

# CONTEMPORARY INDIA AND EDUCATION

&

## GENDER, SCHOOL AND SOCIETY

(Hand out)

### UNIT- 1

#### NORMATIVE VISION OF INDIAN EDUCATION:

#### INDIAN CONSTITUTION.

##### Basic Features of Indian Constitution.

a) **Fundamental Rights.** b) **Directive principles of state policy.** c) **Federal structure.**

The Constitution of India provides for fundamental rights by devoting a complete and separate part (Art III) to these rights and classifies them under six categories. These six fundamental rights are as under:

#### FUNDAMENTAL RIGHTS

##### **(1) Right to Equality (Arts. 14-18)**

It guarantees to all citizens –

- (i) Equality before law;
- (ii) Prohibition of discrimination on the grounds of religion, race, caste, sex, place of birth;
- (iii) Equality of opportunity in the matter of public appointment.
- (iv) Abolition of untouchables;
- (v) Abolition of titles, excepting military and academic distinctions.

##### **(2) Right to Freedom (Arts. 19-22)**

The Constitution guarantees to all citizens-

- (i) freedom of speech and expression;
- (ii) freedom to peaceful assembly and without arms;
- (iii) freedom to form- associations and 'unions;
- (iv) Freedom-of movement through out the territory of India;
- (v) freedom to reside and settle in any part of the country; and
- (vi) Freedom to practise any profession `occupation; trade 'or business.

All these rights are, however,, subject to restrictions that may be imposed by the State in the interests of

- (a) sovereignty and integrity of India;
- (b) the security of the State;
- (c) friendly relations with foreign powers;
- (d) public order, decency or morality; or
- (e) In relation to contempt of court, defamation or incitement to offence.

**(3) Right against Exploitation (Arts.23-24)**

This right includes-

- (i) Prohibition of traffic in human beings and forced labour. But the State, may impose compulsory service for public purposes; and
- (ii) Prohibition of employment of children below the age of 14 years in factories, mines and any hazardous work.

**(4) Right to Freedom of Religion (Arts.25-28)**

This group includes-

- (i) freedom of conscience and the right to freely profess, practice and propagate religion;
- (ii) freedom to manage religious affairs;
- (iii) freedom from the payment of taxes for promotion of any particular religion; and
- (iv) Community from attendance at religious instructions or worship in educational institutions.

**(5) Cultural and Educational Rights (Arts.29-30)**

These include-

- (i) protection of language, script or culture of the minorities;
- (ii) right of minorities to establish and administer educational institutions; and
- (iii) prohibition of denial of admission into any educational institution maintained by State or receiving aid out of State funds on account of religion, race, caste or language.

**(6) Right to Constitutional Remedies (Art. 32)**

It guarantees the right to move to the Supreme Court for the enforcement of the fundamental rights. The Supreme Court has the powers to issue directions or orders or writs including writs in the nature of Habeas corpus, Mandamus, Certiorari, Prohibition and Quo warranto. Parliament may, by law, empower any other Court in addition to Supreme Court, to exercise within its jurisdiction all or any of the powers conferred on the Supreme Court. But the Right to constitutional remedies may be suspended during a proclamation of emergency.

**(b) DIRECTIVE PRINCIPLES OF STATE POLICY.**

**Directive Principles**

The Constitution -framers were anxious to establish a welfare State, but due to certain limitations and conditions of the country, they were not in a position to establish a fully welfare state forthwith. So in order to keep the government on the right track and make a sincere effort towards the establishment of a Welfare State, they formulated certain principles to guide the government, no matter to whatever party it may belong, in the right direction. These principles are called the Directive Principles of State Policy. It can be classified under the following four heads;

**(a) Socialistic Principles**

- (1) Adequate means of livelihood for all citizens.
- (2) Fair distribution of wealth and material resources among all classes and to prevent concentration of wealth in a few hands.
- (3) Equal pay for equal work for men as well as women.
- (4) To secure just and humane conditions of work and maternity relief.

**(b) Gandhian Principles**

- (1) To organize village Panchayats and to endow them with such powers and authority as may be necessary to enable them to functions as units of self-government.
- (2) To promote cottage industries on individual or co-operative basis in rural areas.
- (3) To safeguard and promote the educational and economic interests of the Scheduled Castes and Scheduled Tribes.
- (4) To bring about the prohibition and consumption of intoxicating liquor.

(5) To organize Agriculture and Animal Husbandry on modern and scientific lines and in particular prohibit slaughter of cows.

**(c) Liberal Principles**

- (1) To secure uniform and liberal code of law for all citizens of India.
- (2) Free and compulsory education up to the age of 14 years.
- (3) To separate the judiciary from the executive.
- (4) To raise the standard of nutrition and standard of living of the people.
- (5) To protect monuments of historical and national interest.
- (6) Equal justice and free legal aid to the economically backward classes.
- (7) Participation of workers in the management of organizations engaged in any industry.
- (8) Promotion and improvement of environment and safeguarding of forests and wild life.

**(d) Principles relating to International Peace and Security**

- (1) To promote international peace and security.
- (2) To maintain just and honourable relations between nations.
- (3) To foster respect for international law and treaty obligations.
- (4) To encourage settlement of disputes by arbitration.

**C) Federal Features of the Indian Constitution**

Governments have been classified into unitary and Federal based on distribution of power between national and regional governments. In a federal setup there is a two tier of Government with well assigned powers and functions. In this system the central government and the governments of the regions act within a well defined sphere, co-ordinate and at the same time act independently.

The federal polity, in other words, provides a constitutional device for bringing unity in diversity and for the achievement of common national goals. Hence, India was made a Federal system of government.

The Indian federal system of today has many such characteristics which are essential for a federal polity.

The main federal features of the Indian Constitution are as follows:

**1. Written Constitution:** The Indian Constitution is a written document containing 395 Articles and 12 Schedules, and therefore, fulfils this basic requirement of a federal government. In fact, the Indian Constitution is the most elaborate Constitution of the world.

**2. Supremacy of the Constitution:** India's constitution is also supreme and not the handmade of either the Centre or of the States. If for any reason any organ of the State dares to violate any provision of the Constitution, the courts of laws are there to ensure that dignity of the Constitution is upheld at all costs.

**3. Rigid Constitution:** The Indian Constitution is largely a rigid Constitution. All the provisions of the Constitution concerning Union-State relations can be amended only by the joint actions of the State relations can be amended only by the joint actions of the State Legislatures and the Union Parliament. Such provisions can be amended only if the amendment is passed by a two-thirds majority of the members present and voting in the Parliament (which must also constitute the absolute majority or the total membership) and ratified by at least one-half of the States.

**4. Division of Powers:** In a federation, there should be clear division of powers so that the units and the centre are required to enact and legislate within their sphere of activity and none violates its limits and tries to encroach upon the functions of others. This requisite is evident in the Indian Constitution.

The seventh Schedule contains three Legislative Lists which enumerate subjects of administration, viz., Union, State and Concurrent Legislative Lists. The union List consisted of 97 subjects, the more important of which are defence, foreign affairs, railways, posts and telegraphs, currency, etc.

The State List consisted of 66 subjects, including, interlaid public order, police, administration of justice, public health, education, agriculture etc. The Concurrent List embraced 47 subjects including criminal law, marriage, divorce Bankruptcy, trade unions, electricity, economic and social planning, etc. The Union Government enjoys exclusive power to legislate on the subjects mentioned in the Union List.

State Governments have full authority to legislate on the subjects of the State List under normal circumstances. And both the Centre and the State can't legislate on the subjects mentioned in the Concurrent List. The residuary powers have been vested in the Central Government. .

**5. Independent Judiciary:** In India, the Constitution has provided for a Supreme Court and every effort has been made to see that the judiciary in India is independent and supreme. The Supreme Court of India can declare a law as unconstitutional or ultra virus, if it contravenes any provision of the Constitution.

In order to ensure the impartiality of the judiciary, our judges are not removable by the Executive and their salaries cannot be curtailed by Parliament.

**6. Bicameral Legislature:** A bicameral system is considered essential in a federation because it is in the Upper House alone that the units can be given equal representation. The Constitution of India also provides for a bicameral Legislature at the Centre consisting of Lok Sabha and Rajya Sabha while the Lok Sabha consists of the elected representatives elected by the State legislative Assemblies. However, all the States have not been given equal representation in the Rajya Sabha.

**7. Dual Government Polity:** In a federal State, there are two governments- the national or federal government and the government of each component unit. But in a unitary State there is only one government, namely the national government. So, India, as a federal system, has a Central and State Government.

### **Preamble of the Constitution.**

The Constitution of India begins with a Preamble which describes the nature of the Indian State and the objectives it is committed to secure. KM. Munshi describes the Preamble as the political horoscope of the constitution.

Thakur Dass Bhargawa says Preamble is the most precious part and the soul of the constitution.

**The Preamble reads:** We, the People of India having solemnly resolved to constitute India into a Sovereign, Socialist, Secular, Democratic, Republic and to secure to all its citizens;

Justice, social, economic, political; Liberty of thought, expression, belief, faith and worship; equality of status and opportunity; and to promote among them all;

Fraternity, assuring the dignity of the individual and the unity and integrity of the nation;

In our Constituent Assembly this, twenty sixth day of November 1949 do hereby Adopt, Enact and Give to ourselves this Constitution.

The words 'Socialist 'Secular" and 'Integrity' were initially not there in the Preamble. These were added by the 42nd Amendment (1976) of the Constitution.

### **Preamble Features:**

#### **1. The Source of Authority: Popular Sovereignty:**

The Preamble categorically accepts the principle of Popular Sovereignty. It begins with the words: 'we the People of India'. These words testify to the fact that the people of India are the ultimate source of all authority. The Government derives its power from them.

#### **II. Nature of State:**

##### **The Preamble describes five cardinal features of the Indian state:**

**(1) India is a Sovereign State:** The preamble proclaims that India is a sovereign state. Such a proclamation denotes the end of rule over India. It testifies to the fact that India is no longer a dependency or colony or possession of British Crown.

As a sovereign independent state, India is free both internally and externally to take her own decisions and implement these for her people and territories.

**(2) India is a Socialist State:** In 1976, the Preamble was amended to include the word 'Socialism'. It is now regarded as a prime feature of the State. It reflects the fact that India is committed to secure social, economic and political justice for all its people. India stands for ending all forms of exploitation as well as for securing equitable distribution of income, resources and wealth. This has to be secured by peaceful, constitutional and democratic means. The term 'India is a Socialist state' really means, 'India is a democratic socialist state.

**(3) India is a Secular State:** By the 42nd Amendment, the term 'Secular' was incorporated in the preamble. Its inclusion simply made the secular nature of the Indian Constitution more explicit. As a state India gives special status to no religion. There is no such thing as a state religion of India. India guarantees equal freedom to all religions. All religions enjoy equality of status and respect.

**(4) India is a Democratic State:** The preamble declares India to be a Democratic State. The Constitution of India provides for a democratic system. The authority of the government rests upon the sovereignty of the people. The people enjoy equal political rights. The people freely participate in the democratic process of self rule.

They elect their government. For all its acts, the government is responsible before the people. The people can change their government through elections. The government enjoys limited powers. It always acts under the Constitution which represents the supreme will of the people.

**(4) India is a Republic:** The Preamble declares India to be a Republic. Negatively this means that India is not ruled by a monarch or a nominated head of state. Positively, it means that India has an elected head of state who wields power for a fixed term. President of India is the elected sovereign head of the state. He holds tenure of 5 years. Any Indian citizen can get elected as the President of India.

### **III. Four Objectives of the Indian State:**

The Preamble lists four cardinal objectives which are to be "secured by the state for all its citizens".

These are:

**(1) Justice:** India seeks to secure social, economic and political justice for its people.

**(i) Social Justice:** Social Justice means the absence of socially privileged classes in the society and no discrimination against any citizen on grounds of caste, creed, colour, religion, sex or place of birth. India stands for eliminating all forms of exploitations from the society.

**(ii) Economic Justice:** Economic Justice means no discrimination between man and man on the basis of income, wealth and economic status. It stands for equitable distribution of wealth, economic equality, end of monopolistic control over means of production and distribution, decentralisation of economic resources, and securing of adequate opportunities to all for earning their livelihoods.

**(iii) Political Justice:** Political Justice means equal free and fair opportunities to the people for participation in the political process. It stands for the grant of equal political rights to all the people without any discrimination. The Constitution of India provides for a liberal democracy in which all the people have the right and freedom to participate.

**(2) Liberty:** The Preamble declares liberty to be the second cardinal objective to be secured. It includes liberty of thought, expression, belief; faith and worship. The grant of

Fundamental Rights (Part III) including the right to freedom is designed to secure this objective. Liberty of faith and worship is designed to strengthen the spirit of secularism.

**(3) Equality: The Preamble declares Equality as the third objective of the Constitution. Equality means two basic things:**

(i) Equity of status i.e. natural equality of all persons as equal and free citizens of India enjoying equality before law.

(ii) Equality of opportunity i.e. adequate opportunities for all to develop.

For securing the equality of status and opportunity, the Constitution of India grants and guarantees the fundamental Right to Equality.

**(4) Fraternity:** Promotion of Fraternity among the people is the fourth objective is to promote Fraternity among all the people Fraternity means the inculcation of a strong feeling of spiritual and psychological unity among the people. It is designed to secure dignity of the individual and unity and integrity of the nation.

**IV. Date of Adoption and Enactment:** In its final paragraph, the Preamble specifies the important historical fact that the Constitution was adopted on 26 November, 1949. It was on this day that the Constitution received the signatures of the President of the Constituent Assembly and was declared passed.

**V. Self-made Constitution:** The Constitution of India is an adopted, enacted and self-made constituent Assembly acting as the elected representative body of the people of India. The Preamble states the philosophical foundations of the Constitution India and enumerates its objectives.

It constitutes a key for the interpretation of the Constitution. Through, it's Preamble, the Constitution a commits itself to Democracy, Republicanism, Socialism, Secularism, Liberalism and Welfare State. The Preamble states the objectives which the Constitution is committed to secure for all the people of India.

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## UNIT – 2

### EDUCATION AS FUNDAMENTAL RIGHT

#### **Meaning, nature and classification of Human Rights.**

After the Universal Declaration of Human Rights by the UN General Assembly on December 10, 1948, the concept of Human Rights assumed a significance of its own though earlier than this, International Labour Organisation in 1920 also initiated the Conventions on the rights of workers to form unions and organisations, abolition of forced labour and right to collective bargaining.

The UN Charter in 1945 affirmed faith in the fundamental human rights and appointed a Commission on Human Rights under Mrs. E.Roosevelt. This declaration was the outcome of the latter's deliberations A.A. Said aptly remarked "The concept of Human Rights may be difficult to define but impossible to ignore". The Human Rights are concerned with the dignity of the individual-the level of self esteem that secures personal identity and promotes human community.

The human rights as proclaimed by the UN Assembly find their origin in the concept of natural rights as espoused by political philosophers like Locke and Paine. Vincent holds "Human rights are the rights that everyone has and everyone equally by virtue of their very humanity. They are grounded in our appeal to human nature".

So, Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

#### **1. Characteristic Features Nature of Human Rights:**

(i) They are essential for every human being. They cannot be categorized as the preserve of one particular nation but are in fact the possession of mankind as a whole.

(ii) Just like that of moral rights the element of their enforcement lies in the individual's of conscience.

(iii) They cover legal rights which are safeguarded by the law of the land. They also comprise fundamental rights which are included in the constitution of a particular country.

(iv)The human rights are universal. They are provided to members of the human society as a whole whether or not some section of them is aware of them or not.

(v) If human rights are infringed in any part of the world, besides persuasion, even force by alien powers - the votaries of the human rights is permissible, for their enforcement.

(vi) The Human Rights are not unbridled.

They are to be restricted in the interest of public peace, political security, morality and social decency. Each state has its own cultural standard and norms of civilization, in the light of which reasonable restrictions are indispensable.

This shows that human rights are not limitless. They have to function within boundary of civilized norms and cultural legacy of a country.

**Classification (or) Categories of Human Rights:** The Human Rights may be grouped under five categories viz. Civil, Political, Economic, Social and Cultural.

**(A) Civil Rights:** The Civil Rights as enumerated in the Human Rights are:

(i) All human beings are born free and equal in dignity and rights. All are equal before the law.

(ii) Everyone has the right to life, liberty and security to persons.

(iv) None is to be held in slavery or servitude. Hence Slave Trade in all its forms is to be prohibited.

(v) No one is to be subjected to arbitrary arrest, detention or exile.

(vi) Everyone has the right to freedom of thought, conscience and religion.

**(B) Political Rights:**

The following are the political rights:

(i) Every one possesses the right to take part in the Government of his country, directly or indirectly through freely chosen representatives.

(ii) Everyone has access to public services in the country.

(iii) The 'will of the people' is the basis of authority of government. This 'will is to be expressed through periodical elections to be held on the basis of Universal and equal suffrage. The election shall be held by secret ballot.

(iv) Everyone is entitled to right to a nationality. No one shall be arbitrarily deprived of it.

**(c) Economic Rights: (a) Economic rights on the basis of the healthful living:**

The following economic rights have been included in the charter on the Human Rights:

(i) Everyone possesses the right to own property.

(ii) Everyone has the right to social security. Social security system impels a government to pay monthly allowance to the needy, the distressed, the disabled and the old who are devoid of any income or earn a very meagre income not enough for subsistence.

(iii) Everyone is to be assured right to work. In erstwhile Soviet Union and Communist China work is guaranteed to all able bodied persons. The erstwhile Soviet Union adopted, a famous maxim -"He who does not work neither shall he eat". The right includes right to rest and leisure.

(iv) Everyone is to get equal pay for equal work. Discrimination on the basis of sex is not desirable. In India, women labour and child labour are invariably engaged on comparatively less remuneration in the fields or factories which is a violation of human rights and law does not permit it.

**(D) Social Rights:**

**The Social Rights enumerated in the Declaration are as follows:**

(i) Men and Women of adult age have the right to marry and set up a family. Marriage is to be arranged with the full consent of the spouses.

(ii) The family is the natural and fundamental units of society. It is entitled to full protection both by the state and the society.

(iii) Everyone has the right to Education. Education is to be made free at the elementary stage. In case of India, Primary Education up to the age of 14 has been made free and compulsory now, after the passage of Right to Education through an amendment in the Constitution. Previously also the provision existed in the Directive Principles.

**(E) Cultural Rights:** Everybody possesses the right to participation in the cultural life of the community. This enables everyone to enjoy the various arts and take part in the scientific advancement and its benefits.

**Right of Children; International Convention (CRC) and Indian Constitution related to Right of children.**

According to international law, a 'child' means every human being below the age of 18 years. This is a universally accepted definition of a child and comes from the United Nations Convention on the Rights of the Child (UNCRC), an international legal instrument accepted and ratified by most countries. India has always recognised the category of persons below the age of 18 years as distinct legal entity.

That is precisely why people can vote or get a driving license or enter into legal contracts only when they attain the age of 18 years. Marriage of a girl below the age of 18 years. Marriage of a girl below the age of 18 years and a boy below 21 years is restrained under the Child Marriage Restraint Act 1929. Moreover, after ratifying the UNCRC in 1992, India changed its law on juvenile justice to ensure that every person below the age of 18 years, who is in need of care and protection, is entitled to receive it from the State. There are, however, other laws that define a child differently and are yet to be brought in conformity with the UNCRC, but as stated earlier, the legal understanding of the age of maturity is 18 for girls and 21 for boys.

This means all persons in your village/town/city below the age of 18 years have to be treated as children and need your assistance and support.

What makes a person a 'child' is the person's 'age.' Even if person under the age of 18 years is married and has children of her/his own, she/he is recognised as a child according to international standards.

### **United Nations Convention on the Rights Of The Child**

The most significant of all international laws for children is the UN Convention on the Rights of the Child, popularly referred to as the CRC. This, together with our Indian Constitution and Laws, determine what rights all children must have.

### **What is the UN Convention on the Rights of the Child?**

Human rights belong to all people, regardless of their age, including children. However, because of their special status where by children need extra protection and guidance from adults - children also have some special rights of their own. These are called children's rights and they are laid out in the UN Convention on the Rights of the Child (CRC).

Significant features of the UN Convention on the Rights of the Child (CRC)

- Applies equally to both girls and boys up to the age of 18, even if they are married or already have children of their own.
- The convention is guided by the principles of 'Best interest of the Child and 'Non-discrimination' and Respect for view of the child.'
- It emphasises the importance of the family and the need to create an environment that is conducive to the healthy growth and development of children.
- It obligates the state to respect and ensure that children get a fair and equitable deal in society.

It draws attention to four sets of civil, political, social, economic and cultural rights.

- Survival, Protection, Development, Participation.

**Right to Survival Includes**

- Right to life.
- The highest attainable standard of health.
- Nutrition.
- Adequate standard of living.
- A name and a nationality.

**Right to Development includes**

- Right to education.
- Support for early childhood care and development.
- Social security.
- Right to leisure, recreation and cultural activities.

**Right to Protection includes freedom from all forms of**

- Exploitation.
- Abuse.
- Inhuman or degrading treatment.
- Neglect.
- Special protection in special circumstances such as situations of emergency and armed conflicts, in case of disability etc.

**Right to Participation includes**

- Respect for the views of the child.
- Freedom of expression.
- Access to appropriate information.
- Freedom of thought, conscience and religion.

The United Nations Convention on the 'Rights of the Child' is an international statement of the civil, political, economic, social and cultural rights of children. The UN General Assembly adopted the Convention and opened it for signature on 20 November 1989 (the 30th anniversary of the Declaration of the Rights of the Child).

**Guiding principles: General requirements for all rights.**

**Article 1 (definition of the child):** Everyone under 18 years of age has all the rights in this convention.

**Article 2 (without discrimination):** The convention applies to everyone whatever their race, religion, abilities, whatever they think or say, and whatever type of family they come from.

**Article 3 (best interests of the child):** All organisations concerned with children should work towards what is best for every child.

**Article 4 (protection of rights):** Governments must do all they can to fulfil the rights of every child.

**Article 6 (survival and development):** Every child has the right to life. Governments must take necessary steps to ensure that children survive and grow up well.

**Article 12 (respect for the views of the child):**

Children have the right to say what they think in all matters that may affect them and to have their opinion taken into account.

**Survival and development rights:** The basic rights to life and achieving one's full potential.

**Article 7 (registration, name, nationality, care):** Children have the right to a legally registered name and nationality. They also have the right to know and, as far as possible, to be cared for, by their parents.

**Article 9 (separation from parents):** Children should not be separated from their respective parents unless it is for their own good, for example, if a parent is abusing or neglecting a child). In the event of their parents getting separated, they have the right to stay in contact with both parents, unless this might harm them.

**Article 20 (children deprived of a family):** If the children cannot be looked after by their own family, governments should ensure that they are looked after properly by people who respect their religion, culture and language.

**Article 22 (refugee children):** If children have come into the country as refugees, then it is important that they have the same rights as children born here. Also adequate steps are to be taken to make sure that these children are reunited with their families, wherever possible.

**Article 23 (with disability):** Every child with a disability has the right to live a decent life with dignity, independence and an active role in the community. They are entitled to special care and support to lead such a life..

**Article 24 (health and health services):** Children have the right to good quality health care, clean water, nutritious food and a dean environment, so that you they stay healthy.

**Article 25 (review of treatment in care):** Those children who are under the care of any local authority (hospital, custody etc), rather than by their parents, have the right of review of their treatment and situation regularly.

**Article 26 (social security):** Children have the right for help from the Government if they are poor or in need.

**Article 27 (adequate standard of living):** Every child has the right to an education. Primary education must be free in Secondary education must be available to every child.

**Article 29 (goals of education):** Education should develop your personality and talents to the maximum extent. It should encourage the child's respect for human rights as well as respect for their parents, their own and other cultures and the environment.

**Article 30 (children of minorities):** Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of people in the country.

**Article 31 (leisure, play and culture):** Children have the right to relax, play and join in a wide range of cultural and extra-curricular activities.

**Article 42 (awareness of rights):** The Government should make the convention known to all parents and children. Protection rights: Keeping safe from harm.

**Article 19 (protection from violence):** Government should ensure that the children are properly cared for and protected from violence, abuse and neglect by their parents, or anyone else who looks after them.

**Article 32 (child labour):** The Government should protect children from work that is dangerous, or that might harm your health or education.

**Article 36 (other forms of exploitation):** Children should be protected from any activities that could harm their development.

**Article 35 (abduction):** The Government should make sure that children are not abducted or sold.

**Article 11 (kidnapping or trafficking):** The Government should take steps to protect children from being taken out of their country illegally.

**Article 34 (exploitation):** The Government should protect children from sexual abuse.

**Article 37 (detention):** No child shall be tortured or suffer cruel treatment or punishment, while being detained for an offence. They can be arrested only as the last resort and that too for the shortest possible time and they are entitled to be in contact with their families during the detention period.

**Article 40 (juvenile justice):** Children who are accused of breaking the law, are entitled to receive legal help and a fair trial which takes into consideration their age and situation.

**Participation rights: Having an active voice.**

**Article 15 (freedom of association):** Every child has the right to receive and to share information, to meet together and to join groups and organisations as long as it does not restrict the rights of others.

**Article 13 (freedom of expression):** Every child has freedom to say what they think and to seek and receive information of any kind as long as it is within the law.

**Article 16 (right to privacy):** Children have a right to privacy. The law should protect children from attacks against their way of life, their families and homes.

**Article 17 (access to information from mass media):** Children have the right to reliable information from the mass media. Television, radio and newspapers should provide information that they can understand, and should not promote materials that could harm them.

**Constitution of India.**

The Indian constitution accords rights to children as citizens of the country, and keeping with their special status the State has even enacted special laws. The Constitution, promulgated In 1950, encompasses most rights included in the UN Convention on the Rights of the Child as Fundamental Rights and Directive Principles of State Policy.

Over the years, many individuals and public interest groups have approached the apex court for restitution of fundamental rights, including child rights. The Directive Principles of State Policy articulate social and economic rights that have been declared to be "fundamental in the governance of the country and the duty of the state to apply ... in making laws" (Article 37). The government has the flexibility to undertake appropriate legislative and administrative measures to ensure children's rights; no court can made the government ensure them, as these are essentially directives. These directives have enabled the judiciary to give some landmark judgements promoting children's rights, leading to Constitutional

Amendments as is in the case of the 86th Amendment to the Constitution that made Right to Education a fundamental right.

**Constitutional Guarantees that are meant specifically for children include:**

- ❖ Right to free and compulsory elementary education for all children in the 6-14 year age group (Article 21A)
- ❖ Right to be protected from any hazardous employment till the age of 14 years (Article 24)
- ❖ Right to be protected from being abused and forced by economic necessity to enter occupations unsuited to their age or strength (Article 39(e)).
- ❖ Right to equal opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and guaranteed protection of childhood and youth against exploitation and against moral and material abandonment (Article 39(f)).
- ❖ Right to early childhood care and education to all children until they complete the age of six years (Article 45).

**Besides, Children also have rights as equal citizens of India, just as any other adult male or female:**

- ❖ Right to equality (Article 14)
- ❖ Right against discrimination (Article 15)
- ❖ Right to personal liberty and due process of law (Article 21)
- ❖ Right to being protected from being trafficked and forced into bonded labour (Article 23)
- ❖ Right of minorities for protection of their interests (Article 29)
- ❖ Right of weaker sections of the people to be protected from social injustice and all forms of exploitation (Article 46)
- ❖ Right to nutrition and standard of living and improved public health (Article 47)

**Education as Fundamental Right of children - 2009 (RTE Act 2009).**

1. Every child between the ages of 6 to 14 years has the right to free and compulsory education. This is stated as per the 86th Constitution Amendment Act via Article 21A. The Right to Education Act seeks to give effect to this amendment.

2. The government schools shall provide free education to, all the children and the schools will be managed by school Management Committees (SMC). Private schools shall admit at least 25% of the children in their schools without any fee.

3. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary education including quality.

### **Main Features of Right to Education (RTE) Act, 2009**

- ❖ Free and compulsory education to all children of India in the 6 to 14 age group.
- ❖ No child shall be held back, expelled or required to pass a board examination until the completion of elementary education.
  - ❖ If a child above 6 years of age has not been admitted in any school or could not complete his or her elementary education, then he or she shall be admitted in a class appropriate his or her age, the, in order to be at par with others, he or she shall have a right to receive special training within such time limits as may be prescribed Provided further that a child so admitted to elementary education shall be entitled to free education till the completion of elementary education even after 14 years.
  - ❖ Proof of age admission: For the purpose of admission to elementary education, the age of a child shall be determined on the basis of the birth certificate issued in accordance with the Provisions of Birth. Deaths and Marriages Registration Act 1856, or on the basis of such other document as may be prescribed. No child shall be denied admission in a school for lack of age proof.
  - ❖ A child who completes elementary education shall be awarded a certificate.
  - ❖ Call need to be taken for a fixed student-teacher ratio.
  - ❖ Twenty-five percent reservations for economically disadvantaged communities in admission to Class I in all private schools is to be done.
  - ❖ Improvement in the quality of education is important.

- ❖ School teachers will need adequate professional degree within five years or else will loss job.
- ❖ School teachers will need adequate professional degree within five years or else will lose job.
- ❖ School infrastructure (where there is a problem) need to be improved in every 3 years, else recognition will be cancelled.
- ❖ Financial burden will be shared between the state and the central government.

### **Right to Education Bill.**

In 2002, education was made a fundamental right in the 86th, amendment to the Constitution. Six years after an amendment was made in the Indian constitution, the union cabinet cleared the Right to Education Bill. Key provisions of the Bill include 25% reservation in private schools for disadvantaged children from the neighbourhood, at the entry level.

The Contemporary India and Education 24 government will reimburse expenditure incurred by schools, no donation or capitation fee on admission; and no interviewing the child or parents as part of the screening process. The Bill also prohibits physical punishment, expulsion or detention of a child and deployment of teachers for non-educational purposes other than census or election duty and disaster relief. Running a school without recognition will attract penal action. The Right to Education Bill is the enabling legislation to notify the 86th constitutional amendment that gives every child between the age of six and 14 the right to free and compulsory education.

### **Factors and problems that influence/ affect right to Education of children (child labour, orphans and other children).**

According to the National Model Survey Organization, there are 4.2 million child labours in India. National Population Survey 2011 says that 11 million children are leading their lives as child labour. International labour organization estimated that 168 million child labours are there in the world. India has 6.5 percent in the world child labour population. The major factor that influences the right to education of children is the attitude of Indian population towards children. Education in India is centralized with some castes. Higher caste people felt that they had right on education.

Children have some rights in India. Education was made a fundamental right in 2002 by an amendment to the constitution. RTE became a fundamental right since 2009 and

accepted by the parliament. This act came into force from April 2010. According to this act, children having 4-14 years of age should be given compulsory education'. There are some barriers in implementing RTE act 2009.

International society proposed to implement RTE under article 21A and 86 the constitutional amendment in 2002.

Children of fewer than 14 years of age should be avoided from child labour in all kinds of professions with some exceptions. Out of school children have been divided into the category of street Contemporary India and Education 25 children and child labour. There are many definitions for these two categories of children.

Some children contribute in the earnings of their parents and support their parents in their financial activities and attend school without fail. They like to spend their life in the streets.

Some children don't have proper family relations and they live away from their parents.

Children living in the streets have been classified as children who are at risk, children who need protection and the children who are in danger. The world child labour is not permanent. The children who are below 14 and working somewhere are called child labour, according to 1986 act.

According to ILO convention on child labour, defines as children below 18 years.

1. Children with minimum age, and doing work, cannot develop in their career.
2. Work spoils physical and mental growth of children. The work they do may be dangerous.
3. International means of child labour is nothing but slavery, illegal export, and indebted slavery, compulsory child labour due to their parents' debts, prostitution and illegal activities.

### **RTE 2009**

RTE is an act introduced in assembly also is an historical event. The assembly should know the barriers in the implementation of RTE.

Family members also should know the importance of education to children. Everybody should know what is a right? Do children have any rights? The children and their families may not know there are some rights to children. There had been a long fight against child labour.

The right to education was written in constitution. According to the National Population Survey 2001 and 2011 it is understood that there are many child labour in India. Many children are out of school and in different works.

The parliament made an act to control child labour and trifled to implement seriously. After that the enrolment in schools Contemporary India and Education 26 Contemporary India and Education 27 has been increased. Parents should know the importance of education.

The Teachers should understand the problems of children and educate the children and parents about the importance of education.

### **Recommendations for implementation.**

Children should be enrolled in schools. RTE can be implemented with following actions.

1. Poverty should be eradicated. Parents should lead a good livelihood and they should never depend on children's income.

2. Family should know the importance of education and family members should be educated towards their breed winning activities.

3. Act should be implemented strictly. Trained teachers should be appointed in schools. Teachers should reach the needs of their students.

4. Teachers should develop friendly nature among children and educate the children about social issues. Actions to be taken related to child labour

5. Management should promise against child labour and they should not appoint any child as labour in their offices.

6. Fast track courts are established to controls child labour taking their example managements should not appoint any children in their offices.

7. Salaries should be paid equal to the labourer's work.

8. Authorities concerned should visit and go for rides to punish the managements having child labour.

8. Government should provide job opportunities to the .families under NREG's and SQSy.

9. State legal nodal body should be appointed to supervise NCLP system.

10. Providing job opportunities to the parents of child labour should be a social responsibility to everybody.

11. Civil society groups should work to control child labour, in the same way the people in the society should involve in the control of child labour.

## **Differently able children and Indian Constitution.**

### **The disabled and the constitution:**

The Constitution of India applies uniformly to every legal citizen of India, whether they are healthy or disabled in any way (physically or mentally). Under the Constitution the disabled have been guaranteed the following fundamental rights.

1. The Constitution secures to the citizens including the disabled, a right of justice, liberty of thought, expression, belief, faith and worship, equality of status and of opportunity and for the promotion of fraternity.

2. Article 15(1) enjoins on the Government not to discriminate against any citizen of India (including disabled) on the ground of religion, race, caste, sex or place of birth.

3. Article 15(2) states that no citizen (including the disabled) shall be subjected to any disability, liability, restriction or condition on any of the above grounds in the matter of their access to shops public restaurants hotels and places of public entertainment or in the use of wells tanks bathing goat roads and places of public resort maintained wholly or partly out of government funds or dedicated to the use of the general public. Women and children and those belonging to any socially and educationally backward classes or the Scheduled castes & Tribes can be given the benefit of special laws or special provisions made by the State.

4. There shall be equality of opportunity for all citizens (including the disabled) in matters relating to employment or appointment to any office under the state.

5. No person including the disabled irrespective of his belonging can be treated as an untouchable. It would be an offence punishable in accordance with law as provided by Article 17 of the constitution.

6. Every person including the disabled has his life and liberty guaranteed under Article 21 of the Constitution.

7. There can be no traffic in human beings (including the disabled) and beggar and other forms of forced labour is prohibited and the same is made punishable in accordance with law (Article 23)

8. Article 24 prohibits employment of children (including the disabled) below the age of 14 years to work in any factory or mine or to be engaged in any other hazardous employment. Even a private contractor acting for the Government cannot engage children below 14 years of age in such employment.

9. Article 25 guarantees to every Citizen (including the disabled) the right to freedom of religion. Every disabled person (like the non disabled) has the freedom of conscience to practice and propagate his religion subject to proper order, morality and health.

10. No disabled person can be compelled to pay any taxes for the promotion and maintenance of any particular religion or religious group.

11. No disabled person will be deprived of the right to the language, script or culture which he has or to which he has or to which he belongs.

12. Every disabled person can move the Supreme Court of India to enforce his fundamental rights and the rights to move the Supreme Court is itself guaranteed by Article 32.

13. No disabled person owning property (like the non disabled) can be deprived of his property except by authority of law though right to property is not a fundamental right. Any unauthorized deprivation of property can be challenged by suit and for relief by way of damages.

14. Every disabled person (like the non disabled) on attainment of 18 years of age becomes eligible for inclusion of his name in the general electoral roll for the territorial constituency to which he belongs.

#### **Education law for the Disabled**

The right to education is available to all citizens including the disabled. Article 29(2) of the constitution provides that no citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on the ground of religion race caste or language.

Article 45 of the constitution directs the state to provide free and compulsory education for all children (including the disabled) until they attain the age of 14 years. No child can be denied admission into any education institution maintained by the state or receiving aid out of state funds on die ground of religion race caste or language:

#### **RTE ACT (2009) & disabled children**

The right of children to free and compulsory education (RTE) Act, 2009 passed by the Indian parliament mandates free and compulsory education of all children of 6-14 years age until they complete elementary education in a neighbourhood school. However there is an important concern over implementation of RTE Act in the school system with reference to the RTE special training or instruction its modalities and execution for children admitted under age appropriate admission.

The states are expected to respond to the situation arising our of the implementation of the act. States and UTs are required to pay special attention to cope with the situation in terms of appointment of qualified teachers, development of special training programmes for

out-of -school children admit to age appropriate classes and preparation of relevant teaching learning materials for them.

Similarly there is an urgent need of taking appropriate steps for inclusive education of children with disabilities by providing teaching learning materials, aids and appliances in accordance with nature and needs of each disability, suitable infrastructural modifications, and training of regular teachers and school-based appointment of special teacher. There is also a need for organising programmes for community awareness and attitude change in order to make school for all children.

Home-based education has to be given to children suffering from multi-disabilities, severe and profound disability conditions.

**Attitude towards the girl child and her participation in schooling punishment, abuse and violence in schools.**

**Attitude towards the girl child and her participation in schooling**

Under Right to Education Act (ATE), the government provides Kasturba Gandhi Balika Vidyalayas (KGBV) which is residential schools in educationally backward blocks at upper primary level for girls belonging predominantly to the schedule castes, scheduled Tribes, Other Backward Class and minority Communities. According to the MHRD (2011), KGBVs are set up in educationally backward blocks, where the female rural Contemporary India and Education 30 literacy is below the national average (i.e. below 46.13% as per Census 2001) and gender gap in literacy is above the national average of 21.67%. Girl child education is affected by many issues such as poverty, social values, inadequate school facilities, shortage of female teachers, and gender bias in curriculum.

Access to education has been one of the most pressing demands of the women's rights movements. They have to face challenges and hindrances from familiar to societal levels. Firstly they are not sent to schools, as they are deployed in household chores. In case they are enrolled in schools, there are various issues related access, transport, safety and quality. Some parents fear to send their daughters to schools because the way to schools is not safe. The girls might have to cross highways, bridges, railway tracks, forests, etc...And if there is no escort, it is not safe for the girls. This leads to girls being drop-outs or out of school. Secondly, infrastructural facilities at schools might pose a demotivator. Inadequate toilet facilities force the girls to go in the open fields to urinate/defecate.

Thirdly, inadequate female staff is also a problem. Often male teachers are insensitive and may misbehave with girl students. Girls might have to suffer overt and tacit form of discrimination embedded in school environment. In case the girls are differently-abled things change altogether as they might be deprived from education altogether as they might be deprived from education altogether. As far as opportunities are concerned, the government makes sure to provide primary schools and an upper primary school at 1km and 3km distance respectively. Also, separate toilets for girls are made mandatory under SSA. Recruitment of female staff is also essential for schools.

There are entitlements for girls children to retain them to schools once they are enrolled.

The Right of children to Free and Compulsory Education (RTE) Act, 2009, which has come into force with effect from April 11, 2010, prohibits 'physical punishment' and 'mental harassment' under section 17(1) and makes it a punishable offence under section 17(2). These provisions are as of: Section 17, prohibition of physical punishment and mental harassment of child -

1. No child shall be subjected to physical punishment or mental harassment.
2. Whoever contravenes the provisions of subsection (1) shall be liable to disciplinary action under the service rules applicable to such person.

Sections 8 and 9 of the RTE Act place a duty on the appropriate Government and the local authority to "ensure that the child belonging to weaker section and the child belonging to disadvantaged group are not discriminated against and prevented from pursuing and completing elementary education on any grounds."

The RTE Act does not preclude the application of other legislation that relates to the violations of the rights of the child, for example booking the offenses under the IPC and the SC and ST Prevention of Act of 1989.

#### **Definition of Corporal punishment**

At present there is no statutory definition of corporal punishment of children in the Indian law. Definition of corporal punishment can at best be only indicative. In keeping with the provisions of the RTE act 2009, corporal punishment could be classified as

- a. Physical punishment
- b. Mental harassment and
- c. Discrimination

Corporal punishment will also include all forms of sexual offences as per the protection of children from sexual offences act 2012.

### **Physical punishment**

The United Nations Committee on the Rights of the child defines "corporal" or "physical" punishment as any punishment in which physical force is used and intended to cause some degree of pain or discomfort, however light. Examples of physical, punishment include but are not restricted to the following.

a. Causing physical harm to children by hitting, kicking, scratching, pinching biting pulling the hair boxing ears, smacking, slapping, spanking with or without any implement (cane, stick, shoe, chalk, dusters, belt, whip, giving electric shock etc...)\

b. Making children assume an uncomfortable position (standing on bench, standing against the wall in a chair-like position standing with schoolbag on head, holding ears through legs, kneeling etc.):

c. Forced ingestion of anything (for example: washing soap mud, chalk, hot spices etc,)

d. Detention in the classroom, library, toilet or any closed space in the school. Mental harassment is understood as any non physical treatment that is detrimental to the academic and psychological well being of a child.

It includes but is not restricted to the following.

a. Sarcasm that hurts or lowers the child's dignity.

b. Calling names and scolding using humiliating adjectives, intimidation.

c. Using derogatory remarks for the child, including planning of slogans.

d. Ridiculing the child with regard to her background, status parental occupation, caste or with regard to her health status or that of the family -especially especially HIV/AIDS and tuberculosis.

e. Belittling a child in the classroom due to his/her inability to meet the teacher's expectations of academic achievement.

f. Using punitive measures to correct a child and even labelling him/her as difficult; such as a child with attention deficit hyperactivity disorder who may not only fare poorly in academics, but also pose a problem in management of classroom behaviour.

g. Shaming' the child to motivate the child to improve his /her performance.

h. Ridiculing a child with developmental problems such as learning difficulty or a speech disorder, such, as stammering or speech articulation disorder. Discrimination is understood as prejudiced views and behaviour towards and child because of her/his caste / gender, occupation and region or non-payment of fees or for being a student admitted under

the 25% reservation to disadvantaged groups or weaker sections of society under the RTE, 2009.

It can be latent or manifest and includes but is not restricted to the following.

a. Bringing social attitudes and prejudices of the community into the school by using belittling remarks against a specific social group or gender or ability / disability.

b. Assigning different duties and seating in schools based on caste, community or gender prejudices (for example, cleaning of toilets assigned by caste; task of making tea assigned by gender).

c. Commenting on academic ability based on caste or community prejudices.

d. Denying mid-day meal, library books, and uniforms, sports facilities to a child or group of children based on caste, community, religion or gender.

e. Deliberate neglect.

### **Constitutional Provisions**

- ❖ Article 21 of the Constitution of India which protects the right to life and dignity includes the right to education for children up to 14 years of age. Corporal punishment amounts to abuse and militates against the freedom and dignity of a child. It also interferes with a child's right to education because fear of corporal punishment makes children more likely to avoid school or to drop out altogether.
- ❖ Hence, corporal punishment is violative of the right to life with dignity.
- ❖ Article 21 A of the Constitution provides that "the State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine."
- ❖ This fundamental right has been operationalised with the enactment of Right of Children to Free and compulsory Education Act, 2009. + Article 39 (e) directs the State to work progressively to ensure that "the tender age of children are not abused".
- ❖ Article 39 (f) directs the State to work progressively to ensure that "children are given opportunities and facilities to develop in a healthy manner and in conditions of freedom and dignity and that childhood and youth are protected against exploitation and against moral and material abandonment."

### **Protection of Civil Rights Act, 1955**

Various provisions of the Protection of Civil Rights Act, 1955 can be used to prosecute a person / manager / trusted as well as warrant resumption or suspension of grants made by the Government to the educational institute on or hostel on the ground of untouchability.

### **The Protection of Children from Sexual Offence Act, 2012**

The act protects children from offences of sexual assault, sexual harassment and pornography and provides for establishment of special courts for trial of such offences and for matters connected with or incidental thereof. India is a signatory to the United Nations Convention on Child Rights (UNCRC).

Article 19 of the UNCRC states: State parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parents, legal guardians or any other person who has the care of the child.

Thus the provisions in the RTE Act banning corporal punishment and mental harassment are in consonance with the spirit of Article 39 (f) of the constitution, the National Policy on Education and the UNCRC.

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## UNIT – 3

### CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES

#### Meaning, need and importance of Equality of Educational Opportunities.

##### Meaning of Equality of Educational Opportunity.

The concept of equality of educational opportunity has passed through various stages of evolution in history at present equality of educational opportunity has been interpreted as "the opportunity to start together, to benefit from staggered starts, to remain on the same track and to run or progress together".

1. According to NPE (1986), Equality of Education means to provide for equal opportunity to all not only in access but also in the conditions for success. Equality of education opportunity has been taken as equalization of access by suitable manipulation of educational inputs (like physical facilities, equipment in schools, and quality of teachers, curriculum, and financial assistance for the poor).

2. to others it has meant an equalization of results of education as well, that is equalization of educational achievement and benefits according from its.

3. Till date the terms equality of educational opportunity was generally interpreted as openings of schools within walking distance for children, providing residential facilities to children, admission of children of all communities to schools, reducing the dropout rate and increasing the retention rate of children through various measures, provision of non-formal education centres for the non-attending children, grant of pre-metric and post-metric stipends and provision of various ancillary services to facilitate schooling of children.

It is a common observation that such provisions have either not been fully utilized or not understood in the right perspective by the beneficiaries concerned.

1. Economic poverty, though a major reason, is not the only constraint in the educational development of the educationally backward sections of Indian society. There are other factors, such as social and psychological restraints; lack of motivation in children vis-à-vis their education, a low self-concept of their parents, inadequate facilities in homes, the passive attitude of teacher to the educational progress of learners from backward communities and soon.

Teacher's active participation in the educational development of these communities in general, and individual attention to their children in particular, will definitely pave the way

for their success in education. + In the independent India, one of the main concerns of the government and the educational administrators to equalize educational opportunity.

This means education should go down to every citizen of India, every SC, every ST, every girl, and every rural child and to every economically poor child.

### **Need of Equality in Education**

The need for focusing attention in equality of education opportunity is due to the following reasons.

- It is required for establishing a society which ensures the same equality and social justice for all.
- Through education, the success of democratic institution is assured.
- Equality of educational opportunities will ensure advancement of the nation. Education as human resource development enriches the individual and hence the whole society.
- Specialized abilities and talents be discovered and society at large will be benefit.
- Close link between manpower needs of this society and availability of skilled personnel will be established. Importance of Equality in Education In a democratic social system, all individual citizens should be treated as equal; they must be given equal opportunities for reaching the goals.
- Education is one of the most important ways of getting upward mobility. Through education, the individual aspires to achieve higher status, position and income. Equality of education opportunity can be viewed through four angles:
  - Understanding of the concepts and the need of the equalization of educational opportunity.
  - The problems faced in the provision of such opportunities.
  - The recognition of the educational system for the achievement of the target of an egalitarian society, and
  - The situation regarding equalization of educational opportunities in the industrialized society and its implication for Indian education.

**provisions of equality of educational opportunities in our constitution. a) Women b) SC/ST students c) Disabled children d) Minorities**

**Constitutional provisions of Equality' of Educational Opportunities in India.**

Provision of equality of educational opportunity is the demand of modern times. This universal demand arises mainly from two considerations. "Firstly, there is the purely ideological reason that the right of education is a Universal human right. Art 26(1) of the Universal Declaration of Human Rights mentions it as such. From this point of view, education is a fundamental right and on no ground (caste, colour, creed, race, etc) can anybody be excluded from exercising this right.

The second reason for this demand arises out of the desire people for more and more education. People believe that more education can improve their socio-economic status. Let us now discuss the provisions for promoting equality of educational opportunities with special reference to SC/ST, (Scheduled Castes, Scheduled Tribes) girls and disabled children.

**a) Provision of Equal Opportunity of Education to Women**

From the earliest records that we have of the Aryan civilization we find that the woman has been an equal partner

- i. The teacher's example in his/her own behaviour towards . students belonging to Scheduled Caste and Scheduled Tribe communities is the most powerful way to build up a congenial climate.
- ii. As a rule, the school staff should seek, provide and ensure non-discrimination between the children of Scheduled Castes, Scheduled Tribes and other communities.
- iii. Use of caste name or derogatory words while calling roll calls or naming children should be avoided.
- iv. Teachers' should lead all the children equally to participate in the curricula and co-curricular activities of the school including games
  - v. Frequent meetings between the staff school teachers, and parents of Schedule Casts and Schedule Tribes children should be arranged. At these meeting details of the schemes for promoting education among Schedule Castes and Scheduled Tribes should be explained. It should be impressed upon them that they must continue the education of their children. Special attention should be paid to motivating them for the education of girls.

vi. If there is an adult education centre in or around the school, teachers should suggest to illiterate parents the advantages gained by attending functional literacy classes in the centre.

**c) Provision of Equal Opportunity of Education for Disabled Children-**

Impairment, disability and handicap are not synonymous terms these are distinct and separate terms. A child might have a physical impairment and be disabled but may not feel handicapped at all. Another child who has no physical impairment is not disabled and is tremendously handicapped. Impairment refers to biological forces: the disability to how a culture deals with impairment and the handicap, to how the individual deals with physical impairment. It is important for the teachers to become familiar with these three distinct concepts.

**Impairment:**

Impairment is nothing but the physical defect of an individual. It is the biological aspect of life. It develops either due to overwork or accident or due to heredity factors. It decreases mobility, limits the range and depth of interpersonal and social relationships which causes psychological problems.

**Disability:** Disability is the behaviour evolving from the impairment. Impairment imposes limitations upon an individual's capacities and levels of functioning. Frequent or prolonged periods of hospitalization, medical treatment and need for special drugs may develop disability. Disability in these senses is temporary. Disability has a cultural aspect also. How the culture of a particular society deals with impairment, determines disability.

In most cases, the negative feelings and reactions from physically able children may develop a tendency towards disability. The visually impaired or the hearing impaired or the mentally retarded persons are permanently disabled. These impairments prevent them from the functioning in certain occupations.

**Handicaps:** Anything is a handicap, if it prevents someone from doing what he wants or ought to do. Handicap is a technical term which refers to conditions such as blindness, deafness or very low intelligence, which most people would agree are disadvantageous. But there is bound to be disagreements about where the lines are drawn between minor and real handicap and of course, there can be paradoxical cases, where real handicap is turned to advantage a beggar's livelihood from defect or deformity, a serious wound that takes the soldier away from the danger of fighting, a child's ailment that gains him special sympathy etc.

There are ten officially recognized categories of disabled children requiring special educational facilities- children who are (1) blind (2) partially sighted (3) deaf (4) partially hearing (5) educational abnormal (6) epileptic (7) maladjusted (8) physically handicapped (9) affected by speech defect and (10) delicate.

In modern sense, special type of education is prescribed to the disabled and gifted children, but not usually used with the majority of average children. Webster defines "special" as distinguished by some unusual quality, uncommon, noteworthy, extraordinary, additional to regular, extra or employed for a certain purpose in addition to the ordinary.

This meaning of "special" is applicable to special education, which aims at modifying school practices to help the students with unique, uncommon, unusual, quality. It also aims at the modification of school organization and instructional procedures used in general school system.

Seen from this angle, it appears that the national goals of development, integration, excellence, and equity cannot be fulfilled without ensuring that every child in the country crosses a minimum threshold of educational attainment. Even for facing the challenges of the world of today, a minimum level of education is essential for the development of individual personality, appreciation of the constraints and potentials of environment, internalizing a value system imbuing an awareness of social responsibilities and the acquisition of special capability to deal with life. In the years to come a general spread of this type of education will become crucial for survival. Hence universalisation of elementary education has to be one of the essential ingredients of national strategy.

Unless the disabled children get equal opportunity, we cannot achieve our national goal the main goal is to bring about effective and vocational possibilities, self-sufficiency, and independence of the disabled. Parents, educators and administrators are to work hand-in hand in order to achieve the marvel of integrated programme, for psycho-special adjustment of the disabled into the society.

#### **Recommendations of the NPE 1986 on Equal Opportunity of Disabled Children.**

The NPE 1986 states, the objective should be to integrate the mentally handicapped with the general community as equal, partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures will be taken in this regard.

i. Wherever it is feasible the education of children with motor handicaps and other mild handicaps will be common with that of others.

ii. Special schools with hostels will be provided, as far as possible at district headquarters, for the severally handicapped children.

iii. Adequate arrangements will be made to give vocational training to the disabled.

iv.. Teacher's training programmes will be reoriented, in particular for teachers of primary classes, to deal with handicapped children and with their special difficulties.

v. Voluntary effort for the education of the disabled will be encouraged in every possible manner.

### **Minorities Education.**

The Constitution of India-the charter of India's freedom is a unique and rare blueprint of democracy. As it embodies India's full self-expression and mirrors the hopes and aspirations of people. It is but natural that education should find an honoured place in the document. Therefore the framers of the Constitution made some vital provisions for the spread of education in this country.

The constitution provides adequate safeguards for the educational and cultural interests of the minorities. Article 29 of the Constitution guarantees the rights of the minorities and state that "any section of the citizens residing in the territory of India or any part thereof, having a distinct language, script or culture of its, own, shall have the right to conserve the same" and it further declares that no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of the state funds, on grounds only of religion, race, caste, language or of them.

Article 30 of the Constitution reads that "all minorities, whether based on religion or language, shall have right to establish and administer educational Institutions of their choice", and adds that "the State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language".

To develop secular outlook among the people Article 28 guarantees freedom of religion in general and of worship in particular. However, it directs that "no religious instruction shall be provided in any educational institution wholly maintained out of State funds" and also provides that " no person attending any educational institution recognized by the State or receiving aid out of the State funds, shall be required to take part in any religious instruction that may be imparted in such institution or to attend any religious instruction that may be imparted in such institution or in any religious worship that may be conducted in any

such institution or in any remises attached thereto, unless such person, or, if such person is a minor, his guardian has given his consent thereto".

Article 350(A) provides opportunity for institution in mother tongue at the primary level.

It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups, and the President may issue such directions to any State as he considers necessary or proper for securing the provisions of such facilities.

According to 1981 census, the religious minorities constitute about 17.4% of the population of which Muslims are 11.4% Christians 2.4%, Sikhas 2% and Buddhists 0.7% and Jains 0.5%. Ministry of Home Affairs have identified Muslims and Neo-Buddhists as educationally backward at national level. It was agreed that the State governments may also identify other groups which are educationally backward at the state level. Special efforts need to be taken to bring these educationally backward minorities on par with the rest of the society and make them participate fully in the national developmental activities.

The National policy on Education 1986 states the following regarding education of minorities vide para 4.8 of the document:

“Some minority groups are educationally deprived or backward, Greater attention will be paid to the education of these groups in the interest of equality and social justice. This will naturally include the constitutional guarantees given to them to establish and administer their own educational institutions, and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of textbooks and in all school activities, and all possible measures will be taken to promote and integration based on appreciation of common national goals and ideals, in conformity with the core curriculum.

### **Ways and Means of Achieving Equality in Education**

In the Independent India, one of the main concerns of the government and the educational administrators is to equalize educational opportunity. This means education should go down to every citizen and to every economically poor child.

But this was not the case with the traditional society. In the traditional society, education was denied to SC, ST, to girls and to the rural folk. Education in the traditional society was only for a chosen few. This discrimination is to be rectified. This is why measures are taken to give equal access to education to all. This is democratic commitment.

E.L. Thorndike remarked, it is a crime to be illiterate in a democratic society". Education is a prerequisite for democracy. Democracy cannot function in an illiterate society. So democracy requires everybody to be educated. It is not only a democratic concern but also a need for the economic and social development of India.

**Inequality in schooling a) Public -Private Schools b) Rural - Urban schools c) Mass - elite schools d) Single teacher schools. Public Schools:**

The concept of public schools is colonial in nature aiming at providing education to children of haves. They are not within the reach of a common man. In 1856 the Bishop Cotton School the first public school was established by the British Government in Simla. The Bishop Cotton School laid foundations for other public schools like Maharani Gayathridevi Public Schools in Jaipur. Hyderabad Public School in Hyderabad, Delhi, Public School, Delhi etc.

**Special Features of Public Schools**

- ❖ Admission are based on written test and oral interview
- ❖ They charge heavy tuition fee and capitation fee
- ❖ They are totally residential reflecting home atmosphere for all students
- ❖ Teachers are paid better scales of pay and service conditions
- ❖ Moral values, self discipline are inculcated along with alertness, courage, co-operative living.

**Criticism against public Schools**

- ✓ Public schools are totally meant for rich and upper classes of the society. Good education, instead of being available to all children, or at least to all the able and talented children from every section of society is available only to a small minority who have got the capacity to pay.
- ✓ Economically privileged people are encouraged to "buy" education for their children. By segregating - their children such privileged parents prevent their children from sharing and experiencing the realities of life.

Kothari Commission while pointing out the demerits of public school concept emphasizes whatever its past history may be, such a system has no valid place in the new democratic and socialistic society we desire to create.

### **Private Schools:**

To fulfil the educational needs of people even from the British period the private enterprises has a biggest contribution in the field of secondary and higher education. Basing on the recommendations of Wood's Dispatch, the government is allotting huge grants for these private schools. The number of private schools has been expanding during the last three quarters of the 20th century. The private schools are serving more than 69% of secondary school going population. The private schools occupy an important place in the field of education and sharing the responsibility of expanding education with the government. Private schools are managed either by a single person or by a managing committee.

### **Advantages of private schools:**

1. In these schools the staff is directly answerable to management. So, they do their work with good responsibility.
2. The private schools have the opportunity to change some rules and regulations regarding administration and other matters according to their need.
3. Proper discipline will be developed both in the staff and students.
4. They try their level best to raise the educational standards.
5. Proper recognition will be given for individual efficiency.
6. Education will be imparted through efficient teaching staff.
7. Teachers are solely responsible regarding student's behaviour and standards.
8. They pay due attention to various types of co-curricula activities.
9. Individual attention will be paid in these schools.
10. Management supervises very frequently the work of the staff thereby the staff will be alert in discharging their duties.

### **Disadvantages**

1. Majority of the schools appoint unqualified persons as teachers.
2. Teachers are ill paid.
3. Parents are forced to pay donations.
4. They collect more fees.

5. They follow short cuts pass their students in examinations.
6. Service conditions of the staff are not good. Staff may not have retirement benefits.
7. Teachers pupil ratio may not be as per the rules.
8. Classrooms are crowded with more number of students and this causes frustration among the staff members.
9. Unnecessary interference of management in all matters causes frustration among the staff members.
10. Partiality will be shown in these schools on some staff.
11. These schools do not have proper supervision by the government.
12. One may not find good physical conditions in al private schools like laboratories, library, and play materials.
13. These schools always pay their attention towards the public examinations and may not pay due attention on the overall development of the personality of the child.
14. In appointing staff also they follow their own methods.

### **b) Rural Vs Urban School :**

There are many differences to provide good facilities and opportunities between rural and urban area primary and high schools.

The following issues will be expressing the rural and urban area school in various states in India through the research.

Rural education has been still developing in India, not completed, because of the reason that the rural schools are still in poverty. There are no basic amenities to reach the rural area schools for the students. They have to go on fast. We can observe some of the schools have no basic amenities. Basic amenities, like drinking water, are not provided in some of the schools in rural areas.

There is no qualitative education. We can identify some reasons like low salary, negligence and abscond. Government has done many programmes and activities to develop the school education. But there was no change.

### **Comparison of Rural vs Urban schools in India.**

1. More schools in towns and cities, but fewer schools in rural areas.
2. Transport facilities are available in urban areas but rural area students have to go on foot miles of distance.

3. Basic amenities, like drinking water, are available in a few schools in rural areas.
4. Qualitative education is available in urban area. But we can't notice in the rural area schools.
5. Computer education is given high importance in urban areas whereas very few schools in villages give computer training.
6. Video aids and audio aids are available for urban area schools, but not available in rural area schools.
7. Physical facilities, like furniture, are available in urban area schools, minimum facilities are also not available in rural area schools. The students sit on the floor.
8. Modern facilities, like computer, internet, are available in urban area.
9. Teachers have been using laptops, printers and notes while teaching, but no such facilities for rural area students.
10. Apart from the course curriculum, urban schools are able to involve pupils in other activities like sports, games, debate, quiz, etc. so the urban area students will be developed.
11. If we develop these activities the students will be developed as "all rounder".

**C) MASS - ELITE SCHOOLS** : Individuals who are from wealth section of the society always have the privilege to reach out for better schools and institutions. While those from the deprived section are prone to lower quality, in the process the system contributes to deepening chasm. On the other hand, the educationally enlightened group gains more access to political and economic system turning them to be favourable to suit their interest of their own kinds. Such a structure has an adverse effect on the deprived section affecting them from multifarious direction. It is evident from the observation that if educational inequalities can be decimated, a huge change will follow in the social structure. However, to obtain the very change educational disparity, impetus from political and economic sector is inevitable. The gradual change in the economy of the country has influenced education in diverse way.

Government has taken extensive initiatives to develop the system to be holistic and equally delivering. The gap is being created by the private players that have turned education to a lucrative business. The equation of investment to create profit has rendered private education a competitive edge. This competition to provide quality in education has taken some of the institution to heights with global standard. In the same time, this also has an adverse effect creating more spaces dividing privileged and under privileged education.

## **SINGLE TEACHER SCHOOLS:**

In old days the concept of a single teacher school was different from what we have today. There used to be one teacher and ten to fifteen students at different levels of learning. His task was slightly easier as the group was manageable enough and he could distribute his time and pay attention to each and every individual. Each student was a class in him and monitors (seniors) were a great help to him.

But now with the introduction of class system, the concept has radically undergone a change. One teacher has to handle 1st to 5th classes having as many students as possible in the same class. There may be all types of students, i.e., intelligent or dull or average. He is to handle the entire class in such a way that every one follows him. And then he has to handle from 3 to 5 classes.

His job is, thus, more difficult. It is made cumbersome by the fact that he is also to look after the official or a part of his work and devoted himself entirely to teaching learning process and had rarely the worries of his home being a brahmachari in a majority of cases. Of course, monitors may help the teacher here also, but the urchins being in large number in a class may not obey them.

### **Advantages and Reasons for Existence of Single Teacher Schools.**

**1. Expansion of primary education** can be affected by opening only single teacher schools, particularly at those places where the children of school going age are comparatively less. We cannot ignore their education simply because they are not large numbers and as such they do not deserve a school. Backward areas are reached through these only.

**2. Meeting old loyalties:** In good old days, single teacher schools met what we call family loyalties, i.e., guru would be the teacher of the entire family for years to come. There was hereditary association with a teacher or a family of a teacher and only to those teachers parents would send their children. It had, thus, a sentimental background and it was, thus a matter of faith and those teachers in return come up to the expectations of parents. The standard of education was, thus, high. It may be a reason today.

**3. Cordial:** Relations between a pupil and a teacher in a single teacher school are most intimate. Individual attention can be satisfactorily paid.

**4. Monitorial system:** Single teacher school system gave to us the monitorial system which had its own advantages.

**5. Economical:** The single teacher school system is economical also. We have one teacher instead of the usually three or four even at the elementary stage.

**6. Easy to start :** Our difficulty of recruiting large number of people willing to serve in villages is also satisfactorily overcome when we have to only look for one person who may be willing to go there to work. It is comparatively easier task.

7. One teacher who will be overall in charge of the school (in the old sense, of some pupils) was held and can be held responsible in place of 4 or 5 for poor results or for any other mishappening in the school, for everybody's responsibility is no body's responsibilities.

**8. Unemployment solved:** Single teacher school is one approach to meet the unemployment problem.

**9. Punishment to errant teachers:** As a matter of punishing an errant teacher we must have such schools where such teacher can be sent who deserves some punishment. The tragedy is that he may prove more harmful there as he will play with the lives of the children uninterruptedly. But it is a fact that the very thought of being posted at a lonely place will act as a preventive in the case of many mischievous ones.

**10. Makes teacher earnest etc:** Working in a single teacher school makes the teacher earnest, resourceful, tactful, am of courage and initiative. It will teach him how to handle and overcome any odd and demanding (sometimes unpleasant) situations.

**11. Minority needs:** Single teacher schools very well meet the needs of minorities, e.g. if in a student population of 2,000 there are 40 who want their education in a different language, we can start a single teacher school for them.

12. Greater individual attention can be pad in this system.

### **Disadvantages of single teacher school.**

**1. Can not stand pressure of Children:** Single teacher school cannot stand the pressure of large number of children seeking education. As such, it cannot do in cities. We have to open multi-teacher schools.

**2. Poor quality of Education:** Quality of education in single teacher schools was horrible. The teacher himself was ill-educated. Further, in the single teacher schools in good old days there was absolute lack of any syllabus or curriculum and that made the things worst. Even if syllabus was prescribed - who bothered? Teaching five classes and keeping five classes busy are two different thins. A teacher cannot teach five classes simply.

**3. Poor Pupil - Teacher contact:** Because of large number of students now in single teacher school, individual contact stands lost. This is true even in the case of multi-teacher schools.

**4. Teacher's misusing their powers:** Some of the teachers teaching in single teacher schools took these schools as their own kingdoms and misused, being little Hiders, the power and the public trust vested in them. They indulge sadly enough, the homosexual and other undesirable activities either deliberately or as a result of boredom which they experience at a lonely place or under pressure. It is a bad reflection on teaching community but it is painfully true.

**5. Poor respect for monitor:** Monitor, who was the right arm of the teacher and who made this system a success in good old days, is no longer respected. The system is not effective now. In old days only the intelligent ones will be the monitors but now a healthy lad who has physical muscles and has nuisance value or has failed once or twice or is a tout of the teacher will be made a monitor in the class. Naturally sensible students rebel against him.

**6. Corruption in promoting children:** from one class to another is one reason which led to the downfall of this system.

**7. By remaining away from link of activity** or away in the far flung places, intellectually decay sets in quickly in the, teacher.

8. Introduction of classes with graded curricula also led to their downfall.

But as we have already discussed in this History of this Single Teacher schools, we cannot do without these. It is true that every coin has got two sides and same is the case with single teacher schools. Why look to the bad side? The movement thus stands revived again and it has a large number of problems associated with it. We shall now have a look at those problems, suggest solutions which may lead to improvement in working of the single teacher schools.

### **Positive Discrimination & its issues in India**

**Meaning:** Positive Discrimination on action intended for the benefit of special categories of people or people belonging to weaker sections. These are the sections discriminated in legislative measures and social practices. The social dimension of the problem is not opposed by the equality dimension of justice. It is natural that positive discrimination is needed to the sections of the people who underwent neglect and injustice in the earlier times.

### **Positive Discrimination Programmes in India.**

Despite mixed results, India's positive discrimination (PD) programme ensures a minimum level of inclusiveness for disadvantaged groups and keeps discrimination issues in public view.

PD was instituted in India in the mid of 20th century.

Its normative justification was that historically marginalized disadvantaged groups could not compete on equal terms and required guarantees to create background conditions of equality.

PD serves the SCs, STs, other backward classes (OBCs) and Muslims. Programmes provide affirmative action of these groups in public employment, central and state legislatures and higher education.

PD, policies are rooted in the country's complex cultural diversity, composed of multi-layered identities encompassing language, religion. It has been viewed as an interim compensatory discrimination measure that would eventually help entrench Universalist norms of citizenship while PD's reservation (quota) system has increased the number of disadvantaged working in the public sector, jobs, most of these jobs are concentrated in the lower level of bureaucracy.

#### **Other Observations:**

1. While more SCs are receiving higher education, SC representation in higher level position has not increased commensurately.

2. SCs elected to "quota" legislative seats have never filled the majority of these seats. The number of SCs elected to unreserved seats remains small. Local legislative results are promising: The number of women and caste members entering local legislative bodies often exceeds the legislated 33 percent quota.

3. Political mobilization of caste groups has increased: political parties representing caste groups are gaining strength and numbers.

4. Caste identities have recently undergone fragmentation and entrenchment. Intra-group differences among OBCs have surfaced, as has upper-caste resentment against the reservation policy.

5. The middle class has expanded somewhat to include lower castes. However, SCs still have much lower landholdings than the rest of the population: they do not display the level of occupational mobility of other groups.

6. PD has failed to address the economic disadvantages of the vast majority of SCs and STs. Between 1983 and 2004-05, the number of below the poverty line has increased substantially.

**The quality concerns and issues of schooling : a) Universal Access b) Universal Enrolment c) Universal Retention d) Universal Success.**

a) **Universal access:**

Universal access to education is the ability of all people to have equal opportunity in education, regardless of their social class, gender, ethnicity background or physical and mental disabilities. Universal access to quality education is not a privilege- it is a basic human right. The term is used both in college admission for the middle and lower classes, and in assistive technology for the disabled. Universal access to education encourages a variety of pedagogical approaches to accomplish the dissemination of knowledge across the diversity of social, cultural economic, national and biological backgrounds initially developed with the theme of equal opportunity access and inclusion of students with learning or physical and mental disabilities, the themes governing universal access to education have now expanded across all forms of ability and diversity.

Universal access is to be envisaged in physical, social, cultural and economic terms - all interwoven in a common concept. This calls for a redefinition of some of the basic features of the Indian school. For instance, it is not sufficient to provide physical access to an orthopedically disabled child. I am equally critical that the disability of such a child is not seen in medical terms alone. The moment a barrier free physical access is provided, this child's disability disappears and she becomes as capable as the rest of her peers. In this sense, the disability is a social contract and the matter does not end by solving the problem at the physical level alone but demands a change in the mindsets of her classmates, teachers and the curriculum planners or text book writers. Similarly, in the case of a dalit child, access is as much a cultural question as it is one of a school being available in the neighbourhood. There are touching accounts of how alienating and humiliating school experience can be for children of the deprived sections of society.

This kind of alienation is equally visible in gender discrimination as it operates as a 'hidden curriculum' all the time an extension of patriarchy embedded in society. In these circumstances, children don't just drop out voluntarily but either they are pushed out or even walk out in protest. It is only when the school is able to create a new cultural ambience and a

child friendly curriculum that universal access would begin to mean more than just concrete, black boards or eves computers. In 2009 the House of Indian Parliament and the President of India both signed and approved a bill that would grant free law mandated education ages six to fourteen. It was a great step towards universal education for all.

**b) Universal Enrolment:** After looking to the provisions of school facilities in rural and urban areas, the next step is the universalisation of enrolment. This means that at children between the age group 6-14 be enrolled by the primary schools.

The Kothari Commission feels that the problem of enrolment in class I is of great significance. In all advanced countries the enrolment in class I is homogeneous and almost all children of the prescribed age groups are there in this class. But in our country, the picture is entirely different. Enrolment in class I have always been extremely heterogeneous, i.e., this class consists of children of different age groups. Its heterogeneity is being reduced very slowly.

**c) Universal Retention:** After the enrolment of the student in school is over, it is essential to see that they progress regularly from year to year. In other words, we must see that there is no stagnation in the school. Again we must see that the child does not leave the school before the completion of a prescribed course, so that there is no wastage.

**Problems related to Retention:**

1. Lack of interest regarding education among parents due to illiteracy.
2. Unattractive school environment.
3. Unattractive, unutilitarian curriculum.
4. Economic benefit from child after 9th year if stops education.
5. Faulty educational surveys regarding enrolment and retention of school children.
6. Low achievement and failure of children in examinations leading to wastage.
7. Frequent absence of children to school due to ill - health which causes failure and this leads to stagnation or wastage.
8. Social traditions and practices.
9. Non implementation of Child Labour act.
10. Because of lack of special schools for mentally and physically retarded children, they are joining in general schools. But they are unable to adjust themselves with behaviour of normal children and this leads them to leave the school in the middle without completing primary education.

In solving the problems related to retention, the teachers and schools managements should take proper care.

**d) Universal Success:**

To achieve universal success it is high time that all children, regardless of their gender, socio-economic background or circumstances, have access to free, compulsory and quality education.

So, teacher's commitment, competence and creativity is important to the success of children. Hence the conditions of services of teachers, salary are to be taken care of for the improvement of quality of learning environment is to be provided continuous supervision should i.e., taken, up. Primary education is to be evaluated continuously as so to improve and maintain quality.

Student who is admitted into primary schools should be able. To complete primary education from I to V classes within the scheduled period of 5 years. All must all children attending primary school should achieve the minimum levels of learning. No student should be retained in the same class for more than one year. Of all the students could complete the primary education within 5 years and if all children could get the minimum levels of learning. It leads to universal success.

**Following attempts should be undertaken to improve the status of the teachers:**

i) Remuneration of the teachers should be enhanced to attract better persons to the profession. The National Policy on Education, 1986 has also endorsed the review by stating that, "The pay and service conditions of teachers have to be commensurate with their social and profession a responsibility and with the need to attract talent to the profession".

ii) To make education universal the state must find resources to provide ancillary services such as school health, mid day meals, free supply of text books, writing materials, school uniform etc.

iii) The primary school curriculum should be covered through well planned projects.

iv) The Governments should provide suitable building to al the primary schools. For this purpose, village community should be persuaded to provide all the school facilities such as furniture's, chalks and blackboards etc. NPE, 1986 has pledged to provide essential school facilities to the primary schools over the country on priority basis, calling it as "Operation Black Board".

v) There should be Village School Committee in each village. Such a committee would look after the construction and maintenance of buildings, playground and school garden, provision for ancillary services, the purchase of equipment etc. To discharge the duties, the committee will have sufficient funds by way of donations and grain-in-aid from the state government.

Thus schools have to be able to offer comfortable environments / settings in order to stimulate the leaning experience of all pupils, for example countries' infrastructure, sufficient school buildings, adequate teachers, learning materials, interesting educational content, basic utilities such a electricity, water and sanitary facilities. Moreover, it is also important to give proper training and support for teachers.

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**UNIT – 4**  
**UNDERSTANDING EXCLUSION IN SCHOOLING**

**Meaning and Nature of Exclusion in schooling**

Exclusion means keeping individuals or groups away from all educational activities on the basis of political, social, Nationality, Caste, Gender aspects. In the society even now some sections of people are being kept a way from education.

**NATURE OF EXCLUSION**

All pupils in a school benefit when behaviour is good. High standards of behaviour are important in helping children to feel safe and learn, well, and parents and carers play a key part in this.

The government advises schools to focus on promoting positive behaviour, helping to build self-discipline and encouraging respect for others.

Exclusion from school is widely used as a disciplinary response to misbehaviour by students in the school system and the rate of exclusions is far higher during the secondary phase than the primary.

But schools also need sanctions to deter pupils from misbehaving. One of those sanctions is the use of exclusions.

There are two types of exclusions: Fixed Term Exclusions and Permanent Exclusions.

Exclusions is when a student is told they cannot come to school, either for a fixed term, that is, for a certain period, which could be anything from a few hours up to 45 days in one school year. The length of time for fixed term exclusion should be for the shortest time necessary, as it becomes more difficult for children to come back into school after few days of exclusion.

Pupils can also be excluded permanently, because of their behaviour. But it is the end of a long road, and should never be used lightly by a school. Schools have to keep to very strict rules about how and when they exclude students.

Permanent exclusion is a very serious move, and is generally a last resort, if all else has failed. A child can be permanently excluded because of a first offence if the offence is very serious, for example:

- ❖ Serious actual or threatened violence against another pupil or a
- ❖ Member of staff.
- ❖ Supplying illegal drugs.

- ❖ Carrying an offensive weapon such as a knife or
- ❖ Sexual misconduct.

**Forms of Exclusion, a. physical Exclusion b. Psychological Exclusion .**

**FORMS OF EXCLUSION**

**a. Physical exclusion:** This means that some types of students are not allowed to be educated in normal schools. This is called physical exclusion. Some children who have been suffering from mental disorders are excluded from general schools. Children with moderate mental retardation also called as trainable mentally retarded need special schools to meet their special needs (Environment friendly schools) with specially trained and special learning material (ex. Books in Braille Script) provided to them. Students with other disabilities, example, deaf and dumb, crippled and other disorders are excluded from general schools. The children suffering from these types of disabilities are excluded from the general schools.

**b. Psychological exclusion:** A classroom consists of heterogeneous group of people. All may not have the equal talent or potentiality. Basing on the IQ level, students are classified into three groups, namely below average, average and above average or extraordinary. Classroom comprises of students coming from rural or urban areas, students from rich or poor families, literate or illiterate parents, students with physical or psychological problems etc. All the children in the classroom irrespective of the differences mentioned above or irrespective of their caste, colour, and sex should be treated equally. All should be given equal opportunities to take part in curricular or co-curricular activities.

If anyone is denied this opportunity on any one ground, student cannot continue in the school further, this leads to psychological exclusion of students which further leads to drop out of the students from the school.

**Different types of differently abled children. Nature of the problems and their impact on learning**

In 1995 Act, recognized the following classification of differently abled children.

1. Visually Handicapped
2. Hearing Handicapped (deaf)
3. Speech and Hearing Handicapped (Dumb)

4. Locomotors Handicapped (Physically handicapped)

5. Mentally Handicapped.

Each of the above categories is further divided into four groups based on the severity of the handicapped. 1. Mild 2.Moderate 3.sever 4.profound or total handicapped.

1. **Visual impaired** : According to dictionary "blind" means absence of sight or inability to see. Signs: 1. Impaired vision, 2. vision loss.

**Education of the visually impaired:**

- Special equipment for teaching and learning of the blind.
- The child can learn about the size, shape, proportion, hardness of etc of an object through touching them. Teacher has to provide units of experience, their explanation and sequencing.

2. **Hearing Handicapped (Deaf):**

Persons with handicapped Act 1995 defines hearing impaired as inability of the person even in the better ear sounds above 60db.

**Signs:**

- Muffled hearing.
- Difficulty understanding what people is saying, especially when there are competing voices or back ground noise.

**Educating hearing impaired children:**

- ❖ Inclusion.
- ❖ Mainstreaming.
- ❖ Segregation.
- ❖ Exclusion.

3. **Mentally Disabled children:** Mental handicapped can be broadly defined in terms of growth of the brain and dev elopement of mental abilities.

**Signs:**

- ❖ Lack of curiosity.
- ❖ Inability to concentrate Educating mentally disabled children.
- ❖ More importance is to be given the training of household skills.
- ❖ They must be trained in oral communication skills.

4. **Loco -Motor Disabilities:** Loco Motor disability is defined in the persons with disabilities Act 1995, as disability of the bones, joints or muscles leading to substantial restriction of movement of the limbs or any form cerebral palsy.

**Signs:**

- ❖ Paralysis.
- ❖ Poor muscle control.
- ❖ Loss of limb Educational programmes to the loco motor handicapped.
- ❖ Transport facilities are to be provided.
- ❖ Special rooms for physical therapy should be provided.

**Measure to address the issue of learning of differently abled children and the professional preparedness of institutions.**

People, who would conventionally be categorized as disabled, use phrases like "differently abled" to refer to disabled people. This phrase is used because it supposedly humanizes disabled people by focusing on our abilities rather than on our impairments.

**Barriers for children with disabilities:** Many children with disabilities do not have the choice to attend their local community school, and may have to attend residential special schools far from their families and local community to receive any education because the local community school does not accept children with disabilities.

Children may be denied his opportunity to learn because teachers lack adequate competency and traditional teaching methods is not suitable or accessible to many children with disabilities.

Schools may only accept a limited number of children with disability, and may refuse entry to older children and those with more significant disabilities.

Well developed system of special schools may be resistant to inclusive education and may feel threatened by the proposed changes.

Lack of coordination across all education providers reduces the opportunities for children with disabilities to attend school and wastes valuable financial and human resources.

**Measure to address the Issue of learning of differently abled children:** 1.

**Recommendations for action by stake holders providing education:**

Government should provide education for all categories of children with disabilities who should be able to attend any regular school, and be accepted in the regular school, no matter what disability they have

**2. Schools, parents and community:**

Schools should work with parents of children with disabilities as partners in providing education and should involve them closely in the development and implementation of their children's learning programmes, including individualized education plans where appropriate.

**3. Enacting Legislation:**

Legislation is an important step in the process of turning educational policy into mandated provisions which must be carried out with in the school system.

**Professional preparedness of institutions:**

In accordance with the National policy on inclusive education, institutions such as Jawaharlal Nehru University (New Delhi), Osmania University (Hyderabad) have started providing different types of equipments including computer software, books in Braille, wheel chairs and hearing aids to the differently abled students. The University of Delhi and few other institutions in India have committed themselves to provide all possible facilities to the differently abled irrespective of visual, hearing orthopaedic, or other kinds of impairment.

**Understanding the different forms of socio - cultural and economic exclusion in schooling - caste, class, gender minority and other. Marginalized sections of the society.**

Indian primary schools had originated as vehicles to prepare local populations for caste mandated occupations. The primary school curriculum never intended to prepare students for secondary school.

After attainment of independence, more changes occurred in educational policies and curriculum. In the six decades after adopting the Indian constitution, children's access to primary level education has increased very much.

**Caste:** Sociological complexity of Indian life is the population's caste consciousness. Social inequality continues to be wide spread.

**Example:** Caste based discrimination in schools and classrooms.

**Class:** Class refers to economic class. The phrases lower class, middle class and upper class tend to be associated with employment status and income. Class in India is birth related. It is inherited from parent's status and it determines future opportunities. Sometimes people may move from one class to another with in some times one's life time.

**Gender differences:** In India gender based discrimination and exploitation including female infanticide, dowry deaths, and unequal wages, high levels of female Illiteracy, chronic diseases are wide spread. This disproportionate percentage of unschooled girls in an ongoing challenge to India progress to wards literate population.

**Minorities Education:** The framers of the constitution made some important provisions for the spread of education in the country. The constitution provides some safeguards for the educational and cultural interests of the minorities. The National policy on education also stressed the need to pay more attention to the education of the minorities in the interest of equality and social justice.

**Marginalized groups as a factor in Exclusion:** Marginalized people might be socially, economically, politically and legally ignored, excluded or neglected and, therefore vulnerable.

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**UNIT - 5**  
**SECONDARY EDUCATION CONCERNS AND ISSUES**

**The linkages of secondary school stage with primary and higher secondary stages of education**

Secondary stage of education plays an important role in our educational system this is a key stage for both primary and higher stages. If it is strengthened properly then the whole system of education is strengthened. This is a fact not only in our country but also in all parts of the world.

The secondary stage of education is a link for primary and higher stages of education for the following reasons.

1. There is a close relationship between primary and secondary stages of education. The quality of primary teachers depends upon the standards of education of secondary stage.
2. The students who got good education at secondary stage will shine in the higher stage.
3. The secondary stage of education is associated with the real life of the people in many countries.

**The secondary stage of education became weak for the following reasons:**

1. The extensive expansion of secondary education made the standards getting low.
2. The funds allotted to this stage of education is not sufficient to achieve the educational objectives.
3. This stage of education could not produce the teachers of good standards.
4. There is no importance for vocational education in this stage.

**Aims of secondary school stages of Education**

The secondary stage of education covers 3 years of academic study i.e from 8th to 10th classes. This stage occupies a strategic position in our educational system. It is a link between primary and higher stages of education. The following are the aims and objectives of secondary education that are formulated from the recommendations of various education commissions.

**Aims of secondary education according to secondary education commission (1952-53):**

1. To bring all round development among the learner.

2. To train the young mass of the country to be good citizens who will be competent to play their part effectively in the social and economic development of the country.
3. To promote social virtues, intellectual development and practical skills of students.

**Sociological understanding of universalisation of secondary school stages of education with respect to the following aspects. (a) Quantitative expansion. (b) Qualitative consolidation. (c) Equity perspective.**

**A) Quantitative consolidation:**

The Quantitative expansion of secondary education does not depend simply on the number of schools but on the facilities provided in those schools. The Quantitative expansion depends on the following aspects.

- a. Affective organisation of midday meal scheme.
- b. Distribution of free books and uniform to students.
- c. Providing scholarships.
- d. Proper functioning of school educational committees.

**B) Qualitative improvement of secondary education:**

In the field of secondary education emphasis was laid on qualitative improvement, vocationalization and control on quantitative growth. It is proposed that, new schools should not be opened without proper planning of secondary schools should be run in uniform pattern. Some new programs like socially useful productive work; better way of language teaching as a means of communication, teaching of mathematics and science, participation of students in social service, adult education programmes and literacy activities etc have been emphasized.

**Vocationalization of secondary education:** During this plan period many emphases had been laid on vocationalization of secondary education for the post school suitability of the students.

**Enrolment:** It is proposed to achieve better enrolment by utilizing the present secondary schools properly instead of open in new schools.

**Finance:** In the sixth five year plan Rs.300 corers have been allotted for secondary education. The seventh plan (1985- 90) reoriented the education system to prepare the country to meet the challenges of 21st century.

**C) Equity perspective:**

Equity in education has two dimensions. The first is fairness, which basically means make in sure that personal and social circumstances for example-gender. The second is inclusion, in other words ensuring a basic minimum standard of education for all. For example that every one should be able to read, write and do simple arithmetic. The two dimensions are closely intertwined.

**Issues in secondary school stages of education.**

**Privatization:**

Privatization is the change of hands managements, commitments and assessments from government state establishments to private organisations.

According to Barbara Lee and John Nellis privatization the general process of involving private sector in the ownership or operation of state owned enterprise.

United declaration of Human Rights declared its important first in 1948, then in 1966 stating that "Primary education she be free and compulsory and available to all".

**Objectives of privatization in secondary school stage of education:**

- ❖ Promotion of technological advancement.
- ❖ Providing quality education.
- ❖ Meet the education for international standards.
- ❖ Reducing gap between industry and education.

**Privatization being recommended in education due to following reasons:** Article 45 of the Constitution is meant for education of all children between the age group of 6 to 14 years.

- At the level of secondary, higher secondary and the college and university as well, public sector has played a dominant role in the development of education system.
- It is, therefore, being felt that the private sector be inducted in education. So that it can share the burdens of the state in funding education.
- At the elementary levels of education, the state-sponsored schools have been responsible for the spread of literacy, more especially in rural areas, but even in urban areas, bulk of the schools are state run or aided by the state.

**Merits of privatization:**

- The talent of students and teachers are recognized and rewarded.
- They can identify the hidden talents among children and develop creativity.
- Private institutions by providing transport facilities are coming to the door steps of the people.

**Demerits:**

- There won't be job security to the teacher.
- Education is not accessible to all because fee will be heavy for common people.

**Vocationalisation of Secondary Education:**

The UNESCO, in its recommendation of 1974 on technical and vocational education, defined vocational education as a "Comprehensive term embracing those aspects of the educational process involving, in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understandings and knowledge relating to occupations in the various sectors of economic and social life. Such an education would be an integral part of general education and means of preparing for an occupational field and an aspect of continuing education.

Vocationalisation of higher secondary education aims at increasing employment potential of the people through education for self-employment with emphasis on agriculture and related occupations. Including miniature, small, cottage and agro-industries and through preparation for specific competencies in different vocations.

**Vocationalization of Education is needed:**

- To prepare required level of man power.
- To provide the general educational attainments and to impart skills needed for employment.

**Reasons for vocationalization of education:**

- Vocational education is the only hope of the children with lower intelligence.
- To make the education economically self-sufficient.
- Vocational education bridges the gulf in the society.
- Educative efforts become purposeful.

## **Curricular, pedagogical and Examinations reforms in Secondary school stages of Education.**

### **Reforms in Secondary School Stages Education :**

Curriculum is a set of planned activities which are designed to implement well defined educational aims in terms of the content of what is to be taught and the knowledge, skills and attitudes which are to be deliberately fostered, together with statement of criteria for selection of content, and choices in methods, materials and evaluation. Curriculum is a source of everything that is done in classrooms and schools towards children's education. It tells us what is worth teaching, how much should be taught and in what sequence, with what methods and materials, how learning should be assessed, teachers must be prepared schools monitored, curriculum is the source of all works related to education.

### **Curricular reforms is the regular activity.**

As we are living in a dynamic society, the dynamism should reflect in curricular reforms. Reforms should be based on certain directions. The following are some of the major directions in deciding curricular reforms.

#### **RTE 2009 and quality aspects:**

1. Conformity with constitutional values.
2. All round development of the child.
3. Building of the child's knowledge, potentiality and talent.
- 4) Development of physical and mental abilities to the fullest extent.
- 5) Learning through activities, discovery and exploration in a child friendly and child centered manner.
- 6) Making the child free of fear, trauma and anxiety and helping the child to express views freely, no punishments, child abuse etc.
- 7) Comprehensive and continuous evaluation of child's understanding, knowledge and the ability to apply them. These factors can be deemed to provide a comprehensive coverage of the indicators of a child centered curricular policy for the school education.

#### **According to National Curriculum Framework 2005 - Guiding Principles include the following aspects:**

- ❖ Connecting knowledge to life outside the school,

- ❖ Ensuring that learning is shifted away from rote methods,
- ❖ Enriching the curriculum to provide for overall development of children rather than remain textbook centric,
- ❖ Creating multiple tests from given text,
- ❖ Teacher role from teaching to facilitator
- ❖ Sharing ideas and collaborative learning
- ❖ Scope must be given for divergent responses in place of as single answer.

**Learning must be multi disciplinary:**

- ❖ Child must be an active participant rather than a recipient of information.
- ❖ Learning must provide variety and challenge, and be interesting and enjoyable.
- ❖ Learning takes place both within and outside school. Learning is enriched if these arenas interact with each other.
- ❖ Children, learn in a variety of ways; through experience, making and doing things, experimentation, reading, discussion, asking questions, listening, thinking and reflecting, expressing oneself in speech, movement of writing - both individually and collaboratively.
- ❖ All children are naturally motivated to seek and are capable of learning .
- ❖ Making examinations more flexible and integrated into classroom life.
- ❖ Nurturing an over riding identify informed by caring concerns within the democratic polity of the country.

**State Curriculum Frame Work - Perspectives:**

- ❖ From Teacher centred to learner centred.
- ❖ From Teaching to Learning.
- ❖ From Textbook oriented to experiential oriented.
- ❖ From Lecture method to activity based.
- ❖ From memorizing the knowledge to construction of knowledge.
- ❖ Cooperative, collaborative and communicative classroom and learning.
- ❖ Continuous and comprehensive evaluation becomes part and parcel of learning and recording learner development continuously.
- ❖ Child is given importance and the curriculum is learner centred learning through engagement of children in challenging activities, projects.
- ❖ Focus on learning environment and on student learning outcomes.

- ❖ Assessment is continuous and comprehensive, focus on assessment for learning, evaluation system de-emphasis memory.
- ❖ Life skills to be reflected in the competencies.
- ❖ Values to be integrated with classroom activities.
- ❖ To develop teacher made test papers and implement formative assessment and help child to improve learning.
- ❖ Use of ICT in classrooms.
- ❖ Teacher's work collaboratively breaking the style of working in isolation and take up whole school based programs.
- ❖ Curriculum and text books reflecting our democratic and secular heritage.

## **B. Reforms in secondary school Stages Education :**

### **Pedagogical Methods**

The National Curriculum Framework - 2005 has made several radical proposals to revisit the very character of knowledge, shift to a new pedagogical approach and change the entire examination system. Such changes are urgently required to make sure that the nation is freed of this phenomenon of "mass scale failure".

Contemporary pedagogical practices are characterised largely by lectures where students are passive listeners. Such kind of Processes contribute at test to lower order cognition, memorization and fragile learning; together, they make grand nexus for large -scale failing in examination. Students lack problem - solving ability, higher order thinking and cognition and creativity. Most importantly, they miss out on 'learning to know' or learning to learn. If the new generation secondary education sets its targets for students to be able to think critically solve problem individually and collectively, be creative, teaching-learning must undergo a paradigm shift. Pedagogy must bring students at the centre of stage where they primarily learn to learn through peer interaction, problem solving, experiential learning,. Research as a tool for learning is quite common all over the world; introduced even at the pre-primary stage. Indeed, by the time students, are in the 9th 10th standards they should become researchers to be able to crack problems, contemplate solutions, explore and experiments alternative and creative ways of problem-solving.

## **C. Reforms in Secondary School Stages Education :**

### **Examinations**

Universalisation of Secondary Education gives opportunity, to move towards equity. In order to meet the challenge of Universalisation of secondary Education, there is a need for a paradigm shift in the conceptual design of secondary education. The guiding principles in this regard are: Universal Access, Equality and Social Justice, Relevance and Development and Curricular and Structural Aspects.

The performance of students in examinations within the government school system suggests that teaching and learning in classrooms is weak across States. In the model that is currently practiced in classrooms, instruction upholds rote learning and memorization. Class sessions consist of teachers lecturing from the text book and asking closed questions requiring answers from the textbook.

The low participation rate of students in rural areas in the science stream is a significant concern and as mentioned earlier, indicates students' lack of confidence in learning science (possibly due 'to weak upper primary education) and weak instruction in classrooms. In this scenario, positioning would not involve a revision of curricular or examination content here the subject content knowledge of teachers and the introduction of a clear accountability frame work would be important.

Conventionally, education system, particularly school education is guided and controlled by concern for results in examination irrespective of the quality of learning whether fragile or sustainable. The competition though artificial, for securing percentage of marks in the final examination creates unusual stress in the students leading often to mental breaks does and suicides. This must change. Change in the mechanics of examination will be too simplistic a solution, amounting to treating the symptoms, not the disease itself. Examination - Stress is directly related to facing the challenge of examination with 'fragile' learning due to memorizing huge stock of information. To manage the stress factor in examination it swill be necessary to ensure sustainable learning which the function of instruction process is. Yet, it will be necessary to reconstruct and redesign examination system with attributes like flexible time frame and accumulate credits; eliminating power tests (fixed duration), adopt continuous and comprehensive evaluation, The practice of mark sheets indicating marks in certain

subjects must be replaced by a portfolio that would accommodate a student's performance in a variety of domains like life skills, academic/non-academic and vocational subjects, personal qualities, etc. The portfolio should be comprehensive, revealing of the total being of the student.

### **Rashtriya Madhyamika Shiksha Abhiyan (RMSA).**

Rashtriya Madhyamika Shiksha Abhiyan is a central government sponsored programme. This is implemented in our 'state from 2009-2010 academic years. This will be implemented up to the academic year 2019-2020.

**Goals:** To face the challenge of the Universalization of secondary education, these is. a need to change, the conceptual design of secondary education for this, Universal access, equality, social justice, curriculum the related structural aspects and development are the guiding principles. The universalisation of secondary education provides an opportunity to move towards equity. Encourage their concept of Common school. If all these values are to be established in the system, all the schools including the private unaided schools should contribute to the concept of universalisation of secondary education. For this, adequate number of admissions should be given to the children of under privileged society and the children of below poverty line families.

**Vision :** Availability of quality education for all the children between 14 - 18 years of Age and there should be a facility of admission. The under mentioned issues be achieved through this vision. 1) Providing secondary school at a reasonable distance from any residential area. The secondary schools should be with 7-10 km distance. 2) By 2017 the universal access of secondary education should be 100% and by 2020 there will be universal retention 3) To provide admission in to the secondary schools for the children of economically backward in the society, educationally backward the girl are living in the village areas, handicapped, SCs, STs and other backward castes are educationally backward minorities.

**Objectives :** The above points are translated into the objectives.

1) Create the physical facilities and staff in all the government, local organizational and aided secondary schools with the financial assistance. This will be done with the pre-determined minimum standards. These will be established with suitable machinery in other schools also.

2) Provide admission to secondary school according to the norms - nearby location (secondary schools within 4 km, higher secondary schools within 7 -10 km distance), efficient and safe transport facilities/ residential facilities including open schooling based on the local circumstances. In hilly areas and other difficult places, these norms may be relaxed. In those places, residential schools may be established.

3) To ensure that no child is deprived of secondary education of satisfactory quality due to gender disparity, social, financial, handicapped and other barriers.

4) To improve the quality of secondary education as result of enhanced intellectual, social and cultural learning.

5) All the student who are receiving secondary education should receive quality education.

#### **Activities taken up by RMSA**

1) **Construction of additional classrooms:** To improve the Quality in the school infrastructure, school buildings are strengthened.

2. **Laboratories:** Construction of integrated laboratories of physics, chemistry, biology and mathematics for quality learning.

3. **Laboratory equipment:** Providing equipment for the newly constructed laboratories. To provide financial assistance to the equipment in already existing laboratories.

4. **Supply of furniture and equipment:** Supply the equipment for the head master's room, office, computer room, Art/craft and library.

5. **Providing drinking water** facility and separate toilets for boys and girls in all the secondary schools.

6. **Annual grants for schools:** Annual grant of Rs.50,000/- will be given to all schools for the purchase of teaching learning material, games equipment, music, drawing, art education material and maintenance.

7. **Grants for minor repairs:** Every secondary school having own building will be given Rs.25,000/- for minor repairs of the school annually.

8. **Grants for major repairs:** The secondary school which is having own building worth 2 sections will be given maximum of Rs. 2 lakhs for major repairs and a maximum of Rs. 4 lakhs to the school which is- having 4- sections.

9. **Laboratory maintenance grants:** Rs. 25,000/- of grant will be given for the purchase of laboratory equipment and maintenance.

**10. Library and news paper grants:** Library books worth of Rs. 1.1akh would be provided for every secondary school. Annually Rs.10, 000/- would be provided for the purchase of news papers, magazines and new books.

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# **GENDER, SCHOOL AND SOCIETY**

## **UNIT - 6**

### **BASICS OF GENDER**

#### **Concept, Meaning and Scope of Gender.**

##### **Concept of Gender:**

Gender refers to the social attributes and opportunities associated with being male and female and the relationships between women and men and girls and boys, as well as the relations between women and those between men. These attributes, opportunities and relationships are socially constructed and are learned through socialization processes. They are context, time specific and changeable. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies there are differences and inequalities between women and men in responsibilities assigned, activities undertaken, access to and control over resources, as well as decision making opportunities. Gender is a part of the broader socio-cultural context. Other important criteria for socio-cultural analysis include class, race, poverty level, ethnic group and age. The concept of gender was adapted as a means of distinguishing between biological sex and socialized aspects of femininity and masculinity. Moreover, gender was considered to be achieved and more or less stable after it is acquired in early childhood.

##### **Definitions and meaning of Gender.**

**Meaning of Gender:** According to 'WHO' — "Gender refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women".

**According to West and Zimmerman** — "Gender is not a personal trait; it is an emergent feature of social situation; both as an outcome of and a rationale for various social arrangements and as a means of legitimating one of the most fundamental divisions of society."

**According to Gupta.GR** — Gender has been defined as "The commonly shared expectations and norms within a society about appropriate male and female behaviour, characteristics and roles. Gender can be considered a social and cultural construct that differentiates females from males and thus defines the ways in which females and males

interact with each other. These roles and expectations are learned and they can change over time as well as vary within and between cultures".

**Scope of Gender:**

There should not be gender discrimination in all walks of life. Boys and Girls should be treated equally in all respects. We should make the children know that boys and girls have equal importance and status in the society. There should not be any kind of emotional imbalance among the children. The children should know their responsibility towards the society and try to lead a comfortable life by respecting each other. We should remove the super scitious. Notions among the community with respect to gender discrimination. The physical potentiality with respect to boys and girls may not be the same that does not mean girls should not be treated on par with boys and girls. So equal opportunities should be created for both the genders to establish an ideal community.

**Differences between sex and gender.**

SEX	GENDER
1. Sex refers to the Biological and physiological characteristics that define men and women. (WHO)	1. Gender refers to the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for men and women. (WHO)
2. Sex and its associated biological functions are programmed genetically.	2. Where as gender roles and power relations and the power relations they reflect are a social construct They vary across cultures and through time, and thus are amenable to change.
3. It is universal and mostly unchanging, without surgery.	3. It is not universal and change over time.

**Some examples of Sex Characteristics (WHO):**

- ❖ Women menstruate while men do not.
- ❖ Men have testicles while women do not.
- ❖ Women have developed breasts that are usually capable of lactating while men have not.
- ❖ Men generally have more massive bones than women.

**Examples of gender Characteristics (WHO):**

- ❖ In most countries worldwide, women earn significantly less money than men for work of equal value.

- ❖ In most countries, women do more housework than men in country 'X' many more men than women smoke as female smoking has not traditionally been considered appropriate.

## **Gender discrimination.**

Gender discrimination means 'discrimination based on a persons gender or sex, which more often affects girls and women. Because of gender discrimination, girls and women do not have the same opportunities as boys and men for education, meaningful careers, political influences and economic advancement. Gender discrimination occurs when sexes are treated unequally. Gender discrimination is not based solely on gender differences but on how people are treated differently because of their sex. So gender discrimination is the unfair treatment of a person because of gender. It affects both men and women.

### **Major causes for Gender discrimination in India:**

Though the Indian constitution provides equal rights and privileges for men and women and makes equal provision to improve the status of women in society, majority of women are still unable to enjoy the rights and opportunities guaranteed to them.

Traditional value system, low level of literacy, more household responsibilities, lack of awareness, non availability of proper guidance, low mobility, lack of self confidence, family discouragement and advanced science and technology are some of the factors responsible to create gender disparity in our society. The most important causes of gender disparity are poverty, illiteracy, unemployment, social customs, belief and anti-female attitude.

**Changing the face of gender discrimination:** In order for there to be change in perceived gender roles, two important considerations come into play:

**1. Both sexes are at least partially to blame:** Men and women both have gender roles that are defined by any given society and gender roles and stereotypes are created by and also perpetuated by both sexes. By the same taken, women are not the only ones demanding equality, many men also fight hard for the rights of women.

**2. Social attitudes must be changed:** Gender roles and stereotypes leads to in the work place against women and against men - and in society at large. In order for discriminatory practices to end, change must begin in societal values and attitudes, but equal rights must be enforced by laws because individual members of societies will never all thinks the same.

## **Characteristics of patriarchal system**

Patriarchy is a social system in which males hold primary power and predominate in roles of political leadership, moral authority, social privilege and control of property. In the domain of the family, fathers or father figures hold authority over women and children.

So, a patriarchal social system can be defined as a system where men are in authority over women in all aspects of society.

**Characteristics of a patriarchal system:** Some characteristic of a patriarchal system Include:

**1. Male dominance:** In a patriarchal system, men make all decisions in both society and in their family unit, hold all positions of power and authority, and are considered superior.

**2. Male identification:** Men are concentrated with identification that includes qualities of control, strength, forcefulness, rationality, strong work ethic and competitiveness. Each of these qualities contributes to male identification in a patriarchal system.

**3. Male Centeredness:** In a patriarchal system, the centre of activity and progression is on men and what they do to move the society forward. In any patriarchal system, men will be the focus and developer of all events and inventions, men will be the heroes in all situations, and men will be the centre of social engagement, fun and entertainment.

**4. Obsession with control:** Men living in a patriarchal system or society must be in control at all times. They have a desire to control all social and family situations and must make all decisions regarding finances and education.

Additionally, in a patriarchal society, the oppression of women is emphasized. The term 'oppression' means to push down or restrict; therefore, women are not allowed to rise up to leadership levels or make decisions. Women are also not allowed to demonstrate independence or suggest changes to any social order.

In essence, women also have a role in a patriarchal society, but only in a sense that is submissive and subservient to men.

## **Patriarchal system's impact on women's status.**

Patriarchal is a system where by women are kept subordinate in a number of ways. The subordination that we experience at a daily level, regardless of the class we might belong to, takes various forms discrimination, disregard, insult, control, exploitation, oppression, violence within the family, at the place of work, in society.

Patriarchal ideology to keep women away the power systems has been attempted through the construction of private and public realms for women and men respectively.

Private patriarchy is based upon household production as the main site of women's oppression. Public patriarchy is based principally in public sites as employment and the state.

In this patriarchal system, different kinds of violence may be used to control and subjugate women, such violence by men may even be considered legitimate and women are always routinely experienced by male violence. Due to such violence and the continued sense of insecurity that is instilled in women as a result keeps them bound to the home economically exploited and socially suppressed.

In this patriarchal system, men and women behave, think, and aspire differently because they have been taught to think of masculinity and femininity in ways which condition difference.

According to Lim, "patriarchy is the system of male domination and female subordination in economy, society and culture that has characterized much of human history to the present day. Patriarchal institutions and social relations are responsible for the inferior or secondary status of women in the capitalist wage labour market."

## **Need and importance of Women's Education.**

**Meaning of Women Education:** Women Education refers to every form of education that aims at improving the knowledge and skills of women and girls. It includes general education at schools and colleges, vocational and technical education, professional education, health education, etc. Women education encompasses both literary and non-literary education.

**Need of Women's Education:** "Education for all" is one of the major tasks being carried out by the Indian government but still we have the lowest female literacy rate in Asia. India is working but the pace is slow as we haven't achieved what we should have been so far. By 2011, female literacy rate in India stood at 65.46%. So, India is far behind as compared to other countries at global level.

When a woman is not educated then it not only affects her but the entire family as well as the nation. In many studies it has been found out that illiterate women high fertility as well as mortality rate. It has been seen that infant mortality rate reduces to half in case women have received primary education as compared to illiterate female. Apart from this children, illiterate woman are malnourished. Illiteracy also reduces the overall earning potential of the family.

So, educating women results in promoting self respect and also helps in raising the status of women. An educated woman will be aware of her rights. She can fight against social evils such as domestic violence, dowry demand, low wages etc.

### **Importance of Women Education:**

The importance of women education is briefly summarized below:

Education with empower women to come forward and contribute towards the development and prosperity of the country. Economic development and prosperity of the country.

***Economic Empowerment:*** So long as women remain backward and economically dependent on men, the helpless condition of them cannot be changed. Economic empowerment and independence will only come through proper education and employment of women.

***Improved life:*** Education helps a woman to live a good life. Her identity as an individual would never get lost. She can read and learn about her rights. Her rights would not get trodden down. The life or condition of women would improve a lot, if we take a broad outlook in the field of female education.

***Improved health:*** Educated girls and women are aware of the importance of health and hygiene. Through health education, they are empowered to lead a healthy life style. Educated mothers can take better care of both herself and her baby.

***Dignity and honour:*** Educational women are now looked upon with dignity and honour. They become a source of inspiration for millions of young girls who make them their role models.

***Justice:*** Educated women are more informed of their rights for justice. It would eventually lead to decline in instances of violence and injustice against women such as dowry, forced prostitution, child marriage, female foeticide etc.

***Choice to choose a profession of her choice:*** Educated women can prove be highly successful in the fields of life. A girl child should set equal opportunity for education, so that, she can plan to become a successful doctors, engineers, nurses, air hostesses, cook, or choose a profession of her choice.

***Alleviate poverty:*** Women education is a pre-requisite to alleviate poverty. Women need to take equal burden of the massive task of eliminating poverty. This would demand massive contribution from educated women. There cannot be much social and economic changes unless girls and women are given their rights for education.

### **Advantages of women's Education**

- ❖ Women who are educated — are more able to influence their future.
- ❖ Women who are educated — are able to reduce poverty.
- ❖ Women who are educated — reduce the risk of child mortality.
- ❖ Women who are educated — are 50% more likely to have their child immunized.
- ❖ Women who are educated — are less likely to be taken advantage of; less likely to contract HIV/AIDS.
- ❖ Women who are educated — are less likely to become victims of domestic or sexual abuse.
- ❖ Women who are educated — reduce corruption and change the conditions that lead to terrorism.
- ❖ Women who are educated — are better equipped to contribute to the family income.
- ❖ Women who are educated —are healthier and tend to have greater self esteem and self confidence.
- ❖ Women who are educated — help contribute and prosper their community.
- ❖ Women who are educated — see the potential and need to promote education in others.

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## UNIT - 7

### FACTORS AFFECTING GENDER DISCRIMINATION

#### Different factors influencing gender differences and practices- (A)

#### Inequality in ratio (b) Female infanticide, (c) Feticide (D) Crime (E)

#### Violence

(A) **Inequality in sex ratio:** The sex ratio is the ratio of males to females in a population.

#### Causes for inequality in sex ratio:

The following factors have been identified as responsible for the inequality of ratio:

**1. Difficult Enumeration:** The lower percentage of female may be partially attributed to the unequal enumeration of males and females in census counting.

**2. Higher Female Mortality:** The most important reason for lower female ratio is the higher mortality of female children as well as mothers.

**3. Male Dominated Emigration:** It can be easily accepted that international migration in India is male dominated. This however cannot be said to be a very important point since not many people emigrate from India to outside countries.

**4. Lower Social Status of Women:** The most important factor is the lower social status of Indian women resulting into insufficient medical aid and nutritive provisions.

**5. Misuse of the Technology:** Pre natal sex determination is the main reason of low sex ratio in India followed by abortion of female foetuses.

**6. Patriarchal System:** The patriarchal societies in many parts of India have translated their prejudices and bigotry into compulsive preferences for boys and discriminations against the girl child.

**(B) Female Infanticide:** Female infanticide is a deliberate and intentional act of killing a female child within one year of its birth either directly by using poisonous organic and inorganic chemicals or indirectly by deliberate neglect to feed the infant by either one of the parents or other family members.

Poverty, ignorance of family planning, cost of dowry etc., have been reported as the possible causes for this crime.

**c) Female Feticide:** Female feticide is the termination of the life of a foetus within the womb on the grounds that its sex is female and is also known as sex selective abortion.

Women illiteracy, traditional and cultural practices of different religions, child marriages etc., have been reported as the possible causes for this female foeticide.

**d) Crime:** The year 2015 has witnessed a reduction in crime against women as compared to 2014. Recording a decrease of 3.1%, 2015 saw the registration of 3,27,394 cases under the head of crimes against women as compared to 3,37,922 cases in 2014, show figures from the National Crime Records Bureau.

Cases of rape have fallen by 5.7% coming down from 36,735 in 2014 to 34,651 in 2015. Incidents of gang rape too have shown a decrease from 2,346 in 2014 to 2,113 in 2015. There has been a marginal increase of 2.5%, however in other sexual offences against women. Under the category of "assault on women with intent to outrage her modesty", 2015 saw 84,222 cases being registered across the country as against 82,235 in 2014.

Delhi has the highest rate of crimes against women overall. Assam and West Bengal have recorded the highest number of trafficking cases both among the children. Rajasthan saw the highest crime rate of 57.3 against SCs followed by Andhra Pradesh (52.3) , Bihar (38.9) and Madhya Pradesh (36.9) per 1,00,000 population. Rajasthan also had one of the highest crime rates against STs Behind only Kerala, Andhra Pradesh, Telangana, Chhattisgarh and Odessa followed with crime rates against STs.

**E) Violence:** There is much violence against women in India because of the male dominated society here. Women generally face various kinds of crime like dowry death, sexual harassment, cheating, murder, girl child abuse, robbery etc., Violence against women which counted as crimes under the Indian Penal Code (IPC) are rape, kidnapping and abduction, torture physically and mentally dowry deaths, wife battering, sexual harassment, molestation, importation of girls etc. The cases of violence against women is increasing day by day and becoming too broad. The meaning of term violence is striking someone physically and causing injury. It may involve verbal abuse or psychological stress without the actual hitting which cause injury to the mind and harm the reputation.

**Responsible for gender discrimination (a) sociological (b) physical (c) religious (d) economic (e) psychological (f) legal (g) political (h) employment.**

The following are to some extent responsible for gender discrimination.

a) **Sociological:** There are certain communities that do not like girl's education. They encourage early marriages and reluctant to spend money on girls education.

b) **Physical:** There are no schools in certain areas girls should walk 3 to 4 miles to go to school. So the parents stop their girls going to school.

c) **Religious:** The religions in our country do not allow girls to move freely in the society because of early marriages and superstitious notions. They discourage girls education.

d) **Economic:** Poverty of the people in the country is the main cause for discouragement of girl's education.

e) **Psychological:** The traditions and customs in our society do not allow girls for good education girls are not treated on par with boys.

f) **Legal:** Though the government is making many laws in support of girls education, expected results are not coming. The laws and acts that are made for girls are not being implemented properly.

g) **Political:** There are some departments meant for girls education. There are some ministers appointed for it. Yet there is no improvement in the case of girls education because of the attitude of certain politicians.

h) **Employment:** People in the country believe that girls are not fit for certain professions. The superstitious notions prevailed in our society is responsible for not encouraging girls to choose certain professions.

### **Socialization process and women education.**

The socialization process: Socialization is the process by which children and adults learn from others. We begin learning from others during the early days of life; and most people continue their social learning all through life.

Natural socialization occurs when infants and youngsters explore, play and discover the social world around them.

Planned socialization occurs when other people take actions designed to teach or train others from infancy on.

Positive socialization is the type of social learning that is based on pleasurable and exciting experiences.

Negative socialization occurs when others use punishment, harsh criticisms or anger to try to "teach us a lesson" and often we come to dislike both negative socialization and the people who impose it on us.

**Socialization & Women Education:** If a broad profile were drawn of the common experience of growing up female in Indian society, it would highlight physical restrictions as well as mental or psychological negativity communicated to little girls from birth onwards. The idea of life-long dependence and insecurity get communicated in terms of marriage and motherhood being the sole objectives of a woman's life. Communication of deep-rooted beliefs, such as the 'impurity' of menstruation, enables girls to internalize their lower ritual status under patriarchy. Transmission of culturally sanctioned attitudes constitutes the gendering process which guides girls into becoming socially acceptable women. Socialization in the family setting receives powerful reinforcement from the modern media, including both TV and cinema, which use these basic elements of culture to weave commercially successful products which perpetuate tradition both in terms of its material practices & attitudes.

Girl's education needs to be looked at in a far wider and more complex and nuanced perspective than what is generally applied with reference to gender parity. This wider perspective needs to be constructed on the basis of the realization that girls lives and education in contemporary India continue to be shaped by historical forces which have their roots in culture. The specificity of India's patriarchy lies in the relation between gender and caste. The concepts of purity and pollution are fundamental to caste, and though women themselves are deemed "impure", the major burden of the maintenance of caste purity rests on them. An engagement with the structures of knowledge and power is necessary to devise a new policy and strategies for girl's education.

### **Rural societies & Girls education.**

**Ans.** Women are the centres of the any family. It is an established fact that there are three evils in the social status of rural women in India. Illiteracy, poverty and illness still provide huge challenges in rural areas and women are among the most vulnerable groups. Due to the circumstances women contribute to the economy and to the combating poverty through both remunerated and unremunerated work at home, in the community and at the work place.

The Government of India launched a centrally sponsored scheme "Incentive to Girls for Secondary Education in 2008-09. According to the scheme, a sum of Rs.3000/- is

deposited in the name of the eligible girls as fixed deposit, who are entitled to withdraw it along with interest thereon reaching 18 years of age and she should have already passed 10th class examination. The scheme covers (i) all girls belonging to SC/ST communities, who pass class VIII and (ii) all girls who pass VIII examination from Kasturba Gandhi Balika Vidyalayas and enrol in class IX in Government, Govt aided and local body schools. The objective of the scheme is to establish an enabling environment to reduce the dropouts and to promote the enrolment of girl child belonging mainly to SC/ST communities in secondary schools. 15.70 lakhs girls have been benefited so far under the scheme. So far 3.11 lakh girls have benefitted in the year 2012-13.

In 2015, 3.7 million eligible girls were out of school and in rural areas girls receive an average of fewer than four years of education. In rural households and especially amongst the poor, the girl child is a valuable resource for house work and in the fields, an additional hand that cannot be wasted away through an education with almost invisible gains and far too heavy a price that most rural and poor families cannot afford to pay. In our so-called 'modern India' estimates show that for every 100 girls in rural India only a single one reaches class 12 and almost 40% of girls leave school even before reaching the fifth standard and more than 15% children in schools can't read a simple story in Hindi, our national language.

There are many more contributing factors for this situation in rural areas such as the distance of schools from the corresponding villages, lack of sanitation facilities in schools, shortage of female teachers, gender bias in curriculum etc.

### **Girls Education in Urban Societies.**

According to National Sample Survey Office (NSSO) under the ministry of Statistics and Programme implementation, the literacy rate in urban areas is 86%. It was found that in urban areas 17% of males and 13% of females completed education level of graduation and above. Notably, the growth in educational attendance is the least among urban women. It hints at growing challenges in educating India's burgeoning urban population, fuelled by large scale economic migration.

## **Girls education in Tribal Societies.**

India has total tribal population of 10.43 cores which is 8.6 of total population of India as per 2011 census. The literacy rate among ST boys is 71.7% and among girls is 63.1%. During the post-Independence period, the Indian government implemented legislation and allocated funds to facilitate access to enrolment in primary education in India. As a result, both literacy rates and gross enrolment ratios of boys and girls across the general population have increased substantially during the past 50 years. The gross enrolment ratio is higher in class I to V which is 137.2 for ST boys and 136.7 for ST girls but it is only 90.7 and 87 in class VI to VIII. It implies that tribal enrolment declines significantly in higher class.

## **Problems in Tribal girl's education:**

**1. Medium of language:** Language is one of the important constraints of tribal girl children which prevents them access to education.

**2. The location of villages:** The physical barriers create a hindrance for the children to attend the school.

**3. Economic conditions:** The economic condition of the people is so poor that they do not desire to spare their children or their labour and allow them to attend schools.

**4. Attitude of the parents:** As education does not yield any immediate economic return, the tribal parents prefer to engage their children to remunerative employment.

**5. Teacher related problems:** In the remote tribal areas the teacher absenteeism is a regular phenomenon and this affects largely on girls education.

**6. Lack of proper monitoring:** Proper monitoring is hindered by poor coordination between Tribal Welfare Department and School Education Department.

## **Women and girl's status at present in our society.**

The population of women is almost half of the total population of India. A country or a community cannot be considered civilized where women are not honoured.

Indian laws have been made without discrimination against women. As a result Indian women enjoy high position in our society. Women today occupy high ranking posts like I.A.S; I.F.S. Indian women are also in our defence services.

The modern Indian women participate in various sports and games like Hockey, Cricket, Table tennis, Badminton, Shuttle and also in athletics. The contemporary Indian women serve as M.F: M.L.A, governors and ministers. Women of recent time like Mother

Teresa, Indira Gandhi, M.S.Subbulakshmi, Lata Mangeshkar and Prathibha Patil have achieved high fame in the areas of literature, music and acting. More and more women are joining the field of science and technology. In fact there is no sphere of activity in which women are unsuitable or incompetent.

Let's now have a look at the darker side. Though the Indian law does not discriminate between men and women, the status of women of our country today is practically far below the status of men. Wife burning for failure to pay dowry as demanded also continues unabated all over India. It is a matter great shock that such cases are increasing in every year. In our country bride is burnt or murdered for non-payment of dowry. Kidnapping and abduction of women also increased in India. Under the stringent POCSO, 14, 913 cases were registered of which 8,800 were rapes. Police say it is always difficult to prevent rapes committed by family member or those known to victims. The literacy rate of women is also lower than that of male persons almost all over India.

Though the status of today's women in India is high, the overall picture of women's position in India is not satisfactory.

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## UNIT - 8

### HISTORICAL PERSPECTIVES AND CHANGING STATUS OF WOMEN

#### Women in Vedic Period

In the Vedic period (4000-1000 BC) matriarchy was replaced by patriarchy. Within limits and limitations of a Patriarchal System, it is said that women in Vedic period enjoyed a high status. In that society widow remarriages were allowed. Being grown up and educated, the Vedic women were married at a mature age and had a voice in the selection of their life partners. The women were free to attend and visit public places and social gatherings. Marriage was not compulsory for every girl. Those women who remained unmarried and grew old in the house of her parents were called 'Amaju.'

In the Rig-Vedic period, women enjoyed full freedom for their spiritual progress and intellectual development. The examples of Maitreya and Gargi, the two women scholars in Vedanta, are well known. References are available in the Vedic literature of a ritual that ensures the birth of a scholarly daughter.

Daughters like sons were initiated into Vedic studies and had to lead a life of studentship (Brahmacharya) devoted to learning self-control and discipline. Many women rose to become Philosophers well-versed in the sacred texts, poetesses, and teachers and participated in scholarly debates. Some of them composed the hymns of the Rig-Veda.

#### Women in Epic Period.

The high standard of women's education set up during the Vedic age was fortunately continued to a large extent during the epic age as well. The Ramayana and Mahabharata, (500 BC - 200 AD) the epics of India, are resplendent with acts and achievements of a good many learned and qualified women. The Mahabharata, a literary creation, gave sanction to many new social customs of inter-racial and inter-caste marriages. The Mahabharata viewed the nature of women as inherently base and exhorted them to observe piety and obedience to their men.

According to Upadhyay Neelam, "Under the impact of images created and sustained in Hinduism, women are regarded on the one hand as the embodiment of purity and spiritual power, on the other hand they are viewed as essentially weak and dependent creatures requiring constant guardianship of men."

### **Kaikeyi:**

Kaikeyi in the Indian epic Ramayana was one of king Dasharatha's three wives and queen of Ayodhya. In Ayodhyakand Rama says that Kaikeyi is their younger mother, Kaikeyi was mother of Bharata. The term Kaikeyi in Sanskrit means belonging to Kekeya Kingdom, referring the ruling family of the Kekaya clan, to whom Kaikeyi belonged. Kaikeyi was daughter of king Ashwapati.

**Early Life:** As daughter of the mighty Ashwapati, a Long-term ally of Kosala, Kaikeyi married Dasharatha as his second wife.

Rama along with Sita and Lakshmana went to the forest because of Kaikeyi's demand. Kaikeyi is interested in making his own son as king of Ayodhya. So she requested Dasharatha to send Rama to forest and make Bharata as king of Ayodhya. So she requested Dasharatha to send Rama to forest and make Bharata as King.

### **Sathyabhama:**

Sathyabhama is the second most important wife of the God Krishna. The second wife of Krishna, the avatar of the God Vishnu, Sathyabhama is believed to be an avatar of Bhudevi, the earth goddess and consort of Vishnu. She is known for her strong will and tantrums. She aided Krishna defeat the demon Narakasura.

### **Gargi:**

Gargi Vacha Knavi (born about 700 Bc) was an ancient Indian philosopher in Vedic Literature she is honored as a great natural philosopher, renowned expounder of the Vedas, and known as Brahmavadini, a person with knowledge of Brahma vidya. In sixth and eighth Brahmana of Brihadaranyaka Upanishad, her name is prominent as she participates in the brahmayajna, a philosophic debate organized by king Janaka of Videha and challenges the sage Yajnavalkya with perplexing questions on the issue of Atman (soul). She is also said to have written many hymns in the Rigveda. She remained a celibate all her life and was held in veneration by the conventional Hindus.

Gargi, the daughter of sage Vachaknu in the lineage of Sage Garga (800 - 500 BCE) was named after her father as Gargi VachAnavi from a young age she evinced keen interest in Vedic Scriptures and became very proficient in fields of philosophy. She became highly

knowledgeable in the Vedas and Upanishads in the vedic times and held intellectual debates with male philosophers.

### **Maitreyi:**

Maitreyi was a Hindu philosopher who lived during the later Vedic period in ancient India. She is mentioned in the Brihadaranyaka. Upanishad as one of two wives of the vedic sage Yajnavalkya, he is estimated to have lived around the 8th century BCE. In the Hindu epic Mahabharata and the Ghyasutras, however Maitreyi is described as an advaita philosopher who never married in ancient Sanskrit literature, she is known as a Brahmavadini.

Ten hymns in the Rigveda are attributed to Maitreyi and she explored the hindu concept of Atman in a dialogue, love is driven by a person's soul and Maitreyi discusses the nature of at man and Brahman unity, the core of Advaita philosophy. This Maitreyi - Yajnavalkya dialogue is the topic of sureshvara's varttika, a commentary.

Maitreyi is cited as an example of the educational opportunities available to women in vedic india, and their philosophical achievements. She is considered a symbol of Indian intellectual women, and an institution is named in her honour in newdelhi.

### **Lopamudra:**

Lopamudra is also known as kaushitaki and varaprada as a female philosopher according to ancient vedic Indian literature. She was the wife of the sage agastya who is believed to have lived in the rigvecla period (1500-1200BC) as many hymns have been attributed as her contribution to this veda. She was not only the consort of agastya but a rishiki in her own right as she was the well known rishiki who wrote the "panchadasi" mantra of the sakta tradition of Hinduism.

There are three versions of Lopamudra legend: one is in the Rigveda hymns: the second is in the epic mahabharatha, where there is an elaborate version with a mention that Agastyarishi did penance at Gangadwara, with the help of his wife Lopamudra.

The name Lopamudra signifies the loss that the animals and plants suffered by giving their distinctive beauties when Agastya created her.

## **Historical perspectives and changing status of women in medieval age**

Women in the middle ages during the middle ages, a period of European history lasting from around the 5th century to the 15th century, women held the positions of wife, mother, peasant, artisan, and non, as well as some important leadership roles, such as abbess or queen regnant.

### **Rani of Jhansi:**

**Biography:** Lakshmibai was born on 19 November 1828 in the holy town of Varanasi into a Marathi Brahmin family. She was named Manikarnika and was Nick named Mani. Her father was Moropant Tambe and her Mother Bhagirathi Spare. Mani Karnika was married to the Maharaja of Jhansi, Raja Gangadhar Rao Newalkar, in May 1842 and was after wards called Lakshmibai in honour of the Hindu goddess Lakshmi.

In 1851, Rani Lakshmibai had a son, Damodar Rao. He died at the age of about four months on the day before the Raja's death in November 1853. She adopted a son. His name was Anand, but was renamed Damodar, after their actual son. The raja wrote a letter to the British Government of India requesting that his widow should be recognised as the ruler of Jhansi after his death during her life time. After the death of her husband the head of the British Government of India, Lord Dalhousie refused to allow her adopted son to become raja and Jhansi was then ruled by the British.

After all the British in Jhansi had been killed by mutinous Indian troops in June 1857 the Rani took over the administration provisionally until the British returned. However she had to form an army to defeat the invading forces of Orchha and Datia and the British believed she had been responsible for the earlier British deaths. In March 1858 British forces led by Sir Hugh Rose came to Jhansi to take back the city from the Rani who now wanted Independence. Jhansi was besieged and finally taken after strong resistance. Many of the people of the city were killed in the fighting and many more afterwards. The Rani escaped to Kalpi and jointly with the Maratha general Tantya Tope then seized Gwalior. In the battle of Kotah Ki Semi in which the British Forces commanded by Sir Hugh Rose conquered Gwalior, fought on 17 and 18 June 1858 she died.

### **Chennamma:**

Kittur Chennamma (23 October 1778-02 February 1829) was the queen of Kittur, a princely state in Karnataka. She was one of the Indian Female rulers to lead an armed rebellion against the British East India company in 1824 because of the effect of doctrine of

Lapse. The resistance ended with her arrest and she became a symbol of the Independence Movement in India. In the state of Karnataka, she is celebrated along with Abbakka Rani, Keladi Chennamma and onake obawa, as the foremost women warriors and patriots.

**Burial place:** Rani Chennamma's Samadhi or Bui place is in Bailhongal taluk, but is in neglected state with poor maintenance and the place is surrounded by a small park maintained by Government agencies.

### **Rudramadevi:**

Rani Rudramadevi or Rudradeva Maharaja sometimes spelled Rudramadevi or Rudramadevi was a Monarch of the Kakatiya dynasty in the Deccan plateau from 1263 until her death. She was one of the very few women to rule as Monarchs in India and promoted a male image in order to do so.

She was the first and the only woman to rule over Andhra. She was married to Veera Bhadra, but lost him early.

The Yadava king Mahadeva invaded the Kakatiya Empire during the years 1268-70. But nothing came out of this. It was a mere raid and did not result in any loss of territory to the Kakatiyas.

### **Women in British Period :**

During the British rule, the position of women was miserable. The freedom they enjoyed during the Vedic times was long forgotten. It was Raja Ram Mohan Roy who came forward and took a very bold step to abolish the custom of 'Sati' which was a very cruel ritual imposed on women. The status of women reached its lowest ebb in India during the British period -that is 18th Century. But in due course of time, many new forces came into existence slowly and steadily helped to upgrade her status. According to Encyclopaedia of Women. "The British rule, no doubt tried to check all these evil practices and to put an end to them." Some of the legislative acts passed by the British helped to improve the status of women. Christian missionaries and Indian social reformers like Raja Ram Mohan Roy, Ishwar Chandra Vidyasagar, Dayananda Saraswathi, Annie Besant, Rama Bai Ranade, Pandit Rama Bai Saraswathi, D.K. Karve opposed several inhuman customs such as infanticide, infant marriage, enforced widowhood, illiteracy, purdah etc. As a result of such literacy endeavours, the cruelties against women were recognised by law. It is noteworthy that from the nineteenth century along with men; women also began to work for the elevation of the status of women in the society.

**Victoria:** Victoria (Alexandrina Victoria; 24 May 1819 -22 January 1901) was queen of the United Kingdom of Great Britain and Ireland from 20 June 1837 until her death. From 1 May 1876, she adopted the additional title of EM Press of India.

Victoria Married was the daughter of Prince Edward, Duke of Kent and Strathearn, the fourth son of King George III. Both the Duke of Kent and King George III died in 1820, and Victoria was raised under close supervision by her German born Mother Princess Victoria of Saxe - Coburg - Saalfeld. She inherited the throne aged 18, after her father's three elder brothers had all died, leaving no surviving legitimate children. The United Kingdom was already an established constitutional Monarchy, in which the sovereign held relatively little direct political power. Privately, Victoria attempted to influence Government Policy and Ministerial appointments publicly she became a National Icon who was identified with strict standards of Personal Morality.

Victoria married her first cousin, Prince Albert of Saxe-Coburg and Gotha, in 1840. After Albert's death in 1861, Victoria plunged into deep mourning and avoided public appearances.

Her reign of 63 years and seven months is known as the Victorian era. It was a period of Industrial, cultural, political, Scientific and military change within the United Kingdom, and was marked by a great expansion of the British Empire. She was the last British Monarch of the House of Hanover.

### **Elizabeth 1 of England:**

Elizabeth was queen of England and Ireland from 17 November 1558 until death. Sometimes called the Virgin Queen, Gloriana or Good Queen Bess, the childless Elizabeth was the last monarch of the Tudor dynasty.

In 1558, Elizabeth succeeded her half-sister to the throne and set out to rule by good counsel. One of her first actions as queen was the establishment of an English Protestant church, of which she became the supreme Governor.

Elizabeth's reign is known as the Elizabethan era.

## **QUEEN ELIZABETH 11**

### **Introduction**

Her Majesty the Queen was born in London on April 21, 1926 and later christened Elizabeth Alexandra Mary. She was the first child of the Duke and Duchess of York, who later became King George VI and Queen Elizabeth. The princess Elizabeth, along with her sister the Princess Margaret (born four years later), had her education at home and, after her father succeeded to the Throne in 1936, became heiress presumptive. Shortly after her eighteenth birthday, she was appointed Counsellor of State during the King's absence and, for the first time, exercised certain functions of the Crown.

After the Second World War, The Princess Elizabeth's public engagements grew in number and frequency. On November 20, 1947, The Princess Elizabeth married Lieutenant Philip Mountbatten, now His Royal Highness the Prince Philip Duke of Edinburgh.

The couple first toured Canada as their Royal Highnesses the Princess Elizabeth and the Duke of Edinburgh in the autumn of 1951, travelling from coast to coast.

On numerous fronts, The Queen's relationship with Canada and Canadians continues to grow stronger with each passing year. She has given her patronage to many Canadian organizations and retains a special relationship with the Canadian Forces.

### **Nurjahan:**

Nurjahan (31 May 1577 -17 December 1645) born Mehr-Un-Nissa was the twentieth and most favourite wife of the Mughal emperor Jahangir. She acted as his chief consort and Padshah Begum officially from 1620 -1627 after its previous holder, Jahangir's wife, Saliha Banu Begum had died in 1620.

Nurjahan meaning light of the world. In 1594, when Nurjahan was seventeen years old. She married her first husband Aliquli Istajlu. In 1611 May 25 when Nurjahan was thirty four years old she married her second husband Jahangir. Nurjahan died on 17 December 1645 at age 68.

**Nurjahan in popular culture:** Novelish Indu Sundaresan has written three books revolving around the life of Nurjahan. Nurjahan's daughter written by Tanushree Poddar, many poems have also been written on her life.

## Present age

**(a) Indira Gandhi (b) Sushma Swaraj (c) Bandaranayake (d) Kiranbedi (e) Kalpana Chawla (f) Prathiba Patil (g) Meerakumar.**

Status of Indian women began to change radically during the modern period. The status of Indian women has radically changed since independence. Both the structural and cultural changes provided equality of opportunities to women in education, employment and political participation.

### a)Indira Gandhi:

Indira Gandhi, the most powerful woman of the century, was born on 19 November 1917 and passed away on 31 October 1984.

A great politician, her most famous achievement is the victory against Pakistan in 1971 war. But as we know, great leaders have many enemies too; it is not surprising that she was assassinated. Born in Allahabad she had education in Switzerland, Oxford, Bombay, Pune and at Shantiniketan. She married Feroz Gandhi in 1942 and had two sons Rajiv Gandhi and Sanjay Gandhi.

She provided dynamic leadership to the country as Prime Minister from 1966 to 1977 and again from 1980 to 1984. She abolished privy purses, nationalized banks and launched the 20-point programme for the eradication of poverty in the country. She had been the recipient of many international and national awards including Bharat Ratna in 1972. She was assassinated on 31st October 1984 and India lost a charismatic leader in her death. Being influenced and inspired by her parents, Indira Gandhi rose to power in India and eventually became the prime minister. She dedicated her life to the welfare of the country despite the overwhelming problems and challenges she encountered. A brilliant political strategist and thinker, Indira possessed an extraordinary desire for political power.

Indira Gandhi, from her early years was active in the national liberation struggle. During the 1930 movement, she fancied the 'Vanar Sena', children's brigade to help freedom fighters.

She became a member of the Indian National Congress in 1938. Her public activity entered a new phase with India's Independence in 1947. She took over the responsibility of running the Prime Minister's house. The Congress, which had been her political home ever since her childhood, soon drew her into leading political roles, first as member of the

Congress Working Committee in 1955 and later as a member of the Central Parliamentary Board in 1958. In 1959, she elected as President of the Indian National Congress. She oriented Congress society and enthused the younger generation with task of nation-building.

In the eventful years of her leadership as Prime Minister, Indian society underwent profound changes. She was unremitting in her endeavour for the unity and solidarity of the nation. A staunch defender of the secular ideals of the Constitution, she worked tirelessly for the social and economic advancement of the minorities. She had a vision of a modern self-reliant and dynamic economy. She fought boldly and vigorously, against communalism, obscurantism, revivalism and religious fundamentalism of all types. She repeatedly warned the nation that communalism and obscurantism were the tools employed by the forces of destabilization. She laid down her life in defence of the ideals on which the unity and integrity of the Republic are founded. The martyrdom of Mahatma Gandhi and Indira Gandhi for upholding the unity of India will reverberate across the centuries. Rarely in history has one single individual come to be identified totally with the fortunes of a country. She became the indomitable symbol of India's self-respect and self-confidence. Death came to her when she was at her peak, when her stature and influence were acclaimed the world over.

Indira Gandhi was, undoubtedly, one of the greatest political leaders of India. She was the first and only woman to be elected as the Prime Minister. She is also regarded as the most controversial political leader of the country for her unprecedented decision of imposing "a state of emergency". She was also criticized for carrying out the Operation Blue-Star in Punjab that eventually scripted her assassination on 31 October 1984.

### **b. Sushma Swaraj:**

Sushma Swaraj is an Indian Politician, Former Supreme Court lawyer and the current minister of External Affairs of India. Swaraj is the second woman to be India's minister of External Affairs, after Indira Gandhi she has been elected seven times as a member of parliament and three times as a member of legislative assembly. At the age of 25 in 1977, she became the youngest cabinet minister of North Indian State of Haryana. She also served as 5th chief Minister of Delhi for a brief term in 1998.

In the 2014 Indian General election, she won the Vidisha constituency in Madhya Pradesh, for a second term. She became the External Affairs Minister in the union cabinet on 26th May 2014.

**Early Life and Education:** Sushma Swaraj was born at Amabala Cantt, Haryana on 14-02-1952 to Hardev Sharma and Shrimati Laxmi Devi. Educated Sanatan Dharrna College in Ambala Cantonment and earned a bachelors degree with majors in Sanskrit and Political Science. She studied Law at Punjab University.

**Career:** In 1973 Swaraj started practice as an advocate in the Supreme Court of India.

**Personal Life:** During the times of Emergency, on July 13, 1973 Sushma Swaraj Married Swaraj Kaushal a peer and fellow advocate at the Supreme Court if India. The couple have a daughter Bansuri.

**Awards:**

- She was given the Best speaker award by the Haryana State Assembly.
- Sushma Swaraj received the Best Parliamentarian award twice in the years 2008 and 2010. She is the first ever and the only woman M.P to receive the outstanding Parliamentarian award.

**c).Shirani Bandaranayake:**

Sirima Ratwatte Dias Bandaranaike commonly known as Sirimavo Bandaranaike was a Srilankan States woman and politician and the modern world's First Female head of government. She served as Prime Minister of Ceylon and Srilanka three times, 1960-65, 1970-77 and 1994-2000 and was a long-time leader of the Srilankan Freedom party.

Bandaranaike was the widow of a previous Srilankan Prime Minister, Solomon Bandaranaike, and the mother of Srilanka's fourth.Executive President, Chandrika Kumaratunga, as well as Anura Bandaranaike, former speaker and Cabinet Minister.

**CHANDRIKA BANDARANIKE KUMARATUNGA**

**Introduction:**

President Chandrika Bandaranaike Kumaratunga was born to one of Srilanka's most distinguished families on 29th June 1945.

Her father, SWRD Bandaranaike, was a senior Minister of the Government at the time of her birth. He was later to become the Prime Minister of the country, while her mother, Sirimavo Bandaranaike, was to become the world's first woman Prime Minister in 1961.

President Kumaratunga had early education at St. Bridget's Convent, Colombo. President Kumaratunga has been a guest lecturer at the Jawaharlal Nehru University in New Delhi and the Bradford University in U.K. She was a Research Fellow at the Institute of Commonwealth Studies, University of London from 1988 to 1991. President Kumaratunga inherited the liberal political philosophy of her father, the late SWRD Bandaranaike. In her student days in Paris, she was also greatly influenced by the radical student movement of the 1960s. The abiding element of that influence in today's vastly changed world circumstances is her deep commitment to the welfare of the deprived, the underprivileged and the disadvantaged. Her unshakable commitment to the imperatives of a plural society has been the other consistent strategy in her approach to politics. She has been a full time political activist from her early youth, establishing grass root contacts far and wide throughout the country.

**d).KIRAN BEDI:**

Kiran Bedi is the first woman IPS officer of India. She got recognition in a field which was dominated by male officers for so long. She showed a great amount of courage and dedication to her work and won the respect of all her colleagues who worked with her. She transformed the Tihar Jail completely during her stint there and made things much better for the inmates.

At 5'2, Kiran Bedi is not an imposing figure. Yet her iron will and deep sense of spirituality makes her more formidable than her physical presence would suggest. In India, a land where women struggle against the second-class status rooted in an ancient culture that has not caught up with the equal rights laws of its young government, Bedi's achievements have made her a role model and a hero to other Indian women.

Born on June 9, 1949 to parents who didn't cling to the old ways, Bedi had advantages not available to the average Indian woman. She made the best use of those advantages in obtaining good education, eventually receiving her Ph. D. Her interest in sports revealed her self-discipline and determination as she won many titles including the Junior National Lawn Tennis Championship in 1966, the Asian Lawn Tennis Championship in 1972, and the All-India Interstate Women's Lawn Tennis championship in 1976. She also won three gold, as well as two silver medals at the Women's Festival Sports held in 1976 in Delhi.

In July of 1972, she became the first female police officer in India when she joined the Indian Police Service (IPS). Her honesty drew attention, although it was not always appreciated. Such was the case when, as a traffic cop on duty at a government function, she ticketed cars belonging to high government officials. Despite this, she rose through the ranks, proving herself a capable law enforcement officer who was tough when she felt it was warranted, but always fair. She was well aware that the police were often the biggest violators of human rights. Yet, she believed that it was the police who were in the best position to be the champion of human rights. She applied this philosophy in every stage of a career as a traffic cop, a narcotics officer, an anti-terrorist specialist, and an administrator. Bedi felt that the police should do more than just catch the bad guys and put them in jail. She saw her role as a police officer as an opportunity to help people, to show them the way to a better life.

The greatest challenge to her philosophy came in 1994 when she was promoted to the rank of Inspector General of Prisons and given the responsibility of managing the largest and most notorious prison in the Asia Pacific area. Tihar Prison held approximately 8,500 prisoners, mostly male Rife with corruption. Where prisoners were denied basic human rights and lived in fear of prison officials, Tihar's unofficial title of "hellhole" was well deserved. Bedi's approach was, in her typical fashion, hands on. She visited the prisoners. She talked to them and learned of the horrible living conditions they endured at the hands of callous and cruel guards. She also learned that the drug trade was alive and we inside the prison.

One of her first official acts was to maintain a complaint box. Prisoners could lodge complaints about treatment or express concerns on paper. They would then place the paper into a box that was locked until Bedi unlocked it. She personally read these complaints every day and acted upon them. Unethical and illegal power of guards over prisoners dissipated. Prisoners began to believe that they would at least get fair treatment.

As per Bedi's orders, sanitation problems were corrected and proper nutrition was provided. Bedi introduced drug treatment programs and created an atmosphere that encouraged prayer and meditation. Literacy programs were instituted wherein educated prisoners put their skills to hood use teaching their fellow prisoners. Legal advocacy by inmates who were lawyers was encouraged. Bedi had trees planted in a central area of the prison to put a tangible expression to the environment she planned to create. Bedi then took a bold step to reinforce the positive behavioural changes resulting from the many programs she had instituted. She began a course in vipassana, an ancient technique of self-purification,

which has experienced a public revival in India after having been all but lost for territories. Participants spent a rigorous ten days in meditation and prayer, learning to observe themselves. Talking, reading, drinking, smoking, and sexual activity were forbidden during this period of confinement. No one might leave once the course has begun and the periods to eat, rest, and meditate were strictly scheduled. As the course progressed, the participant was brought face-to face with himself. This reality check has had a positive impact on many of the prisoners. Many prisoners felt the course rehabilitated them as it forced them to like directly and without excuses into their dark sides. More than 1,000 prisoners signed up for the second offering of the course. Today, two courses per month are offered at the prison. Dr. Kiran Bedi's achievements and hard work have not gone unnoticed. She receive the Police Medal for Gallantry as well as the Asia Region Award for Work in Prevention of Drug abuse. In 1994 she was awarded the Ramon Magsasay Award, also known as the Asian Nobel Prize. In 1997, Bedi was the recipient of the Swiss-German Joseph Beuys Award for Holistic and Innovative Management. With her hard work and strong determination she could prove herself as a successful woman.

**e).Kalpana Chawla:**

Kalpana Chawla was born on March 17, 1961. She was an Indian-American astronaut with NASA. She was one of seven crewmembers killed in the Space Shuttle Columbia disaster.

Kalpana Chawla was born in a family at Kama! (Haryana) in 1961 to Banarasi Lal Chawla and Sanjyothi. She was born in Model Town Karnal. Her interest in flying was inspired by J.R.D.Tata, a pioneering Indian aviator and industrialist. Kalpana has two sisters, Sunit and Deepa, and a brother, Sanjay. As she was the youngest, the family members gave her the nickname "Montu." In 1983, she met and married Jean-Pierre Harrison, a flying instructor and aviation writer. She became a US citizen in 1990.

**Education:** Chawla completed her earlier schooling at Tagore Public School, Karnal. She earned her Bachelor of Engineering B.E degree in aeronautical engineering from Punjab Engineering College in Chandigarh in 1982. She move to the United States in 1982 and obtained an M.S. degree in aerospace engineering. Chawla went on to earn a second M.S degree in 1986 and a Ph.D. degree in aerospace engineering in 1988 from the University of Colorado at Boulder. Later that year she began working NASA as vice-president of Overset Methods, Inc. where she did CFD research on Vertical/Short Takeoff and. Landing. Chawla

held a Certificated Flight Instructor rating for airplanes, gliders and Commercial Pilot licenses for single and multy-engine airplanes, seaplanes and gliders. She held an FCC and was issued Technician Class Amateur Radio license.

**NASA Career:** Kalpana Chawla joined the NASA astronaut corps in March 1995 and was selected for her first flight in 1998.

Her first space mission began on November 19, 1997 as part of the six astronaut crew that flew the Space Shuttle Columbia flight STS-87. Chawla was the first Indian-born woman and the second person of Indian origin to fly in space following cosmonaut Sharma who flew in 1984 in a Soviet spacecraft. On her first mission Chawla travelled over 10.4 million miles in 252 orbits of the earth, logging more than 372 hours in space. During STS-87, she was responsible for deploying the Spartan Satellite which malfunctioned, necessitating a spacewalk by Winston Scott and Takao Doi to capture the satellite. A five month NASA investigation fully exonerated Chawla by identifying errors in software interfaces and the defined procedures of flight crew and ground control.

After the completion of STS-87 post-flight activities, Kalpana was assigned to technical positions in the astronaut office, her performance in which was recognized with a special award from her peers.

In 2000 she was selected for her second flight as part of the crew of STS-107. This mission was repeatedly delayed due to scheduling conflicts and technical problems such as the July 2002 discovery of cracks in the shuttle engine flow liners. On January 16, 2003, Chawla finally returned to space aboard Columbia on the ill-fated STS-107 mission. Chawla's responsibilities included the microgravity experiments, for which the crew conducted nearly 80 experiments studying earth and space science, advanced technology development, and astronaut health and safety.

Chawla's last visit to India was during the 1991-1992 New year holiday when she and her husband spent time with her family.

**Death:** Kalpana died in the Space Shuttle Columbia disaster which occurred on February 1, 2003, when the Space Shuttle Columbia disintegrated over Texas during re-entry into the Earth's atmosphere, with the loss of all seven crew members, shortly before it was scheduled to conclude its 28th mission, STS-107.

**Posthumously awarded:**

- Congressional Space Medal of Honor

- NASA Space Flight Medal
- NASA Distinguished Service Medal

#### **f).Pratbha Devisingh Patil:**

Pratiba Devisingh Patil (born 19 December 1934) is the 12th President of the Republic of India and first woman to hold the office. She was sworn in as President of India on 25th July 2007, succeeding Dr. A.P.J. Abdul Kalam. She is a member of the Indian National Congress (INC), was nominated by the ruling United and Indian Left. She won the presidential election held on 19 July 2007 defeating her nearest rival Bhairon Singh Shekhawat.

**Early Life:** Pratibha Path was born in Nadhaon village of Jalgaon District, Maharashtra.

She received her early education from RR Vidyalaya, Jalgaon and later obtained her master's degree in Political Science and Economics from the Mooljee Jaitha College in Jalgaon, which was then affiliated with the University of Poona. While in college, she took active part in sports, excelled in table tennis and won several shields at various inter-collegiate tournaments. Even as an MLA, she pursued her studies as a law student. Later, she obtained a law degree from the Government Law College, of the University of Bombay.

**Career:** Worked on various social activities, especially, for the uplift of the poor. Pratibha Patil started her professional career as a practicing lawyer at the Jalgaon District Court. At the young age of 27 she successfully contested her first election to the Maharashtra State Legislature from the Jalgaon Assembly constituency. Subsequently she was continuously elected four times as MLA from the Edlabad (Muktai Nagar) constituency until 1985. Patil was a close aide and confidante of the Hippie guru Allen Ginsberg. She used her influence to help Ginsberg avert jail during his visit to India in 1962. Patil was President of the League for Spiritual Elightenment from 1967-69 and it is believed that she consumed psychedelics with Neem Karoli Baba and Ram Dass. Thereafter she served as a Member of Parliament in the Rajya Sabha from 1985 to 1990 and later elected as a Member of Parliament to the 10th Lok Sabha in the 1991 General Elections from the Amaravati constituency. She enjoys the unique distinction of not having lost a single election that she contested to date.

Patil represented Edlbad constituency in Jalgaon District, Maharashtra as a member of the Maharashtra Legislative Assembly (1962-1985) and was deputy chairwoman of the Rajya Sabha (1986-1988) Member of Parliament from Amravati in the Lok Sabha (1991-1996) and the 24th and the first woman Governor of Rajasthan (2004-2007). Positions held Deputy Minister, Public Health, Prohibition, Tourism, Housing and Parliamentary Affairs, Government of Maharashtra from 1967 to 1972,

- Cabinet Minister, Social Welfare and traffic policing, Government of Maharashtra from 1972 to 1974,
- Cabinet Minister, Public Health and Social Welfare, Government of Maharashtra from 1974 to 1975,
- Cabinet Minister, Prohibition, Rehabilitation and Cultural Affairs, Government of Maharashtra from 1975 to 1976,
- Cabinet Minister, Urban Development and Housing, Government of Maharashtra from 1982 to 1983, and
- Cabinet Minister, Civil supplies and Social welfare Government of Maharashtra from 1983 to 1985. While in the Opposition, she also served as the Leader of Opposition in the Legislative Assembly of Maharashtra from July 1979 to February 1980. Sonia Gandhi described her nomination as a "historic occasion" in India's 60th year of independence.

### **g).Meera kumari**

Meera Kumari is an Indian Politician and a five time member of parliament. She was elected unopposed as the first woman speaker of Lok Sabha and served from 2009 to 2014.

- She is a lawyer and a former diplomat. Prior to being a member of the 15th Lok Sabha. She has been elected earlier to the 8th, 11th, 12th, and 14th Lok Sabha. She served as a cabinet minister in the Ministry of social justice and empowerment of Manmohan Singh's congress led Government (2004-09).

**Early life :** Meera Kumari born in Arrah, Bihar to the Former Deputy Prime minister and a prominent Dalit Leader, Jagjivan Ram, and a freedom fighter Indrani devi. She completed her M.A and LLB at Indraprastha college and Miranda house Delhi university. She also received an honorary doctorate from Banasthali vidyapith in 2010.

**Foreign service:** In 1970, she joined the Indian foreign service and spent her life in many countries.

**Political Career:** Meera kumar entered electoral politics in 1985 and was elected from Bijnor in U.P.

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## UNIT – 9

# LEGAL ISSUES OF GENDER

### Women's rights.

Women during the early Vedic period enjoyed equal status with men in all aspects of life. Indian women's position in society further deteriorated during the medieval period. During the British Raj many reformers such as Ram Mohan Roy, Ishwar Chandra Vidyasagar fought for the betterment of women.

Women's rights are the rights and entitlements claimed for women and girls of many societies worldwide, and formed the basis to the women's rights movement in the 19th century and feminist movement during the 20th century. In some countries, these rights are institutionalized or supported by law, local custom, and behaviour where as in others they may be ignored or suppressed.

**1. Right to Privacy:** Right to privacy is specifically a human as well as fundamental right of a woman. In International Law, Article 12 of the universal declaration of Human Rights, 1948, says "No one shall be subjected to arbitrary interference with her privacy, family, home or correspondence, not to attacks upon her honour and reputation. Indian Law: In India a right to privacy may be acquired by virtue of a local custom or grant of special permission. The right of privacy does not arise from presumption but is a creation of custom.

**2. Right to vote or be elected on constitutional positions:** Right to vote for and to be elected on a constitutional position has been declared to be a universal right of all adult citizens of a country, of whatever sex, caste or religion they may be.

Article 21 of the universal declaration of Human Rights, 1948 declares: "Everyone has the right to take part in the Government of his country, directly or through freely chosen representatives.

**3. Right to form, take part in and conduct associations:** Article 20 of the universal declaration of Human Rights 1948 declares that everyone has the right to freedom of peaceful assembly and association. But no one may be compelled to belong to an association.

**4. To make complaint or representation to the National Commission for women:** Under the National Commission for women Act, 1990, the National commission for women has been constituted.

**5. Right to marry:** A woman to whatever caste or religion she may belong, has a right to marry on her attaining majority.

Acts: (a) Marriage under the Hindu Marriage Act, 1955.

(b) Marriage under the special Marriage Act 1954. (c) Marriage under the Jammu and Kashmir Hindu Marriage Act, 1980.

**6. Right to conceive or not or of Abortion:** Under the Textual Hindu Law sexual intercourse is not for recreation or enjoyment but for procreation only.

**7. Right to Education:** Article 13 recognizing the right of every one to education.

**8. Human rights:** The universal declaration of Human Rights adopted in 1948, enshrines the equal rights of men and women and addressed both equality and equity issues.

### **Legal provisions**

The constitution has established certain rights for the women to that effect some acts have been came into force to protect their rights showing gender discrimination is not acceptable in the constitutional law.

### **Constitutional Efforts towards Women Development**

- **As per Article-14** the Constitution of India conferred equality to men and women in status and opportunities in political, social, economic area.
- **Article-15** States that any discrimination against citizens on the ground of religion, race, caste, sex etc, is prohibited.
- **Article-16** Provides equality of opportunities in the matter of public appointments to women in India.
- **Article-39** ensures that the state shall direct all its policies towards securing all its citizens, men and women equally. The right to means of livelihood and equal pay to equal work.

**The Hindu Married Women's Separate Maintenance Act, 1946:** The Hindu Marriage Disabilities Removal Act, 1947: Nehru wanted to introduce legal changes so that women could be equal to men before law. It was because of Nehru's initiative and determination and a strong law minister, B.R.Ambedhkar that Hindu code bill was introduced in Parliament. This bill was passed during 1947.

**Special Marriage Act, 1954:** The aim of the Special Marriage Act is to provide for special marriages and divorce. This type of Act was passed for the first time in 1872. But the Act of 1954 is wider than that.

**The Hindu Marriage Act, 1955:** The chief aim of this Act was to amend Hindu marriage and to codify it. The act also describes the rights of the husband and wife.

**Judicial Separation Act, 1955:** An endeavour has been made to check the number of divorces and time has been given for the establishment of harmonious relations.

**Indian divorce Act 1956:** Women have been given two additional grounds to demand divorce.

**Hindu Succession Act 1956:** According to this Act, all persons are considered to have equal rights in the property irrespective of sex, age or status. The women got right to the use, sale and mortgage of the property received through inheritance.

**Hindu Adoption and Maintenance Act 1956:** According to this Act, the husband has to take the consent of the wife while adopting a son or daughter. The issueless (Childless) widow has also got rights of adoption.

**Suppression of Immoral Traffic in Women and Girls Act, 1956:** This Act was amended twice in 1978 and 1986. It prohibits trafficking in women and girls for purpose of prostitution as a means of livelihood.

**Medical Termination of Pregnancy 1971:** This MTP Act legalizes abortion by a qualified doctor on humanitarian and medical grounds. Maternity leave may be continued with any kind violence of any kind of leave. Leave in further continuation of 90 days + 60 days is allowed in case of an illness of the baby when the presence of the mother is necessary. Even in case of MTP a woman can get 6 weeks of leave with pay.

**Child Marriage Restrain Act, 1976:** This Act increased the age of marriage for girls from 15 to 18 years and for boys from 18 to 21 years.

**Parliament Enacted Criminal Law (Amendment) Act 1983:** This Act introduces several reforms concerning the punishment for rape, the procedure and the rules of evidence.

**Dowry Prohibition (Amendment) Act 1984:** This made far-reaching changes in the principal Act so as to make it more effective by increasing the period of imprisonment and the amount of fine of the offence.

**Family Courts Law 1984:** An Act was passed 1984 for setting up of family courts in the country with a view to promoting reconciliation in and securing speedy settlement of disputes relating to marriage and family affairs and for matters connected therewith.

**Commission of Sati Prevention Act 1987:** The Commission of Sati (Prevention) Act, 1987 was passed by the Parliament to provide for prevention of Sati and its glorification.

**Pre-natal Diagnostic Techniques (Regulation and Prevention of Misuse) Act, 1994:** This Act specifically prohibits the determination of sex of the fetes. The Act provides that no laboratory or centre or clinic shall conduct any test including ultra sonography for the purpose of determining the sex of fetes.

**The Marriage (Amendment) Act, 2001:** This Act amended the Hindu Marriage Act, Special Marriage Act, Parsi Marriage and Divorce Act, and the code of Criminal Procedure providing for speedy disposal of application for maintenance, the ceiling limit for claiming maintenance has been deleted and a wide discretion has been given to the Magistrate towards appropriate maintenance.

**The Protection of Women from Domestic Violence Act, 2005:** This Act guaranteed under the Constitution effective protection of women's rights. According to this, the victims of violence of any kind are provided immediate and emergent relief. This Act is a landmark law that acts as a deterrent and provides legal resources to the women who are victims of any form of domestic violence. The Protection of Women from Domestic Violence Act came into force on 26 October 2006. The Act covers all forms of physical, sexual, verbal, emotional and economic abuse that can harm, cause injury to endanger the health, safety of life, limb or well being either mental or physical of the aggrieved person.

**Compensation to Rape Victims:** The Supreme Court in Delhi Domestic Working Women's Forum vs. Union of India and others writ petition (CRL) No, 362/93 had directed the National Commission for Women to evolve a "Scheme so as to wipe out the tears of unfortunate victims of rape." The Supreme Court observed that having regard to the Directive Principles contained in the Articles 38 (1) of the Constitution, it was necessary to set up Criminal Injuries Compensation Board, as rape victims besides the mental anguish, frequently incur substantial financial loss and in some cases are too traumatized to continue in employment. The court further directed that compensation for victims shall be awarded by the court on conviction of the offender and by the Criminal Injuries Compensation Board whether or not a conviction has taken place. The Board shall take into account pain, suffering and shock as well as loss of earnings due to pregnancy and the expenses of childbirth if this occurs as a result of rape. Accordingly NCW has drafted a scheme titled "Relief to and

rehabilitation of Rape Victims". It is proposed to initiate the scheme in the IX Plan. The budgetary requirements for the scheme in the XI Plan are estimated as Rs.250 corers.

**National Rural Employment Guarantee act, 2005** reserves one third of the jobs for women. Thus the state enacted several specific and related legislations to protect women against social discrimination, violence and atrocities.

**Committees and Commissions towards Women Development:** Various committees and commissions have studied the prevailing conditions and recommended to the government measures to be taken up to improve the situation of women.

**The National expert Committee on Women Prisoners (1986):** The committee examined the condition of women prisoners in the criminal correctional justice system and made a series of recommendations relating to necessary legislative reforms, prison reforms and reforms of other custodial institutions and rehabilitations of prisoners so far as women prisoners are concerned.

**Protection of Human rights act 1993 and the National Human Rights Commission:** The protection of human rights received the President's consent on 8.1.1994. It is an Act to provide for constitution of a National Rights Commission, State Human Rights court for better protection of human rights and for matters connected thereto or incidental thereto. It was enacted by the Parliament in the 44th year of the Republic.

**Parliamentary Committee on the Empowering of Women:** With a view to receiving among other things, dignity and equality for all women in all fields, a Joint Committee of Parliament (JCP) was constituted on 9-4-1997 to look into these aspects. As per rule 331, it shall extend to whole India except the State of Jammu & Kashmir. It investigates and examines all matters relating to the safeguards provided for women under the constitution and other laws.

### **Meaning of Gender Equality:**

Gender equality means that women and men have equal conditions for realizing their full human rights and for contributing to and benefiting from, economic, social, cultural and political development gender equality is therefore the equal valuing by society of the similarities and the differences of men and women, and the roles they play. It is based on women and men being full partners in their home, their community and their society. Gender equality starts with equal valuing of girls and boys.

**Gender equality as a basic human rights principle:** The universal declaration of human rights (UDHR) adopted by the United Nations general assembly in 1948 proclaims that

**Article 1:** All human being are born free and equal indignity and rights. They are endowed with reasons and conscience and should act towards one another in a spirit of brother hood.

**WHY GENDER EQUALITY MATTERS** Although gender inequality is a global issue, it is made worse by poverty and is a key factor in the persistence of poverty. When women and men do not have equal access to resources or equal opportunities to take part in decision making, there are direct economic and social costs. These largely affect women but also have consequences for their children, communities and countries.

"Gender equality is not just about policies." "It's about the quality of life."

Convincing men that they are as likely as women to benefit from gender equality is the strongest argument to get them involved in reaching that goal, experts said at the United Nations.

Accepting equality and rejecting gender stereotypes would help to end discrimination against men seeking jobs typically done by women, increase their participation in family life, and ease the economic burden of supporting their families as more women enter the workforce.

"It has become clear that if we continue to live in a society where gender inequality exists, we all lose, (Martina Vuk, Slovenia's minister for social affairs and equal opportunities)

Gender segregation in the labour market remains a problem for both men from and women said panellists form several countries.

### **NEED AND IMPORTANCE OF GENDER EQUALITY:**

Gender equality is achieved when people are able to access and enjoy the same rewards, resources and opportunities regardless of whether they are women or men. Gender equality is important not only because it is 'fair' and 'the right thing to do', it is also important to the bottom line of a business and productivity of our nation. We know that both man and woman are equally valuable to society. Society could not function without the roles that men perform or without the roles that women perform. For the upliftment of the society, nation

and human beings and irrespective of these there are lots of reasons for which gender equality is needed and important. It has become widely understood that promoting gender equality is an essential component of an effective economic and human development strategy. For example, World Bank (2003) reports:

“There is now a shared understanding within the development community that development policies and actions that fail to take gender inequality into account and fail to address disparities between males and females will have limited effectiveness and serious cost implications.”

Here are so many reasons for which gender equality is needed and important for developing an egalitarian society these could be described as:

**1. Human Development** Man and woman both are the non - material resources which could play an effective role in any country for its development. Arab Human Development (2002) also said that the low empowerment of woman is one of the factors that have seriously hampered human development. Therefore gender equality is needed for human development and for this equal job opportunities should be provided to women.

**2. To attract top talent** A work place is equally appealing for women and men. Any organization which provides equal access to both could attract talent pool and will make progress irrespective of those where equal access has not been given. As woman are increasingly more highly educated than men, a workplace that is not attractive to women risks losing the best talent to competitors.

**1. For Economic Development** Gender equality has positive effects in all spheres of society. When man and women will be able to get equal access especially in employment it will tend to increase economic development of the country as the opportunity increases, more people who were formerly not working will be induced to participate in the employment and hence that majority of the new entrants in the work force leads to economic development . In the Australian context, the Grattan Institute has argued that removing disparities for women to enter the workforce should be an economic reform priority.

**4. To improve National productivity and competitiveness** The world Economic Forum has found a strong correlation between Country's productivity, competitiveness and gender equality. It is stated that.".....empowering women means a more efficient use of a nation's human talent and ....reducing gender inequality enhances productivity and economic growth.

**5. For optimum utilization of Natural resources** Every nation has its natural resources in bulk. For the development of any nation its natural recourse should be fully utilized and it be possible only and only when both men and women will have equal access to use the resources. Because the optimum utilization of resources will be possible only when majority of human resources will enter in the labour market.

**6. To Access the resources** Inequality can impact on every aspect of one's life. It has been found that woman have limited access to key agriculture resources such as land and new technologies. Increasing women ownership of land or access to fertilizers can result in significant gains in food production and reduce levels of hunger.

**7. To maintain the dignity of Human beings** In spite of being men or women we all are human beings. Psychologically we all feel satisfied, if get equal treatment in all spheres of life. Both men and women feel worthless if don't get the opportunity to work. If we look back, traditionally, women remain busy with house hold chores, they were not allowed to go outside the home and earn, that make them feel as worthless and psychologically dissatisfied. So to maintain the dignity every individual should be given similar opportunity to work.

### **Division of labour - (a) Home (b) School (c) Society (d) Work place**

Women should be given due importance in the field of education. They should be entrusted with special task to get positive results. By doing so, we are not showing gender discrimination. Entrusting the responsibilities at home Women play three important roles at home (a) As a wife and mother she extends her services to the family. (b) Depends mostly on the earnings of the husband to run the family (c) Settles all the problems in the family and takes care of the children.

#### **Education division of labour of women at home is as follows:**

- Educating the children
- Helping the husband in the matters related to the education of their children
- Concentrating on the language abilities of the children when they are too young

- Making the children read at home
- Helping in educational activities and motivates them to acquire knowledge.

**School women education and division of labour:** The following are the important aspects of women education and division of labour in the school.

- Admitting their children in the school
- Talking to the teachers about the progress of their children
- Undertaking the responsibilities of the Mother
- Assessing the progress of their children from time to time.
- See that the children should attend the school regularly.
- Attending the PTA meetings at school and Participating in the extracurricular activities in the school
- Participating voluntarily in the school development programmes.

**Society - Women Education and division of labour:** Women education and division of Labour will influence the society in the following ways

- Helping the society in moulding different sets of people
- Making the children know the professional skills
- Enabling the neighbours to help the community
- Knowing the knowledge of latest professional skills and encouraging them
- Concentrating on different professions where in they could do something.

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## UNIT - 10

# GENDER AND EDUCATION

### Educational provisions specially meant for Girls education.

The girls education in our country did not develop as expected recognising the importance of girls education both the central and state governments have introduced the following schemas for its development.

#### **1. Sarva Siksha Abhiyan (SSA) 2000 :**

The Sarva Siksha Abhiyan was launched in the year 2000. This scheme seeks to bridge Gender Inequality by giving due emphasis on promoting education of girl child in the society and to afford them social justice, security and equity at par with the boy child. Under this scheme, the National programme of Nutritional support to Primary Education (Mid — day Meal scheme) and National programme for Education of Girls at elementary level (NPEGEL) were implemented to provide additional support to education of girls at the elementary level. The programme motivates girls who are not attending school with the support of the community.

**2. District Primary Education Programme (DPEP) (1994):** The Government of India launched the District Primary Education Programme in 1994 in 271 districts of 18 States. The programme has been started in low female literacy states and districts.

**3. Kasturba Gandhi Balika Vidyalaya (KGBV):** Kasturba Gandhi Balika Vidyalaya reaches out to girls living in hard to reach small scattered habitations that live at a considerable distance from the nearest schools. This programme is designed to ensure access and quality education to girls through the provision of 750 residential schools at upper primary level.

**4. Operation Black Board:** The scheme of operation black board started in 1987 - 1988 to provide basic minimum facilities in Elementary Schools, has now been into Sarvasiksha Abhiyan.

**5. Sabala :** In order to enhance the nutritional and economic status of adolescent girls, the Government of India launched a new programme, Rajiv Gandhi Scheme for empowerment of Adolescent Girls - SABLLA around 92 lakhs to 1.15 crore adolescent girls of 11 to 18 years per annum are expected to be cover under the scheme during the .1 lth five year plan.

**Measures to promote Women's Education** Various measures have been suggested by the 'National Committee on Women's Education' for the improvement of girls' education.

- i. Providing school facilities, opening of new schools, bringing schools within easy reach of the children, starting girls' section in boys' schools, and condensed course for adult women etc.
- ii. Improving the existing schools : Appointment of more qualified and adequate staff including a large number of women teachers; school mothers in mixed schools provision of better building and educational equipment and along with it a wide choice of subjects;
- iii. Making education free : Granting concession in the form of scholarships to poor and meritorious girl students;
- iv. Effective enforcement of compulsory, education and creation of social climate among the village community to enrol all girls of school going age;
- v. Educating public opinion : Teacher - parent co-operation, Education of adult women;
- vi. Providing other convenience and inducement. Such as adjustment of school timings and vacation to suit local needs and conditions, free mid-day meals, free medical and health facilities for the school children, establishment of crèches etc;
- vii. Female inspecting officer: Brining education under the charge of women as far as possible both in regard to teaching as well as inspection and administration.
- viii. Shift system: Where co-education is not acceptable, an alternative is to start separate shifts for boys and girls in the same school building, so as to avoid duplication of buildings and equipments.
- ix. Guidance service : In order to make the education of girls more purpose and practical effective guidance services should be provided in all schools as possible;
- x. Appointment of school mothers in mixed schools;
- xi. Establishment of nursery and pre-primary schools;
- xii. Public Co-education Direct co-operation of the public should be encouraged in the following fields: a) Establishing private schools; b) Putting up school buildings.

### **Emerging trends in the field of girls education- reservations .**

The Government of India is committed to wringing about basic change in the status of women through education. It believes that empowerment of women is a critical pre -

condition for their participation in the education process the Major schemes / programmes for empowerment of women are as follows.

**1. Mahila Samakhya, (Education for Women's Equality)**, an effective process - oriented women's education and empowerment programme targeting poor, socially disadvantaged women is now operational in 9 states. Mahila Samakhya -meaning education for women' equality - was launched in 1989 by the Government of India in the states of Uttar Pradesh, Gujarat and Karnataka.

Women's collectives of the Mahila Samakhya Programme address several gender issues, including violence against women. It runs a number of innovative non-formal education programmes for women and adolescent girls. Mahila Samakhya (MS) MS addresses traditional gender imbalances in educational access and achievement. This involves enabling women (especially from socially and economically disadvantaged and marginalized groups) to address and deal with problems of isolation and lack of self-confidence, oppressive social customs and struggle for survival, all of which inhibit their empowerment. Today, Mahila Samakhya is active in 12,000, villages, over 60 districts in 9 states including Bihar, where UNICEF and Mahila Samakhya have been partners for a long time.

The guiding principle of the programme is the centrality of education in empowering women to achieve basic equality. It strives to make women aware, empowered, capable and self-reliant. Mahila Samakhya has been particularly successful in targeting out-of-school girls by working with the community to create learning opportunities in alternative centres, residential camps and early childhood development centres. The programme has been supported by State government, UNICEF, World Bank and others.

**2. National Programme for Education of Girls at Elementary Level (NPEGEL) :** The NPEGEL under the existing scheme of Sarva Shiksha Abhiyan (SSA) provides additional components for education of girls underprivileged/ disadvantaged at the elementary level. The scheme is being implemented in Educationally Backward Blocks (EBBs) where the level of rural female literacy is less than the national average and the gender gap is above the national average, as well as in blocks of districts that have at least 5 percent SC/ST population and where SC/ST female literacy is below 10 percent based on 1991.

**3. Kasturbha Gadhi Vidyalaya:** Under the scheme of Kasturbha Gandhi Balika Vidyalaya, 750 residential schools are being set up in difficult areas with boarding facilities

at elementary level for girls belonging predominately to the SC, ST, OBC and minorities. The scheme would be applicable only in those identified educationally backward blocks (EBBs) where, as per census data 2001, the rural female literacy is below the national average. - Among these blocks, schools may be set up in areas with concentration of tribal population, with low female literacy and/or a large number of girls out of school.

**4. Condensed courses of Education for Women:** It provides education to adolescent girls/women who are school dropouts or did not have opportunity of joining formal education system to pass primary/ middle/metric level examination and helps to develop their skills. During the X Plan 1840 Condensed Courses were sanctioned for 46275 beneficiaries. In the XI Plan, curricula of all courses are to be enlarged to include component of life skills, social skills and negotiating skills. Schematic pattern of the scheme is to be revised.

**5. Adult Literacy Schemes of the National Literacy Mission:** has been implemented in nearly all the districts of the country. Special measures have been initiated to improve female literacy in low female literacy districts (45) through focused interventions by Zilla Sakshrata Samities, Nongovernmental organizations, women volunteer teachers and Panchayati Raj functionaries. Emphasis is also being laid on provision of lifelong Learning opportunities, imparting vocational skills and improving income generation of Neo-Literates through the continuing Education Programme, which is being implemented in 272 districts?

**6. Mid 'day Meal programme:** The scheme has been welcomed as it positively impacts nutritional levels and school participation of girls and children belonging to poor and Marginalized sections Access to education is easier for boys than girls, for upper caste than for scheduled caste and scheduled tribe, and for the upper and middle classes than the poor.

**Reservations:** As per the article 21(A) of the constitution, Girls have fundamental right to get education. Because of that some special facilities have been provided for them. As a part of that the Government created reservations in the education Institutions, Legislatures, Jobs etc. There are some residential schools specially meant for girls.

### **Gender as an influencing factor in course choices.**

**Ans. Courses of Studies for Women:** Educationalist differs in prescribing the courses of studies for boys and girls. Mudaliar Commission opened, "Any education opened to men should be opened to women." There are others who opposed the idea. They say, girls

are different from boys in their physical, temperamental' and mental growth, so there is the need of separate curriculum.

The "National Council for Women's Education" appointed under the chairmanship of Hans Mehta to find out the need of separate courses for girls and to suggest courses of studies for them. The 'National Council for Women's Education' and the 'National Committee of women's Education' suggested that there should be identical curriculum for boys and girls at the primary stage, with the provision of introducing subjects like music, paintings, sewing, needle work, simple hand work, and cooking (in the last two years of the primary stage) to make the courses more suitable for girls. All these together with a special emphasis on Domestic Science should always be the distinctive features of girls' education in India right up to the end of the high school course. Literature History, Geography and Elementary Science together with Elementary Mathematics should, of course, be included in their syllabus in order to extend their intellectual horizon and to equip them with the fundamentals of modern knowledge.

At the middle school stage and especially at the secondary stage, there is need for separate curriculum for boys and girls. This however does not imply totally different courses of studies, but indicates merely an improvement of the existing courses, either by suitable changes within them or by inclusion of subjects more useful for girls. Steps should be taken to provide a number of electives so that girls may choose subjects according to their individual tests and aptitudes and in keeping with career wish to take up in later life. There should be separate subjects such as home science, hygiene, needle work, singing, fine arts, painting, dancing, music etc. The diversification at this stage should also include some pre-vocational education which would help girls to choose such career as that of a gramsewika, a social worker, a mid-wife, a health visitor, a nurse, a craft teacher etc.

In higher education subjects should not be compulsory for women. The above motioned subjects should be there in a bit modified form so that the girls may choose the subjects according to their interest and ability. Besides, a girl, by the time she reaches college, especially in the new system of multipurpose schools, should know enough both from home and school about the essentials of domestic science and her three years in college should be devoted to specialisation of some form of career. It is therefore essential that she should not be forced to study domestic science with her other subjects but that domestic science should be a choice. However, there is great need for the simplification of the existing

courses at the primary and middle stages this aspect of the problem should, therefore, be thoroughly examined in the light of the general consideration suggested in the report.

Women' education should primarily be at equipping them properly with all that modern knowledge may give for realising intelligently their national ideal of motherhood. Their education must be so devised as may instil into them, in the first place, as a good housewife, regard for consequent loyalty to their national ideals of purity, simplicity, self-sacrifice, motherly tenderness and love, untiring patience and contentment. Secondly is should develop their intellectual faculties so that they may tackle the various problem connected with their domestic and social life. Thirdly, their education becomes a necessity for their livelihood.

Thus Gender is an influence factor in course choices. A part from the different courses specially run for girls the girls are opting some courses where in the boys will be given due importance. This is because of the advancement in the community as well as the ideas of girls. The parents are also supporting and encouraging the girls for such courses.

Finally we can come to a conclusion that Gender influences in the selection of courses for girls.

### **Women empowerment through girls education.**

Women empowerment is the ability to direct and control one's own life. In other words, empowerment of women means equipping women to be economically Independent, Self-reliant, have a positive self- esteem to enable them to face any difficult situation, and make them capable of participating in developmental activities.

According to D.B.Rao "Empowerment is a moving state; It is continuum that varies in degree of power. It is relative ... one can move from an extreme state of absolute lack of power to the other extreme of having absolute power.

**Indications of Empowerment:** Empowerment is a complex issue with varying interpretations in different societal, National and Cultural contents

At the level of the Individual woman and her household, empowerment is:

- Self - confidence and self esteem
- involvement of women in Non-traditional tasks
- Existence of women organizations
- Awareness of her social and political rights

### **Need for women Empowerment :**

- Improvements in attitude to women's role in the house hold and community
- Increasing women's participation in household decisions
- Enhancing perceptions of women contribution to house old Income and family welfare.
- The ultimate level of equality and empowerment, a balance of power between women and men in a sharing approach.

**Role of Education In women empowerment:** Education makes the women empowered personally, socially, culturally and economically.

**Personal Empowerment:** Education is a prominent component for personal empowerment of a woman. Education women have acquired self-confidence, self esteem, boldness and independence.

**Social Empowerment:** Education makes woman pillars of the society. Educated women know the rights and their duties in the society.

**Economic Empowerment:** Higher education lays foundation for the economic development of women.

**Cultural Empowerment:** Education also changes the life style of women throughout their life.

**Technological Empowerment:** Educational women are various seekers of knowledge and information. The information technology is a powerful tool to help women in this search.

### **Strategies for women empowerment:**

- Educated professional women about their legitimate rights, so that they become articulate and possibly active.
- Encourage educational institutions to take up programmes to enhance women's status.
- Caution the mass media about the ways in which woman are publicised.
- Educate parents and elders on the importance and value of the domestic work done by women.

### **Programmes and Schemes for Women Empowerment:**

#### **National level:**

- Integrated Rural Development Project (IRDP).
- Employment Assurance Scheme (EAS).
- DWACRA

- PMRY

**State Level:**

- Integrated child development scheme (ICDS).
- IRDP
- WILL
- Indira Mahila Yojana (IMY).

Development of nation is directly linked to the empowerment of women.

**Women Empowerment is key to National development:** MS Otiko D.Jaba has stated that any society that wants to develop must empower women to enable them make meaningful and positive contribution towards the overall development efforts.

Women's empowerment and economic development are closely related.

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