on them.
- It has the ability to discuss all thematic human rights issues and situations that require its attention throughout the year. It meets at the UN Office at Geneva.
- The Council is made up of 47 United Nations Member States which are elected by the UN General Assembly.

Structure of the Commission:

- NHRC is a multi-member body which consists of a Chairman and seven other members. Out of the seven members, three are ex-officio member.
- **President appoints the Chairman and members** of NHRC on recommendation of high-powered committee headed by Prime Minister.
- The Chairperson and the members of the NHRC are appointed for 5 years or till the age of 70 years, whichever is earlier.
- They can be removed only on the **charges of proved misbehavior or incapacity**, if proved by an inquiry conducted by a Supreme Court Judge.
- Commission also has five **Specialized Divisions** i.e. Law Division, Investigation Division, Policy Research & Programmes Division, Training Division and Administration Division.
- The chairman and the members of **State Commission are appointed by the Governor** in consultation with the Chief Minister, Home Minister, Speaker of Legislative Assembly and Leader of the Opposition in the State Legislative Assembly.

Functions and Powers of NHRC:

- NHRC investigates grievances regarding the violation of human rights either suo moto or after receiving a petition.
- It has the power to interfere in any judicial proceedings involving any allegation of violation of human rights.
- It can visit any jail or any other institution under the control of the State Government to see the living conditions of the inmates and to make recommendations thereon.
- It can review the safeguards provided under the constitution or any law for the protection of the human rights and can recommend appropriate remedial measures.
- NHRC undertakes and promotes research in the field of human rights.

- NHRC works to spread human rights literacy among various sections of society and promotes awareness of the safeguards available for the protection of these rights through publications, media, seminars and other means.
- The Commission takes an independent stand while providing opinions for the protection of human rights within the parlance of the Constitution or in law for the time being enforced.
- It has the powers of a civil court and can grant interim relief.
- It also has the authority to recommend payment of compensation or damages.
- NHRC credibility is duly reflected in large number of complaints received every year and the trust reposed in it by the citizens.
- It can recommend to both the central and state governments to take suitable steps to prevent the violation of Human Rights. It submits its annual report to the President of India who causes it to be laid before each House of Parliament.