

DIMENSIONS OF EDUCATION

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WEST GUWAHATI COLLEGE OF EDUCATION

In collaboration with IQAC Cell

Templeghat, Pandu
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Column from the Chairman

In India, various problems of higher education are discussed, analysed and criticised by the educationists and alert citizens time to time. As a result, the views of teachers and general people changes. It is a great pleasure for the institution for publishing Seminar Papers year wise. I bless my team members for contributing such collection in printing shape.

Gitanjali Choudhury
January, 2014

Editorial Column

The teacher can be rightly called nation builders. Teachers through their perseverance, hard work and commitment have shown us the right path in which great men have built our nation. Teacher education and teacher training colleges play an important role to flourish the qualities and skills of future teachers. Competence and professional skills are the very heart of the programme of teacher training. A teacher trainee generally evolves and polishes their skills and techniques of teaching in teacher training programme.

The 'Dimensions of Education', a collection and compilation of institutional seminar papers is published by IQAC cell of West Guwahati College of Education every year. This printed collection of seminar papers will encourage the teacher trainees of WGCE to develop their critical thinking and reasoning ability. Thereby, an effort has been made by the pre-service student teachers on various challenging issues in the present day context. As B.Ed. programme is a professional course their innate capacities are reflected through various presentations. Seminar is one of such kind which is a regular feature in WGCE. These student teachers are encouraged to present seminar papers in groups on four main themes.

I remain grateful to the Principal of WGCE Mrs. Gitanjali Choudhury for having reposed her trust and confidence in me by assigning this task. I also extend my sincere thanks to all my colleagues for their continuous cooperation and support.

January, 2014

Priyanka Borpujari

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"Role of education in women empowerment And employability"

Priyanki Barpujari
Lecturer

Introduction :

Empowerment is a term widely used in the context of development and power. In the social context, "power" is understood as authority, right to command, right to govern or rule, capability to inference etc. Thus, empowerment simply means vesting power where it does not exist or exist inadequately. It essentially means decentralization of authority and power. Empowerment is now increasingly seen as a process by which the powerless gain greater control over the circumstances of their lives. It involves power to, Power with and power within Therefore, empowerment stands for acquiring the power to think, to speak, to act freely, to exercise choice, to raise voice and to be able to take a decision. It is a process of awareness and capacity building leading to greater participation, to greater decision making power and control and to transformative action.

Empowerment is equally important for both men and women. With reference to women, the power that has to be includes their lives at multiple levels, family, community, society and the state our society is consisted of men and women. Men and Women are both like two eyes of the society. A man cannot progress depriving women from their equal rights with men. In India, after six and half decades of independence, women continue to be helpless victims in male dominated society in every walk of life. Statistics show that every 15 minutes a case of molestation takes place, every 45 minutes, a woman is raped and every 100 minutes, a dowry death takes place. Therefore, empowering women is a pre requisite condition for creating a good nation.

When women are empowered society with stability is assured. But, it is very unfortunate that discrimination of women is well known all over the world in different community, society and nation across time and space. They are usually seen have more

deprived status in terms of access to resources and enjoyment of rights and freedom which influence their quality of life. This condition of women lives is found to be common to almost all societies in greater and lesser degree.

Concept of Women empowerment

Empowerment is a term widely used in the context of development particularly women's development. The em-powerment approach was first clearly activated in 1985 by 'Development Alternatives with women for a New Era (DAWN)'. In the mid of 1980's the term empowerment become popular in the field of development especially with reference to women, women empowerment appears to be the outcome of several important criticisms, discussion, dialogues and debates generated by the women movement throughout the world. To empower, women, literally speaking is to give power to women 'Power', here does not mean a mode of domination over others, but an exposure of inner strength and confidence to face life, the right to determine one's choice in life, the ability to inference the society and social change, a share in decision making and capacity building for the sake of national development. It is both process and result of the process. It is both process and result of the process. Empowerment is an active process enabling women to realize their face identity and power in all spheres of life (UNSP 1994).

Indicators of women empowerment

Women's empowerment can be measured with the help of some indicators which can be summarily categorized into three groups. Education, occupation, age differences and educational differences between spouses are indicators that relate to women's access to and control over resources. Decision- making, freedom and access to money are considered to be direct indicators of women's empowerment while extent of self-esteem, favourable attitude, girls' education and practice of family planning are called the indicators of evidence of empowerment.

Role of Education in women empowerment :

- # Education is an essential for the growth and prosperity of both a nation and society. Education plays a crucial role in national development and socio-economic transformation of the society. In this context, both men and women will have to play vital role in contributing to the nation's growth and development. But, every society differentiates its member on the basis of sex, treating

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men and women in different ways, which leads to gender imbalance, resisting women from participating in social, economic and political activities, affect the whole society which ultimately leads to gender in-equality in education.

- # Education is a powerful tool of social transformation. Hence, education for women has to be paid special attention to reduce such gender in-equality gender sensitivity must be developed. For this, greater access for women to education must be ensured in the educational system.
- # Education is the milestone of women empowerment because; it enables them to respond to the challenges, to confront their traditional role and change their life.
- # Educating girls brings many benefits to the society. As educated mother give importance to education of their children and they invest more in their children's schooling and this improve society's development prospects further.
- # Women cannot be empowered just by the formulation of laws or through economic independence. It is only the education which can make the programme of women empowerment successful. Education is the only tool which can empower the women in all aspect in true sense. Education is the ultimate empowerment that is needed to give to the women.
- # It is a fact and researches have also proved that if a men develops, it is for him, but; if a women develops then it is for all. Education has far reaching effects. It is one of the most important means of empowering women with knowledge, skill and self-confidence necessary to participate fully in the development process. The 1994, airo consensus recognized 'Education', especially for women a face for social and economic development.
- # Education of women is the most powerful tool of change of position in society. It also brings a reduction in inequalities and function as a means of improving their status within the family.
- # Education emerges is the single most important parameter uplifts the status of women. By educating women, a country can reduce poverty, improve productivity, ease population pressure and offer its children a better future.
- # Women are the key to progress of any nation Pandit Jawaharlal Nehru also said that "If you education a man, you educate one individual, however, if you educate a women you educate a whole family women empowered means mother India

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empowered." So, Education has far reaching effects. Empowerment of women is empowerment of family, household and in true development of a nation of a country as a whole.

- # Empowerment of women through education has a great impact on the girls' education. Educated mothers have better educated children and maternal education tends to influence girl's education in particular. As each generation of women is educated, so are the long term rewards for society to build quickly. So, in order to reap all these benefits, empowerment of women is essential through education.
- # Education is a potent tool in the emancipation and empowerment of education. The greatest single sector which can in incredibly improve the status in any society is education. It is indispensable that education enable women not only to gain more knowledge about the world outside of her "Heart" and "Home" but; helps her to get status, position, self esteem, self confidence, necessary courage and inner strength to face challenges of life. Education helps women prepare for the labour force and helps them understand their legal and reproductive rights and to gain confidence to claim them.

The empowerment of women in India has been obstructed for centuries owing to various reasons amongst which the initial blow was in the form of depriving women from basic educational facilities. Education is the ultimate empowerment that is needed to give to women. Therefore; it is essential to provide education to empower the women to challenges all the problems of life. Empowerment of women through education develops the capacities of women in every fields of life.

Women's employability and multiple role:

Women are usually the careers, nurturers, educators, source of stability and increasingly they are major cash contributors. For the most part, women meet their responsibilities to their children, their men and order of infirm relatives with generosity, self-sacrifice and unstinting labour.

Few deny that women in every society carry out multiple roles both within the family and outside. Women have responsibilities which can be roughly categorized as: reproductive (child-bearing, caring and rearing), caring for their family, home maker etc. Recent researchers have identified other areas of responsibility; community management

and environmental management. But women are frequently excluded from development planning and environmental conservation decision making, in spite of the fact that they are capable of carrying out multiple roles, mainly because of biological differences and gender discriminated roles.

Role of Education in Women's employability:

Today, women have proved their mettle in almost every field like software, journalism, medicine, engineering, teaching and even as fighters. Employability has increased to a large number. The employability scale of women in multi fields can be best reflected when we go through the Great examples of Pratibha Singh Patil the first women President, Anna George Malhotra the first IAS affair of India, Kalpana Chawla and so on.

Today, women have been able to occupy a prominent field almost in all technical and non-technical jobs. It is only the "Education" which has strengthened the employability of the women. Again, the reason behind the employability of the women of a vast number is the development of skill, which in an important part of education system.

Since, time imperial, women have played their part equally and also productively in the economic field. The economist used the term "Womonomies" to show the increasing importance of women in the world economy. Education builds the way for economic empowerment and uplifts the status of women.

Conclusion:

It may be said that empowerment is a continuous process far realizing the ideals of equality, human liberation and freedom for all women empowerment, thus implies equality of opportunity and equity between the gender and age groups, strengthening of life chances, collective participation in different spheres of life cultural, social, political, economic, development process, decision making etc. In order to promote women's empowerment, it is necessary to create an environment that will allow women to participate in educational programmes and share the benefits. Education plays an important role in empowering women. It is the strangest means through which women's status and condition can be improve incredibly Education also provides employment while ultimately upgrade the status of women. Therefore, women empowerment has become the key solution to many social problem of the world.



Adolescents and their Developments

Lachit House

Introduction

Adolescence is the most crucial stage in human life as it is the age where human being develops its skills in both mental and physical ways. In this period, we face many new experiences and changes in our body and mind. In one way the adolescence is the period which develops and controls the entire life. Because the main physical and mental set up of our life starts in this period only.

On the other hand, the environment that we live plays a great role in shaping the physical and mental set up of adolescence. Hence, for a society to expect a healthy and wealthy future generation, it is quite necessary to give importance to the adolescence period of human being. Keeping this thing in mind, there has been growing a tendency to study this while preparing someone for the teaching profession.

1. Aim of the Study

The present study will discuss different mental and physical development during adolescence period and how the social environment of a person plays an important role in shaping one's view on life and development.

2. Areas of Developments in Adolescents

2.1 *Physical Development of Adolescents*

The developmental stage from early to late adolescence is unique in its multitude of concurrent changes that exist across various contexts. Changes occur as a result of puberty and cognitive development, school transitions and changing roles with peers and families. These changes are often accompanied by shifts in adolescents' trajectories.

During adolescence, the most notable change that occurs is the development in height and body composition. From the age of seven to 17, the most growth in body takes

place. This growth period is different in both boys and girls. Along with the boys, the girls also develop muscle mass in this period.

In matter of motor skills of the body, the adolescence period is the most suitable period. The adolescents become better able to move their bodies with greater skill and precision. These movement skills are of two kinds-gross motor skills and fine motor skills.

In the adolescence period, there grows both primary and secondary sexual characteristics in both the boys and girls. Both sexes develop their reproductive system in this period.

The adolescents spend most of their time either in school or with parents. Hence both the societies play an important role in the adolescence period.

2.2 Mental Development of Adolescents

Mental processes of adolescences are important to understand the specific developmental characteristics in the area of mental growth. Mental development includes the abilities in memory, imagination, language, percept, concepts and problem solving ability. Mental development is necessary, when the young students find themselves in the circumstances of stress and instability, the point at which the observance of good conduct comes under attack. Here, the only things that can safeguard our practice of good conduct is mental development. A few characteristics of mental development in adolescence are-

1. Increased ability to generalize the facts.
2. Increased ability of understanding
3. Increased ability to deal with abstraction
4. Development of memory and imagination
5. Ability of problem solving
6. Ability to make decisions
7. Self criticism and evaluation

2.2 Emotional Development in Adolescents

Emotional development in adolescence is one of the important developmental stages that take place in every individual. Emotional development reaches its maximum during this period. It is the period of heightening of all emotions like anxiety, fear, love, anger etc. Like an infant, individuals experience, emotional instability and intensity during adolescence become too sensitive, inflammable and moody during this phase.

2.3 Adolescence and Behaviour

Adolescence is the time of growth and maturation in the brain and it is also a time when much new behaviours begin to emerge. It is normal for the teenagers to push boundaries. In fact, this is an important time of their journey towards independence. Peer pressure is strongest from early to middle adolescence. Research suggests that boys are more likely to give in to peer pressure than girls. Risk taking peaks at around 15-16 years and tends to tail off by early adulthood.

Teenage sibling fighting can be stressful for parents, but it's normal and helps children learn important life skills - like how to sort out problems, deal with different opinions, and treat others with respect.

Peer pressure is about being influenced to do something you wouldn't otherwise do, in the hope of feeling accepted and valued by others. But it isn't just doing something against your will, and can actually be positive. Sometimes it might involve following scenes, trends and fashions to feel part of a social group - this is normal for teenagers.

A brief look at the available information is important in our pursuit of identifying and highlighting the health life style and behavioural issues.

2.4 Adolescence and Curriculum:

Adolescence is a period of rapid change- each loss of childhood representing a gain of adulthood. As an adolescent they feel more independent and there is an increase need for privacy and to do their own thing in their own way. Adolescents tend to learn by risk taking experimentation and experience.

On the other hand, curriculum is a course which runs to reach a goal. In this sense education becomes a race, run on the course of curriculum to reach the goal of full development of a child's personality. It embodies all the experiences which are utilized by the school to attain the aims of education that are ultimately guided by the objectives of life. Thus, the element of awareness, understanding knowledge, skill and action must all be integrated in the preparation of the curriculum.

2.5 Adolescence and Society:

Adolescence is a transitional stage of physical and psychological human development that generally occurs during the period from puberty to legal adulthood.

A thorough understanding of adolescence in society depends on information from

various perspectives, most importantly from the areas of psychology, biology, history, sociology, education and anthropology. Within all of these perspectives, adolescence is viewed as a transitional period between childhood and adulthood, whose cultural purpose is the preparation of children for adult roles.

Adolescence is said to be the fifth stage of development known as identity vs. role confusion. In this period the adolescents are more likely to be concerned about how they appear to other. From this period onwards only, an adolescent begins to think himself/herself as a person of the society. The changing society plays a very important role in adolescence and in shaping their views towards the society.

2.6 Adolescence and Technology

Adolescence is the growing phase of any individual which is the time of both orientations and innovations. This transitional period brings up the issues like independence and self identity.

Electronic communication has risen to a place of supreme prominence in a teenager's life nowadays. The technologies are readily available today and are constantly evolving and we have seen this technology to become an integral part of our lives as well as the teenagers. Teenagers/adolescents enjoys the use of information technologies by addressing the needs of social interaction, communication, development of self identity, personality as well as development of intimacy among themselves. The internet helps to simplify the life of a teenager by providing a way of receiving knowledge. Another positive way in which internet helps today's youth is by providing a way in to keep in touch with friends and relatives on a worldwide basis. Through the internet, it becomes easier to keep in touch with a friend living far away or relatives residing in another town or country through e-mail, social networking sites, video chat etc. These qualities helps bring people together with frequent contacts that boost sociability as well as relationships. Internet also fosters openness, self confidence and a greater sense of ease and comfort while dealing with unknown people. This is because their technological presence grants them the opportunity to be completely a new person who is entirely open and confident. Since no visual contact or direct contact is developed, one may get rid of his/her weaknesses and be more confident while interacting with others. So, the interactive and the experiential nature of technologies render the adolescents to have a cognitive and psychosocial maturation.

But the technology has also created different problems among the youths. Overuse

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of technology hampers the social growth as well as the mental growth of the adolescents as his live participation in the society or in the family is important for his mental maturation. Isolation from friends, family or relatives who plays an important role in their lives will hamper his overall development and result into loneliness and introvert nature resulting into loneliness.

3. Conclusion

From the discussion, it became clear that the adolescence period is the most crucial period of human being. There are varieties of areas which are directly connected to the adolescence period. Thus, starting from the physical and mental development during adolescence, we have covered the impact of society in psychological development of an adolescent. On the other hand; the use and over use of technology is also been discussed in this paper. However, from this seminar paper, it became clear that the adolescence period is the most crucial and hence for the better future of our society we should give a healthy importance to the adolescent.

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Rashtriya Madhyamik Siksha Abhiyan (RMSA) And its implications

Sankardev House

Introduction

Rashtriya Madhyamik Shiksha Abhiyan (RMSA) is aimed at expanding and improving the standards of secondary education - classes IX and X by 2017. The RMSA would also take secondary school education to every corner of the country by ensuring a secondary school (up to class X) within a radius of 5 Km for every neighbourhood. RMSA, which is the most recent initiative of Government of India, to achieve the goal of Universalization of Secondary Education (USE). The Sarva Shiksha Abhiyan program set by the government to bring education (elementary) to millions of children has been successful to a large extent, and has thus created a need for strengthening secondary education infrastructure across the country. The HRD Ministry has taken note of this and now plans to implement a secondary education scheme called RMSA during the 11th Five Year Plan at a total cost of Rs. 42,705crore.

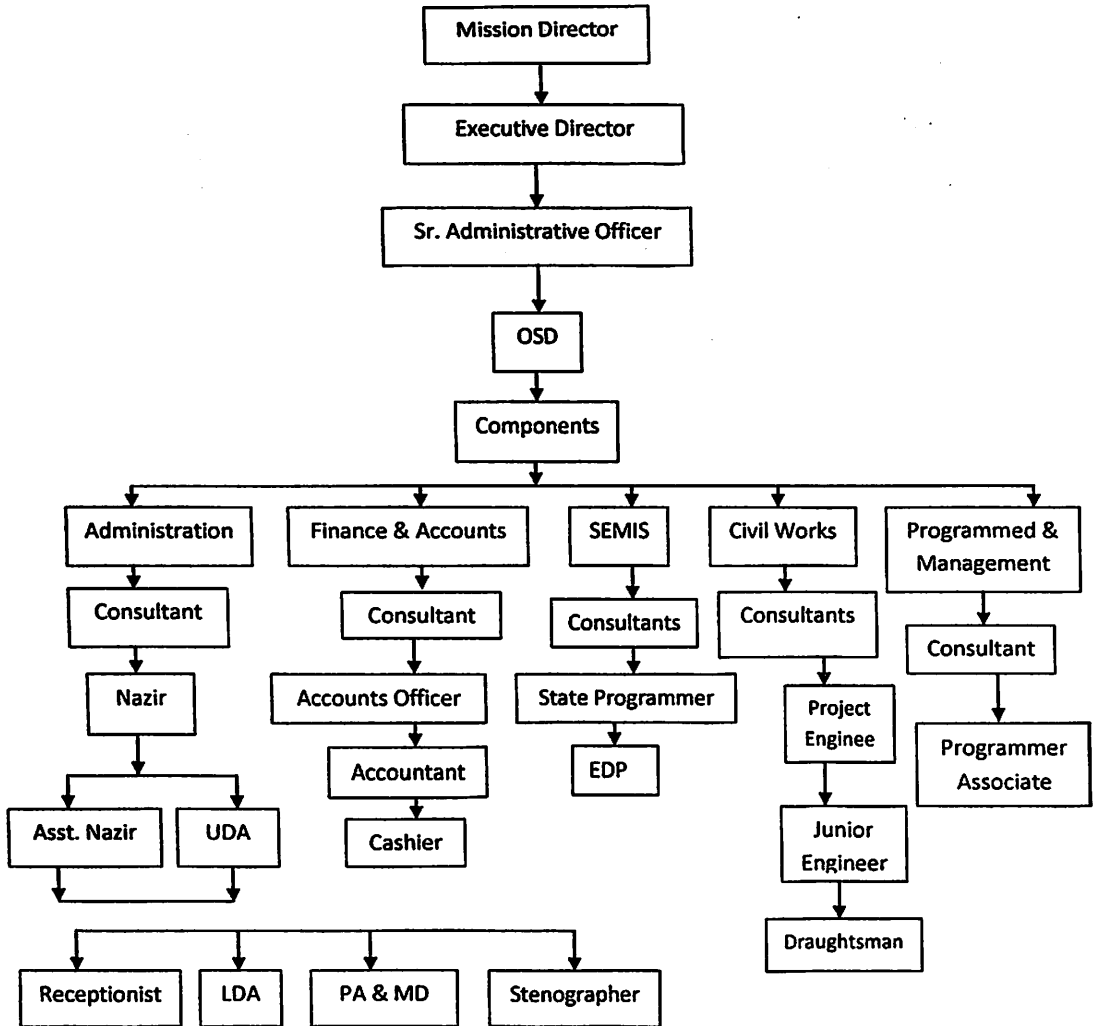
Objectives

- i. To ensure that no child is deprived of secondary education of satisfactory quality due to gender, socioeconomic condition, disability and other barriers.
- ii. To improve quality of secondary education resulting in enhancement, intellect, social and cultural learning.
- iii. To provide a secondary school within a reasonable distance of 5 K.ms from any habitation and higher secondary school within 7-10 K.ms.
- iv. To ensure that all secondary schools have physical facilities, staffs and supplies at least according to the prescribed standards through financial support in case of Govt. /Local body and Govt. aided schools and appropriate regulatory mechanism in the case of other schools.
- v. Access to secondary education with special reference to economically weaker sections of the society, the educationally backward, the girls and the disabled

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children residing in rural areas and other marginalized categories like SC's, ST's, OBC's and educationally backward minorities.

Organization Structure



Organization Structure

- ☞ Pedagogy & other Quality Issues.
- ☞ Planning, Policy and Budget.

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- ☞ Emergency Education and Disadvantage of Groups.
- ☞ Distance Education and media.
- ☞ Documentation, Supervision and Monitoring.
- ☞ CWSN, Equity and incentives.
- ☞ Research and Evaluation.

Power and Functioning

Powers of RMSA

There are management structure for implementation of the scheme, efforts and integration for current activities.

❖ Management Structure at school level

There will be School Management and Development Committee (SMDC) for Secondary and Higher Secondary Stage. The committee will be responsible for all the activities including planning, collection of data under SEMIS, implementation, monitoring evaluation and taking remedial and corrective actions on all the components/interventions of the scheme.

❖ While the specific composition of SMDC may be decided by the states, the suggested composition of SMDC may be as follows:-

- Principal, Chairman of the Committee.
- Vice Principal, member.
- One teacher of Social Studies, Member.
- Teacher of Science, Member
- Teacher of Mathematics, Member.
- One gentleman from parents, Member.
- One lady from parents, Member
- Two members from Panchayat or Urban Local Body
- One member from SC/ST community
- One member from Educationally Backward Minority community
- One member from women groups.
- One member from Education development committee of each village (to which the school concerned centre)
- Three expert members from Humanities and Art/Craft/Culture background and Science to be nominated by District Programme Coordinator.
- One officer from Education Department to be nominated by the district Education

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Officer as Member.

- One member from Audit and Accounts Dept.

Function of RMSA

In the context of Universalization of Secondary Education (USE), large inputs in terms of additional schools, classrooms, teachers and other facilities need to be provided to meet the challenge of numbers, credibility and quality. The strategy for universalizing access to secondary education and improving the quality are as under -

A. Access

- Expansion/strategy of existing Secondary school & H.S. Schools shifting in existing schools.
- Opening of new Secondary school and H.S. Schools on the school mapping exercise.

B. Quality

- Bridge course for enhancing learning ability for students passing out of class VIII
- Reviewing curriculum to meet NCF, 2005 norms
- Residential accommodation for teachers in rural and difficult hilly areas. Preference will be given to accommodation for female teachers.

C. Equity

- Free lodging/boarding facilities for students belonging to SC, ST, OBC and minority communities.
- Providing scholarship to meritorious/needy students at secondary level.
- Expansion of open and Distance Learning needs to be undertaken especially for those who cannot pursue full time education.
- Hostels/residential schools, cash incentives, uniform, books, separate toilet for girls.

D. Institutional Reforms and Strengthening of Resource Institutions:

- Reforms in school governance-improve school performance by decentralizing their management and accountability.
- Necessary strengthening of resource institutions at various levels eg. NCERT, NIEPA and NIOS at national level

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- SCERTs State Open Schools SIEMAT etc at state level.

E. Central govt. operates four Centrally Sponsored Schemes

- ICT School for providing assistance to State Government for computer education.
- Integrated Education for Disabled Children (IEDC)
- Strengthening of Boarding and Hostel facilities for girl students of Secondary and Higher Secondary school.
- Quality improvement in schools which include provision of assistance to state Govt. to introduce Yoga, Science, Maths Olympiad for improving quality of education.

- F.** Number of Kendriya Vidyalayas (KV) and Jawahar Navodaya Vidyalaya will be increased in view of their importance as pace-setting schools and strengthening their role.

Role of RMSA

The scheme of RMSA has vast and effective role in today's life, this scheme of RMSA has made secondary education of good quality accessible and affordable to all the young persons in the age group of (14-18) years.

Under RMSA scheme the school have got some physical facilities which was -

- Additional classroom
- Laboratories
- Libraries
- Art and Crafts room
- Toilet blocks
- Drinking facilities
- Residential hostels for teacher in remote areas.

Again, RMSA makes adequate preparation or arrangement for the development of intervene qualities to all the schools, which are -

1. Appointment of additional teacher to reduce PTR to 30:1
2. Focus on science, mathematics and English education.
3. ICT enabled education
4. Curriculum reforms
5. Teaching - Learning Process.

RMSA has provided equity interventions which are -

1. Special focus on micro-planning

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2. Preference to Ashram school for up gradation
 3. Preference to areas with concentration of SC/ST/minorities for opening of schools.
 4. Special enrolment drive for the weaker sections.
 5. More female teachers in school.
 6. Separate toilet blocks for girls.
- These are the various roles of Rashtriya Madhyamik Siksha Abhiyan.

Distribution of RMSA in India

RMSA is distributed through various states of India. Some states and their objectives-

❖ **Assam**

- i. Universal access of secondary education by 2017
- ii. Bridging gender disparity and socioeconomic disparity, disability and other barriers.

❖ **Andhra Pradesh**

- i. Establishing Secondary School within a radius of 5 Km
- ii. Achieving 75% access by 2012-13 and 100% access by 2017-18.
- iii. Achieving 100% retention by 2020.
- iv. Providing necessary physical facilities, teaching and non-teaching staff for every secondary school.

❖ **Maharashtra**

- i. Appointment of additional teachers to reduce PTR to 30:1.
- ii. Focus on Science, Math's and English Education
- iii. Science laboratories, ICT enabled Education
- iv. Preference to Ashram schools in up gradation.

RMSA in Assam

Activities of RMSA in Assam

1. **Infrastructure Development:** Creation of adequate no of classrooms as per teacher-student ratio and class student ratio including computer lab, science lab library, art/craft/culture room, toilet room drinking water facilities etc.
2. **Teacher Training:** School Management and Development Committees (SDMC) is responsible for all the activities including collection of data under SEMIS,

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implementation, monitoring, evaluation and taking corrective actions on the components of the scheme-infrastructural as well as academic and others at school level.

3. SEMIS (Secondary Education Management Information System): SEMIS is a computerized mechanism to record data about implementation of all components of RMSA.
 - i. School Mapping: To prove a secondary school within a radius of 5 Km and higher secondary school within a radius of 7 Km.
 - ii. U-Dise Data Collection through DCF: In order to maintain a centralized consistent database regarding secondary school accurate school information is collected through DCF.
 - iii. Child tracking
 - iv. Science exhibition
 - v. Excursion Trip - "Gyan Yatra" to expose our students about the cultural and ecological diversities of their districts.

New endeavours of RMSA, Assam

- # "Gyan Bikas Yatra" - An exposure visits for students to New Delhi.
- # Inspection of school by eminent academicians.
- # Accreditations of Secondary Schools to be introduced
- # To introduce Mobile Science Laboratory in 4 districts
- # Implementation of National Vocational Education Framework (NVEQF)
- # Online School Activities Monitoring System (OSAMS)

SEMIS data about total no of different Secondary Schools, RMSA, Assam

1. No. of govt./provincialized Secondary and H.S. School in Assam = 2607
 - # Highest in Kamrup district = 266
 - # Lowest in Hailakandi district = 33
2. No. of Secondary School = 4648
3. No. of higher Secondary School = 748
4. No. of Secondary School (including) fully funded by State Govt. = 2714
5. No. of S.S. Govt. aided = 1860
6. Private unaided S.S. = 764

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7. Total no of Secondary Schools.

Category/Gender	Government School (IX-X)	In all schools (IX-X)
SC (total)	46228	83975
Boys	23014	40994
Girls	23214	42981
ST (total)	66703	135300
Boys	33957	67607
Girls	32746	67693
OBC (total)	117916	202695
Boys	58281	98945
Girls	59635	103750
Other (total)	156599	288936
Boys	75482	138250
Girls	81117	150686
Total	387446	710906

- ② Environment of students by gender and social category at secondary level in Academic year (2010-2011) in Assam.

Enrolment of students by gender and social category at secondary level in the academic year (2010-2011) in Assam

Category/Gender	School category-2 (Govt. Schools)	All category Schools
SC (Total)	13111	22184
Boys	6684	11539
Girls	6427	10645
ST (Total)	15663	41657
Boys	8062	21530
Girls	18665	33690
Other (Total)	51291	87970
Boys	25772	44787
Girls	25519	43183
Total	117214	220131

Conclusion

The Sarva Shiksha Abhiyan program set up by the government to bring elementary education to millions of children has been successful to a large extent and thus created a

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need for strengthening secondary education infrastructure throughout the country. The Human Resource Development (HRD) Ministry has taken note on this and planned to implement a secondary education scheme called Rashtriya Madhyamik Shiksha Abhiyan (RMSA) during the 11th plan at a total of 20,120 crores to ensure that no child is deprived of Secondary Education of satisfactory quality due to gender, socio-economic, disabilities and other barriers.

RMSA plays a very important role in improving the Secondary Education, so that illiteracy rate will be low in our future. RMSA try to improve quality of education (secondary) resulting in enhanced, intellectual, social and cultural learning.

RMSA is an exposure to global learning, so that our students can't deprive of any types of quality education. Hope that our country will reach the top of success with maximum no of life.

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National Knowledge Commission

Jaymoti House

1. Introduction

In the 21st century the ability of a Nation to create and use knowledge capital more than anything else determines its ability to empower its citizens. This is the single reason why nations all over the world lay emphasis on developing its human resources in as efficient a manner as possible. In the words of Dr. Manmohan Singh, Prime minister of India, "The time has come to create a second wave of institution building, and of excellence in the fields of education, research and capability building so that we are better prepared for the 21st century." It is with this broad task in mind that the broad task in mind that National Knowledge Commission (NKC) was constituted on 13th June 2005 as a high level advisory body to the Prime Minister of India, with a mandate to guide policy and direct reforms. Its prime focus is on the five key areas of the knowledge, imparting skills, knowledge creation. Knowledge application and development of better knowledge services. This article aims to bring to light the salient feature of the document which the commission brought out as a blue print to achieve its stated objectives.

An important recommendation of the commission in this regard is the passing of a RIGHT TO EDUCATION BILL on the lines of the already implemented NATIONAL RURAL EMPLOYMENT GUARANTEE ACT.

A nation can develop in two ways- either it learns to use existing resources better or it discovers new resources. Both activities involve creation of knowledge. This makes it important to concede all activities that lead to the creation of knowledge that is created with this view the different commission have come into being for the development of education system.

A massive explosion took place in the field of knowledge in the world during the 20th century. The then Prime Minister, Dr. Manmohan Singh constituted this commission under the chairmanship of Sem Pitoda. Besides him this commission comprised of seven well-known specialist members. This commission started its work from 2006.

2. Objectives of National Knowledge Commission

- ❖ To create excellence in the educational system for facing the knowledge challenges of the 21st century, and to enhance India's competitive edge in the field of knowledge.
- ❖ To encourage creation of knowledge in the laboratories of science and technology.
- ❖ To improve upon the management of institutions working in the field of intellectual property rights.
- ❖ To encourage application of knowledge in agriculture and industry.
- ❖ To encourage the application of knowledge in the government in the form of an effective, transparent and responsible government for people and to encourage extensive exchange of knowledge for the purpose of maximum public good.

3. Main Features of the National Knowledge Commission

The Main features of the National Knowledge Commission are as follows :

1. Access to knowledge
2. Knowledge concepts
3. Creation
4. Application
5. Services

Access to knowledge:

It consist following points -

1. Right to education:

Fundamental Right of children in the age group of 6 to 14 years to get opportunities for education.

2. Language :

The commission recommended that English should be compulsorily taught right from the first class of education along with mother tongue.

3. Translation:

As India is a multi linguistic nation the commission recommended central translation department.

4. Library:

Libraries are important for expansion, propagation and conversion of knowledge.

5. National Knowledge Network:

The commission recommended National Knowledge Network set up which can link knowledge of different fields.

6. Portal :

The commission recommended set up a portal to make knowledge university available on Single window concept.

7. Health Information Network:

The commission recommended to set up Health data centre and application of information technology in health care.

Knowledge concepts

- ❖ School education
- ❖ Vocational Education and training
- ❖ Higher education
- ❖ More talented student in mathematics in science
- ❖ Legal Education
- ❖ Medical education
- ❖ Management Education
- ❖ Engineering Education
- ❖ Open and Distance Education
- ❖ Open Educational Recourses
- ❖ More quality Ph.D

Creation

1. National Science and Social Science Foundation
2. Legal Framework for public funded Research
3. Intellectual Property right
4. Innovations
5. Entrepreneurship

Application

1. Traditional Health systems
2. Agriculture
3. Enhancing Quality of Life

Services

The National Knowledge Commission ensures civil adaptation. It has emphasis on rapid supply of services for ensuring skill and efficiency skill and efficiency, implemented programmers' such as, Bharat Nirman, Rural Employment Guarantee Scheme etc.

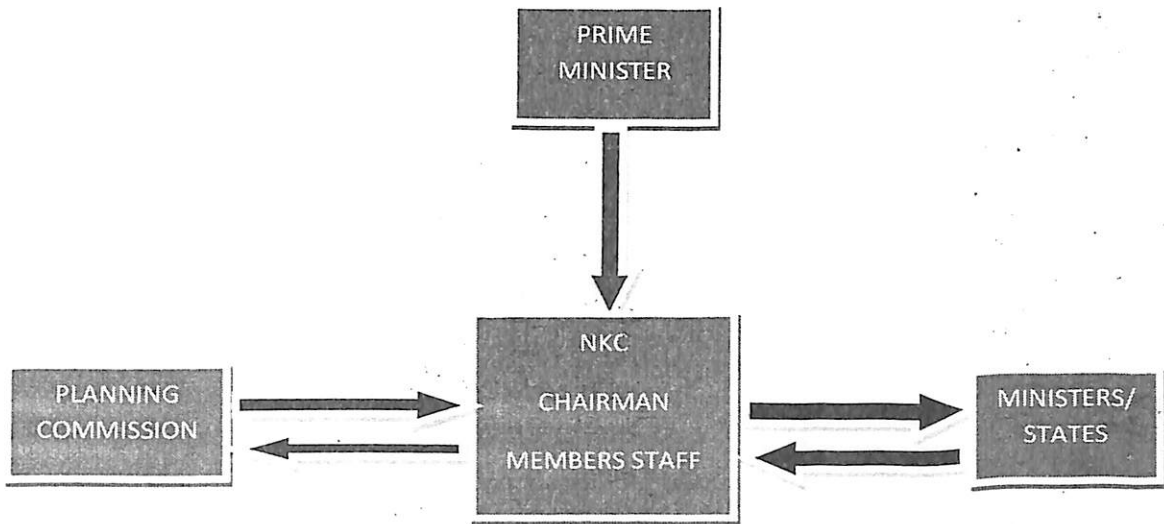
4. Organization of the Commission

NKC consists of six members, including the chairman. All members perform their

duties on a part-time basis and do not claim any remuneration. The members are assisted in their duties by a small technical support staff headed by an executive director seemed to the NKC by the GOVERNMENT. The commission is also free to co-opt experts to assist in the management of its tasks.

The planning commission is the nodal agency for the NKC for planning and budgeting purposes as well as for handling parliament submissions or responses.

The national steering group for NKC is headed by the PRIME MINISTER and includes the MINISTERS of agriculture, human resources development, science and technology, commerce and information technology.



The members of the organization include:- MR. SAM PITRODA, DR. P.M BHARGAVA, DR. ASOK GANGULI, DR. JAYATI GHOSH, DR. DEEPAK NAYYAR, MR. NANDAN NILEKANI.

5. Functions of National Knowledge Commission

1. Identification of key focus area
2. Identification of diverse stakeholders and understanding major issues in the area.
3. Constitution of working groups and organizing of workshops - seminars. Extensive formal and informal constitution s with concerned entities and stakeholders.

4. Consultation with ADMINISTRATIVE MINISTERS and the PLANNING COMMISSION.
5. Discussion in NKC to finalize recommendations in the form of letter to the PRIME MINISTER from the chairman NKC.
6. Letter to pm containing key recommendations. First steps, financial implications etc. Supported by the relevant explanatory documents.
7. Dissemination of recommendation to STATE GOVERNMENTS civil society and other stakeholders.
8. Initiating the implementation of the recommendations under the aegis of the PRIME MINISTER'S office.
9. Coordinating and following up implementations of proposals.

6. National Knowledge Commission and Secondary Education

School education has been a central theme in the deliberations of the NKC submitted a set of recommendation on school education to the Prime Minister on 4th Feb 2008. The recommendations were drafted after holding wide range consultations across the country with over 250 experts and stakeholders in the field of school education, including representations of central and state governments, school administrators, teachers, personnel from DIETs and SCERTs, educationist, private education providers.

The following are the recommendations of NKC regarding secondary education-

(i) Central legislation for the Right to Education, backed by financial commitment:

NKC endorses the speedy enactment of a central legislation that will ensure the right of all children in the county to good quality school education up to class viii, supported with financial commitments of the central and state governments.

(ii) More flexibility in disbursal of funds:

There is a strong step taken for changes in the manner in which such expenditure is incurred. The current norms for central government's disbursal of funds for Sarva Shiksha Abhiyan (SSA), the planned SUCCESS program for secondary education and other central schemes, are two rigid and must be made more flexible. National Knowledge Commission strongly recommends a system of funds transfer and accounting that will allow for regional and other differences as well as changing requirements over time, and thereby allow state governments to use the resources in the most effective way.

(iii) Reforms in the curriculum and examination system:

School education must be made more relevant to the lives of children. There is need to move way from rote-learning to understanding concepts , developing good comprehension and communication skills and learning how to access knowledge

independently. This also requires substantial changes in the examination system, especially at Board level.

(iv) Use of ICT:

Wherever suitable, ICT should be made more accessible to teacher, students and administration for learning, training, research, administration, management etc. This requires the provision of more facilities such as computers as well as connectivity and broadband facilities. Computer - aided learning also requires training of teachers and other staff in order to make the best use of technology.

(v) Measures are required to ensure greater enrolment and retention of girl students:

The high dropout rate of girls especially from class v onwards is a matter of great concern. One major reason is the sheer lack of secondary schools nearby, as parents are reluctant to send girls to travel long distances to school. However, social conditioning and other constrains also play a role. Some measures include:

- ❖ Special incentives for girls in secondary education where these are required, in addition to free textbooks and uniforms, such as bicycles.
- ❖ Girls schools especially in particular areas.
- ❖ An enhanced scholarship scheme especially for girls, with particular emphasis on girls from socially deprived groups.

To make secondary school education more relevant, and also address the problem of drop outs, NKC recommends, the setting up of Livelihood Centre in secondary school that would impart practical employable skills and provide career counselling to students. All school children should be encouraged to be involved in some practical activities that require working with the hands. The activities should not be treated as catering to a parallel stream, but should be provided to all students and integrated with the overall syllabus. Once again, links with the skill Development Mission should be developed wherever possible.

7. Knowledge Commission and Impact of Education

The National knowledge commission (NKC) was constituted on the 15th of June 2005. As per a high level advisory body to the Prime Minister of India, the NKC has been given a mandate to guide policy and direct reforms, focusing on certain key areas such as education, science & technology, agriculture, industry, e-governance etc.. Easy access to knowledge, creation and preservation of knowledge systems, dissemination of knowledge and better knowledge services are core concerns of the commission.

The NKC identified a few areas of development like energy, environment, education,

biodiversity and water with a view to collecting and disseminating knowledge in the development sector etc. They invited key organizations working in the sector of respective fields of development to create and manage the online platform. The NKC invited Azim Premji Foundation to develop a portal for teacher in the field of education. The NKC had organized workshops/meetings to set up a teacher portal which aims to become a forum for regular interaction, sharing of best practices and creating a body of knowledge that can motivate teachers to access, apply and add value to existing knowledge through their experience. The NKC and Azim Premji foundation jointly conceptualized the vision of the teacher portal. The portal is being managed by Azim Premji foundation now.

Highlights

The government has been committed to implementing the commission's recommendations. The action taken includes:

Right to education

Right of children to free and compulsory education Bill, 2008 has been introduced in the parliament.

School education

Under the scheme for universal Access and quality at the secondary stage, 600 high quality model schools are being set-up, with at least one school in each block. The first stream will consist of 2500 public funded schools (2000 in KV's and 500 in NV's template) which have a significant SC, ST, OBC and minority population. The second stream of about 2500 schools would be setup through public private partnership in other blocks with emphasis on geographical, demographic, gender and social equity. Modalities for the remaining 1000 have yet to be finalized.

English Language teaching

Twenty five states have already introduced English as a subject from Class 1. With the help of NCERT and CIEFL, the MHRD is guiding English teaching in schools in the states/UTs by developing appropriate curriculum, materials and training of teachers with skills in English.

Vocational Education and Training

For expansion redesign and quality enhancement of VET in the country a three tier structure has been constituted in July 2008, under the National skill development Mission (NSDM) consisting of:

- (a) National council or skill development: the function of the councils under PM would be to lay down policy objectives, strategies, financing and a governance model to promote skill development.
- (b) National skill development coordination Board: the board will enumerate strategies to implement decisions of the PM is National Council on skill Development. It would develop operational guidelines and instructions for meeting larger objectives of skill development needs of the country and also make appropriate practical solution and strategies to be adopted by the union and state government.
- (c) National Skill development Corporation: It will develop a system of institutionalizing measures to this end.

Higher and Technical Education

- # To expand capacity and improve quality of higher education, the government has sanctioned the setting up of 15 new central universities and 11 new universities based on world-class standards.
- # The government is in the process of setting up eight Indian Institute of Technology (IITs) 10 National Institutes of Technology (NITs), 20 Indian Institute Of Information Technology (IIITs) as far as possible in the Public-Private partnership made, three Indian Institutes of Science Education and Research (IISERs) Seven Indian Institutes of Management (IIMs) and two schools of planning and Architecture (SPA).
- # The committee for Rejuvenation and Renovation of Higher Education has been setup for the review of UGC/AICTE.
- # Science and Engineering Research Board Bill 2008 has been introduced in the Parliament.
- # The National Mission of Education through Information and Communication Technology (ICT) has been launched to leverage the potential of ICT in the teaching learning process with an aim to enhance the GER in the higher education by 5 percentage points by the end of the Xi plan. Under this mission 20,000 institutions of higher education and Universities Departments will be provided connectivity, beginning with a minimum of 5 Mbps to each of them. The Central Govt. will bear 75% of the connectivity charges for 5 years, even for institutions not belonging to it. The estimate cost of the mission is Rs. 4612 crore.
- # During 2008-09 Rs.100 crore has been allocated for the Network which proposes

interconnecting all knowledge institutions in the country with gigabit capabilities for sharing resources and research. A high level committee (HLC) constituted by the department of information & technology (DIT), under the chairmanship of the principal scientific advisor was set up to operationalise the network. The design of NKN was prepared by a technical advisory committee setup by the HCL and the initial implementation is being managed by NIC (under DIT).

- # The network is ready for roll-out and is awaiting a formal launch. The network would be operationalised in two phases. The core and distribution network covering 100 nodes with gigabit capacity would be setup in the first phase and this process has already started. The network is scalable and coverage can grow up to 10,000 nodes/institutions.

Translation

The govt. has approved the setting up of a National translation Mission (NTM) with an outlay of Rs. 75 crore. The CIIL Mysore is the nodal agency implementing the mission.

Libraries

Based on the recommendations of NKC, the Department of Culture (DoC) proposed setting up a National Mission for Libraries (NML) in the XIth plan as a central sector scheme. The EFC memo is under revision by the DoC and is being restricted to Rs. 180 crore earmarked for the same turning the XI plan. The NML will cover libraries under the DoC and the activities under it will include National Libraries, modernization including networking of libraries under DoC; establishing Knowledge centers and digital libraries.

E-governance

- ❖ The E-governance XI plan envisages the creation of core infrastructure such as SWAN (State wide area network), common service centers (CSCs) and State Data centers (SDCs) for creation of a common service delivery platform.
- ❖ SWAN has been implemented in 6 states till date and in 18 States implementation is in process.
- ❖ Till date SDCs have been approved for 26 states by the government.
- ❖ Under the approved CSC Scheme which envisages establishing over 10,000 CSCs across India, 20,558 CSCs have been rolled out. The process for roll out for another 250968 CSCs has also been initiated.

Legal Framework for Public funded Research

- ❖ The protection and utilization of Public Funded Intellectual Property Bill 2008 has been introduced in the Parliament.

Legal Education

- ❖ Ministry of Law and Justice approved for new standing committee on legal education under IRAHE and consequent changes in the role of BCI curriculum development, developing research tradition in laws Schools/Universities.
- ❖ Proposal for setting up centre for Advanced Legal Studies and Research (CAL SAR) for the northern region at Manesar (GURGAON) was submitted by the Department of Legal Affairs to Planning Commission. The Department has been advised to make budget provisions for the scheme of CALSARs in the XI plan by the Planning Commission.

Intellectual Property Rights

- ❖ The LP office has put the relevant acts, rules, manuals on its website and there is no restriction on access to these materials.
- ❖ Digitization of all patent records is underway. Forty five thousand patent records are already on the website.
- ❖ National institute of intellectual property Management (NIIPM) to be set up at Nagpur.
- ❖ An IP Appellate Board has been set up for framework geographical indications and patents.
- ❖ DIPR is examining the issue of SUI-generic legislation for protection of traditional knowledge.

8. Conclusion:

The commission presented its recommendations in four installments, in 2006, 2007, 2008 and in 2009. The complete course of its recommendations was published in 2009 by the name of Report to the Nation. This commission has recommended not to engage teachers in non-teaching works other than election, census and disaster management, which is quite proper. Though such recommendations have been made by the commissions in the past, yet due to lack of political will, this could not be implemented. The commission has recommended that unemployed youth and retired people should be employed for such activities. In order to implement the right to education, the commission has recommended

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for legislating a law, which has already done and implemented. Though 86th Constitutional Amendment has made the right, yet in the lack of political will, it has not been implemented.

The overarching aim of the NKC was to enable the development of a vibrant knowledge based society, which entails both a radical improvement in existing systems of knowledge and creating avenues for generating new forms of knowledge.

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RIGHT TO EDUCATION ACT (RTE ACT)

Tagore House

Introduction

Education is the fundamental right of every human being. It lays the formation for the development of society. It took 62 years of Independent India to provide universal education to children by enacting the Right of Children to Free and Compulsory Education Act, 2009. The right to education will be accorded the same legal status as right to life as provided by Article 21A of Indian Constitution, to provide free and compulsory education to children in age group of six to fourteen years and the act came into force on 1st April, 2010 except Jammu & Kashmir. The act notifies that it is a legally enforceable duty of the center and the states to provide free and compulsory education. The Act makes Education a fundamental right of every child between the ages of 6 and 14 and specifies minimum norms in elementary schools. It requires all private schools to reserve 25% of seats to children (to be reimbursed by the state as part of the public-private partnership plan). Kids are admitted in to private schools based on caste based reservations.. It also prohibits all unrecognised schools from practice, and makes provisions for no donation or capitation fees and no interview of the child or parent for admission.

THE INDIAN CONSTITUTION The constitution of India, 1950 (Amended 2006)

Article 21A, "The state shall provide free and compulsory education to all children of age group of six to fourteen years in such a manner as the state may, by law, determine."
(EIGHTY-SIXTH AMENDMENT ACT, 2002)

Article 41, "Right to work to education and to public assistance in certain cases."

The state shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in

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cases of unemployment, old age, sickness and disablement, and in other cases of unemployment, old age, sickness and disablement, and in other cases of undeserved want.

Article 45, Provision for free and compulsory education for children.

1. "The state shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for children until they complete the age of fourteen years."
2. "The state shall endeavour to provide early childhood care and education for all children until they complete the age of six years."

(EIGHTY-SIXTH AMENDMENT ACT, 2002)

Article 46, "Promotion of educational and economic interests of scheduled castes, scheduled tribes, and other weaker sections."

The state shall promote with special care the educational & economic interests of the weaker section of the people, and, in particular, of the scheduled castes and the scheduled tribes, and shall protect them from social injustice and all forms of exploitation.

Article, 51(K), "Who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years."

(EIGHTY-SIXTY AMENDMENT ACT, 2002)

The Right of Children to free and compulsory Education Act, 27 August, 2009, says that

- A. i) Every child of age of six to fourteen years shall have right to free and compulsory education in a neighbourhood school till completion of elementary education.
- ii) No child shall be liable to pay any kind of fee or charges or expenses which may prevent him from pursuing and completing the elementary education.
- B. Where a child above six years of age has not being admitted in any school or through admitted, could not complete his or her elementary education, then, he or she shall be admitted in a class appropriate to his or age.

Provided that where a child is directly admitted in a class appropriate to his or her age, then he or she shall, in order to be at par with others, have a right to receive special training, in such a manner, and within such time-limits, as be prescribed:

Provided further that a child so admitted to elementary education shall be entitled to free education till completion of elementary education even after fourteen years.

- C. i) Where in a school, there is no provision for completion of elementary education, a child shall have a right to seek transfer to any other school, for completion of his or her elementary education.

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ii) Where a child is required to move from one school to another, either within a state or outside, for any reason whatsoever, such child shall have a right to seek transfer to any school for completing his or her elementary education.

iii) For seeking admission in such other school, the Head-teacher or in charge of the school where such child was last admitted, shall immediately issue the transfer certificate:

Provided that delay in producing transfer certificate shall not be ground for either delaying or denying admission in such other school:

Provided further that the Head-teacher or in charge of the school delaying issuance of transfer certificate shall be liable for disciplinary action under the service rules applicable to him or her.

OBJECTIVES OF RTE ACT

- 1) The first and the main objective of RTE is to free and compulsory education till completion of elementary education in a neighbourhood school.
- 2) The second objective is to makes provisions for a non admitted child to be admitted to an age appropriate class.
- 3) The third objective is to specify the duties & responsibilities of appropriate govt., local authority, parents in providing free & compulsory education and sharing of financial & other responsibilities between the central & state govt.
- 4) The another objective is to provides for appointment appropriate trained teacher for students.
- 5) The next objective is to prohibit:
 - a) Physical punishments
 - b) Mental harassment
 - c) Private tuition by teachers
 - d) Running of school without recognition
- 6) The last objective is most important objective of RTE act to make all-round development of child, building on child knowledge. Talent by child centred learning providing funds for carrying out the provision of this act.

IMPLEMENTATION AND FUNDING

- Education in the Indian constitution is a concurrent issue and both centre and states can legislate on the issue. The Act lays down specific responsibilities for the centre, state and local bodies for its implementation. The states have been

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clamouring that they lack financial capacity to deliver education of appropriate standard in all the schools needed for universal education. Thus it was clear that the central government (which collects most of the revenue) will be required to subsidise the states.

- A committee set up to study the funds requirement and funding initially estimated that Rs 171,000 crores or 1.71 trillion (US\$38.2 billion) across five years was required to implement the Act, and in April 2010 the central government agreed to sharing the funding for implementing the law in the ratio of 65 to 35 between the centre and the states, and a
- Ratio of 90 to 10 for the north eastern states. However, in mid 2010, this figure was upgraded to Rs. 231,000 crores, and the Center agreed to raise its share to 68%. There is some confusion on this, with other media reports stating that the centre's share of the implementation expenses would now be 70%. At that rate, most states may not need to increase their education budgets substantially.
- A critical development in 2011 has been the decision taken in principle to extend the right to education till Class X (age 16) and into the preschool age range. The CABE committee is in the process of looking into the implications of making these changes.

ADVISORY COMMITTEE ON IMPLEMENTATION

- The Ministry of HRD set up a high-level, 14-member National Advisory Council (NAC) for implementation of the Act.

Various steps have been taken by the government to implement the RTE in a proper manner. These include:

- Framing subordinate legislation called model rules as guidelines to states for the implementation of the Act and notifying the RTE Rules, 2010
- Taking the help of National Council for Teacher Education (NCTE) as the academic authority to lay down teacher's qualifications which were notified on August 23, 2010.
- Asking the National Council of Educational Research and Training (NCERT), as the academic authority, to lay down the curriculum and evaluation procedure
- Having a National Advisory Council (NAC) under the Act.
- Taking steps to align the Sarva Shiksha Abhiyan norms with the provisions of the RTE Act.
- The Government has also held consultations at various forms with the State

Government and various other stakeholders such as academicians, and civil society activists, including meeting with the State Education Ministers and Central Advisory Board on Education (CABE).

STATUS OF IMPLEMENTATION

A report on the status of implementation of the Act was released by the Ministry of Human Resource Development on the one year anniversary of the Act. The report admits that 8.1 million children in the age group six-14 remain out of school and there's a shortage of 508,000 teachers country-wide. A shadow report by the RTE Forum representing the leading education networks in the country, however, challenging the findings pointing out that several key legal commitments are falling behind the schedule. The Supreme Court of India has also intervened to demand implementation of the Act in the Northeast. It has also provided the legal basis for ensuring pay parity between teachers in government and government aided schools.

Haryana Government has assigned the duties and responsibilities to Block Elementary Education Officers-cum-Block Resource Coordinators (BEEOs-cum- BRCs) for effective implementation and continuous monitoring of implementation of Right to Education Act in the State.

IMPACT OF RTE ACT

THE RTE Act MAKES CERTAIN FUNDAMENTAL CHANGES TO THE INDIAN EDUCATION SYSTEM AND MAKES THE RECOGNITION SUBJECT TO FULFILLMENT OF THE FOLLOWING CONDITIONS :

- 1. Education for all Reservation:** It is mandatory for every unaided school to admit in class - 1 or such pre-school class, as the case may be, to the extent of at least 25% of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion. The unaided school providing free and compulsory elementary education, as aforesaid, will be reimbursed expenditure so incurred by the school, to the extent of per-child-expenditure incurred by the state, or the actual amount charged from the child, whichever is less.
- 2. Capitation Fee:** While admitting a child, the trust/school is not permitted to collect any capitation fee and subject the child or his/her parents or guardian to any screening procedure. Any school or person receiving any capitation fee will be punishable with fine which may extend to ten times the capitation fee charged. Further, if any

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school or person subjects a child to screening procedure, it shall be punishable with fine which may extend to Rs. 25,000/- (rupees twenty five thousand) for the first contravention and Rs. 50,000/- (rupees fifty thousand) each for subsequent contraventions.

3. **Detention of Students:** The school is obligated not to deny admission to any child for lack of proof of age and no child admitted will be held back in any class or expelled from school till the completion of elementary education. The child would not be required to pass any board examination till the completion of elementary education in a school and be subjected to physical punishment or mental harassment.
4. **Pupil-Teacher Ratio:** Every school would need to maintain the pupil- teacher ratio stipulated under the RTE act and rules. Additionally, the RTE act and rules also prescribe certain norms and standards pertaining to number of teachers; school building requirements, minimum number of working hours per week for the teachers, teaching learning equipment, library requirements, and play material, games and sports equipment, to be complied by the school for continued recognition of the school.

ITS ADVANTAGES

1. It makes provisions for a non-admitted child to be admitted to an age appropriate class.
2. It lays down the norms and standards relating inter alia to pupil teacher ratios, buildings and infrastructure, school-working days, teacher- working hours.
3. It provides for appointment of appropriately trained teachers i.e. teachers with the requisite entry and academic qualifications.
4. It specifies the duties and responsibilities of appropriate governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the central and state governments.

ITS DISADVANTAGES

ACCORDING TO INDIAN NATIONAL DAILY NEWS PAPER "THE HINDU"
THERE ARE SOME DISADVANTAGES IN THE RTE ACT.

1. The RTE act is not properly working in some cases. For example- Mr. M. Kochadai Muthiah, who earns a living by ironing clothes at Moovendra Nagar (Tamilnadu) here, says that neither his daughter nor his son benefits from the RTE act. His daughter is moving to standard-ix this year and, therefore, not

eligible for any benefit under the act that is applicable to elementary education. She attends a government aided Tamil medium school and he spends around Rs. 3,000 a year on her education.

2. Lack of awareness. "Lack of awareness about the act, inability to meet the distance criteria and difficulty in obtaining necessary certificates from government authorities could be some of the reasons for the poor response. Only when the number of RTE applications exceeds the number of seats reserved in a school, do we go for random selection by picking lots. But this year, there was no necessity for it at all."
3. Representation. "The people were represented the matter to the officials concerned on many occasions. But the standard reply we received was that they would look into the matter. In such a situation, how could the government force us to admit students without clarity on reimbursements? Moreover, the act is evolving day by day due to court judgments and ceaseless instructions issued by the HRD ministry."

RTE ACT, 2009 IN ASSAM

❖ The RTE Act has become a reality in a Assam with the state cabinet approving the rules need for implementing the Act. In Assam the RTE Act was implemented on July 5, 2011. With this Assam became the 19th state in the country to implement the RTE Act, 2009. It was implemented in all the 27 districts. The Cabinet has approved the Rules needed to implement the RTE Act and from now on elementary education will be ensured for every child by the state.

❖ Rules approved by the cabinet:

1. Every child from 6 to 14 years of age shall have the right to free and compulsory education in a neighbourhood school till completion of elementary education.
2. Under the Act, there must be a lower primary school within every 1 km and middle school within every 3 km. For this, the Sarba Siksha Abhiyan (SSA) will complete satellite and road mapping within three months
2. Private schools shall provide 25 percent reservation for weaker sections and economically disadvantaged groups in the admission.
3. All schools except government schools are required to meet all specified norms and standards within three years to avoid cancellation of their recognition.
4. The Act calls for a fixed pupil-teacher ratio, i.e., 30:1.

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5. The Act mandates improvement in quality of education.
 6. Financial burden will be shared between Central and State Governments.
- Challenges Ahead by the Assam Government

1. State Governments' Apathy:

- # Lack of Promptness / Commitment
- # Poor economic conditions of the States

2. Availability of Infrastructure Facilities:

- # Establishment of Primary Schools within one kilometre and upper Primary Schools within three kilometre distance.
- # Well-equipped classrooms, library, laboratory, playground, drinking water and toilet facilities.

3. Availability of Teachers and Required Pupil-Teacher Ratio:

- # One lakhs new teachers are to be recruited through Teacher Eligibility Test (TET) and one lakhs new classrooms are to be constructed to meet the required 30:1 pupil teacher ratio.
- # There are nearly 50,000 teachers in the recognized 42 thousand primary schools and middle schools. Out of these, 30,000 teachers are either untrained or under-training.
- # In about 35 percent primary schools in Assam, pupil teacher ratio is 60:1. Fifty one percent primary schools in Assam are having three or less number of teachers.
- # In the present circumstances, to maintain pupil-teacher ratio as per the Act, appears a distant dream.

Quality of Education

Quality of education depends upon the quality of teachers. Teachers' selection and training procedure and their conditions of work need a substantial improvement. Teachers' accountability to the pupils, their parents, community and to their own profession needs to be determined.

Recommendations / Suggestions:

In the light of the challenges discussed earlier, following are some suggestions which may be helpful to meet the challenges:

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1. The state governments are required to show promptness for the implementation of the RTE Act. The Central Government should impose a time limit to release funds to the states. If any state government still shows apathy to release notification, then no funds should be released by the Centre to that State for the establishment of new schools. State governments should show full commitment for the implementation of the Act.
2. Primary schools with all minimum required infrastructure facilities should be established in the neglected areas on priority basis. Central government should release budget of its share to the states at the earliest. Facilities in the existing government schools should be expanded. To avoid the closure of unrecognized private schools for not fulfilling the prescribed recognition standards within three years, these schools must be helped to improve their facilities by resource support and providing linkages with financial institutions. To meet budgetary constraints, stress must be given on cost effectiveness and accountability at every level.
3. To meet the increasing demand of qualified and trained full time teachers, the teachers in required number must be recruited at the earliest. Pupil- teacher ratio must be maintained as per requirement. As more and more children move into the primary school age group, it becomes needful to build more and more schools and recruit more teachers for sustained improvement in the quality of education.
4. Primary schools need to be made aware of the provisions made for 25 percent reservation of seats for the economically and socially weaker and disadvantaged children and the role of school managing committees in this regard. The identification, selection and verification procedure of such children should be well defined and well informed. It should also be notified that how the whole process will be monitored.
5. Teachers' performance is the most crucial input in the field of education. Well qualified and highly motivated teachers are the key to effective implementation of the curriculum. Top priority, therefore, should be fixed for the improvement in the quality and content of teacher education program.
6. To achieve the goals of Free and Compulsory Elementary Education, it is of utmost importance to develop curricula that is responsive to changing needs and facilitates the incorporation and integration of new content areas related to science, technology, population and the environment.

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Conclusion

Education is a fundamental right of every human being. It lays the foundation for the development of the society. In 1950, India made a constitutional commitment to provide free and compulsory education to all children up to the age of 14 and when India celebrated its independence day, some 12 million children would still be languishing in clutches of poverty and suffering slipping into a darker future than our Indian Parliament launched the RTE ACT in 2009 future for those disadvantage background students. Though there are some disadvantages the implementation of RTE act gives primary focus of the government of India for enacting RTE act and rules is to make good elementary education available to each and every child irrespective of his/her socio-economic background and private un-aided schools are being made to play an active role under the public-private participation in achieving this objective.

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