UNIT 1 : EDUCATION AND INDIAN CONSTITUTION

UNIT STRUCTURE

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1.1 LEARNING OBJECTIVES

After going through this unit, you will be able to –

- describe the different constitutional provisions made on education;
- explain the constitutional provisions in the context of educational scenario in India;
- enumerate different provisions on education in Central, State and Concurrent List; and
- discuss Equalisation of Educational Opportunity in India.

1.2 INTRODUCTION

We know that the Constitution of our Country was adopted on November 26, 1949 and came into force on January 26, 1950. The Preamble of the Constitution outlines the social philosophy which should govern all our institutions including education. Right to Education is one of the fundamental rights enshrined in the Constitution of India. The Constitution

of India gives a few directions and suggestions for the development of education in the country which are also called constitutional provisions. This unit introduces you to learn about the educational scenario of India and the constitutional provisions for education that are included in Central, State and Concurrent List. You will also know the implementations of these constitutional provisions on education in India.

1.3 CONSTITUTIONAL PROVISION ON EDUCATION

The Constitution of India has made a number of provisions which have direct or indirect bearing on education. The Preamble to the Constitution states the resolve of the nation "to constitute India into a sovereign socialist secular democratic republic and to secure to all its citizens justice, social, economic and 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." We can highlight the following Articles in the Constitution related to education:

- **Free and Compulsory Primary Education**

  Article 45 of Indian Constitution clearly directs that – "The State shall endeavour to provide within a period of ten years from the commencement of the constitution for free and compulsory education for all children until they complete the age of fourteen years."

  The main principles of Article 45 of Indian Constitution are –

  i. Eradication of illiteracy from the country within 10 years of implementation of Indian Constitution.
  ii. Universal, Free and Compulsory Primary education should be given to all the children between 6 to 14 years of age irrespective of caste, colour, creed, sex, religion etc.
  iii. Central Government, State Government, Local bodies and the entire autonomous agency will take the joint responsibility of education.

- **Educational and Cultural interests of Minorities**

  Indian Constitution contains important provisions for safeguarding the

educational and cultural interests of the minorities in the Article of 29, 30 and 350

i. Article 29 guarantees 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 declared 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 any of them."

ii. Article 30 declares that "all minorities whether based on religion or language shall have the 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 institutions on the ground that it is under the management of a minority, whether based on religion or language."

iii. Article 350A provides that every state and every local authority shall endeavour to "provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups."

iv. Article 350B provides for the "appointment of a special officer for linguistic minorities who shall be responsible to the President and who shall investigate into all matters relating to the safeguard provided for linguistic minorities under the Constitution."

- **Education for Weaker Section**

Indian Constitution also provides adequate safeguards for the advancement of weaker sections of the community like the socio-economically backward section of the society and also scheduled caste and scheduled tribes.

i. Article 46 under Directive Principles of State policy states that "The State shall promote with special care the educational and economic interests of the weaker section of the people, and in particular of the scheduled caste and scheduled tribes, and shall

protect them from social injustice and all forms of exploitation."

ii. Article 15 of the constitution rightly prohibits all kinds of discrimination against citizens on grounds only of religion, race, caste, sex, place of birth, or any of them; an exception is made to clause (4) of the article which provides that "nothing in this article or in clause (2) of article 29 shall prevent the state from making any special provisions for the advancement of any socially and educationally backward classes of citizens or for the scheduled castes and the scheduled tribes."

iii. Under Article 15 (3) the state can make special provision for the education of women and children.

iv. Article 16 guarantees equality of opportunity in respect of public employment.

v. Article 17 abolishes untouchability and forbids its practice in any form. It also provides that the enforcement on any disability arising out of untouchability shall be an offence punishable in accordance with law.

vi. Article 339 provides for the appointment of a special officer for scheduled castes and scheduled tribes who shall be responsible to the President and shall investigate into all matters relating to the safeguards provided for scheduled caste and scheduled tribes.

vii. Article 339 provides for the appointment of a commission on the administration of scheduled areas and the welfare of the scheduled tribes, before the end of ten years from the commencement of the Constitution and Article 340 further provides for the appointment of a commission to investigate into condition of the backward classes.

- **Secular Education**

India is a democratic country. Every religion has got the equal opportunity to practice its religious ideals.

i. Article 25 (1) of the Constitution guarantees all the citizens the right to freedom of conscience and the right to profess, practice

and propagate religion.

ii. Article 28 (1) states, "No religious instruction shall be provided in any educational institution if wholly maintained out of state fund."

iii. Article 28 (2) states, "Nothing in Clause (91) shall apply to an educational institution which is administered by the state, but has been established under any endowment or trust which requires that religious instruction shall be imparted to such institution."

iv. Article 28 (3) states "no person attending any educational institution recognised by the state or receiving aid out of state funds shall be required to take part in any religious instruction that may be imparted in such institutions or attend any religious worship that may be conducted in such institution or any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person a minor, his guardian has given his consent thereto."

v. Article 30 states "The state shall not, in granting aid to educational institutions discriminate against any educational institution on the grounds that it is under the management of a minority, whether based on religion or language."

Thus, the Indian Constitution provides freedom to practice and propagate all religions. But religious instructions cannot be imparted in formal school. The Education Commission (1964-66) recommended that in place of religious instruction, education in moral, social and spiritual values should be given.

- **Women's Education**

i. Article 15 (1) provides that State shall not discriminate any citizen on grounds of religion, race, caste, sex or place of birth.

ii. Article 16 (1) and (2) guarantee equality of opportunity for all citizens – men as well as women, in employment or appointment to any office under the state.

- **Development of Hindi Language**

The constitution makes provision for the development and promotion of the national language i.e., Hindi.

i. Article 351 states that "It is the special responsibility of the centre to develop the national language i.e., Hindi so that it may serve as a medium of instruction for all elements of the composite culture of India."

According to this Article, the duties of the Central Government are also to develop and propagate of Hindi language in Indian society. So, the Directorate of Hindi was formed to achieve these objectives. It is also the duty to propagate Hindi in the non-Hindi areas.

For the development of Hindi language, the Ministry of Education has taken the following steps:

a) Preparation of scientific and technical terminology.
b) Publication of revised and annotated editions of standard Hindi works.
c) Translation of standard works in academic and scientific fields.
d) Preparation of Encyclopaedia
e) Preparation of key boards for Hindi typewriters
f) Development of suitable shorthand notation in Hindi
g) Production of popular literature in Hindi.

Similarly, for the propagation of Hindi in the non-Hindi areas, scholarships should be awarded for study of Hindi.

- **On the Official language**

Article 343, 344 and 345 of Indian Constitution state on the official language.

i. Article 343 declares that Hindi in Devnagri Script would be the official language of the Union. In order to make this transition gradual and acceptable to all shades of opinion, however, it was provided that English shall continue to be used until 1965, for all official purposes, at the Union, for which it was being used immediately before the commencement of the constitution. Hindi is to be first used in addition to English gradually in accordance

with such programme as Parliament may decide. The Constitution also provides for the appointment of language Commission at the expiration of five years from such commencement.

The Constitution authorises the states to adopt Hindi or any other modern Indian language for their official purposes.

ii. Article 344 (1) states that "The President shall, at the expiration of five years from the commencement of this Constitution and thereafter at the expiration of ten years from such commencement, by order constitute a Commission which shall consist of a Chairman and such other members representing the different languages specified in the Eighth Schedule as the President may appoint, and the order shall define the procedure to be followed by the Commission."

iii. Article 344(2) states that "It shall be the duty of the Commission to make recommendations to the President as to

(a) The progressive use of the Hindi language for the official purposes of the Union.

(b) Restrictions on the use of the English language for all or any of the official purposes of the Union.

(c) The language to be used for all or any of the purposes mentioned in Article 348.

(d) The form of numerals to be used for any one or more specified purposes of the Union.

(e) Any other matter referred to the Commission by the President as regards the official language of the Union and the language for communication between the Union and a State or between one State and another and their use.

- **Child Labour**

i. Article 24 prohibits employment of children under the age of 14 in factories, mines or similar other jobs involving strenuous work.

- **Instruction in Mother tongue at the Primary Stage**

  i. Article 350(A)provides that every state and every local authority shall endeavour to "provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups."

- **Conservation of National Heritage**

  Under Article 49, it has been stated that "the State has to protect monuments, places or objects of artistic or historic interest declared by Parliament to be of national importance.

- **Education in the Union Territories**

  Article 239 states that "Save as otherwise provided by Parliament by Law, every Union territory shall be administered by the President acting, to such extent as he thinks fit, through an administration to be appointed by him with such designation as he may specify."



CHECK YOUR PROGRESS

Q. 1: State the main principles of Article 45.

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Q. 2: Which Article guarantees equality of opportunity in respect of public employment?

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1.4 EDUCATIONAL SCENARIO IN INDIA

Education is a process of acquisition of knowledge. It is the main means to turn humans into resources. It can generate a developing society based on equality and social justice. India is a democratic country where equality is maintained in education. So each and every person irrespective of their caste, colour, creed, religion gets the opportunity to take the advantage of priority not only in the field of education but also in every aspect of their life. Our Indian constitution guarantees the values based on the principle of equality, liberty, justice and fraternity.

As the Indian Constitution declares India to be a federal state, it divides the powers between the Centre and the State and describes some common powers as Concurrent. There are three lists in Indian Constitution:

1. Union List (List-1): In this List, the Centre has the exclusive power in respects of the items.
2. State List (List – II): The State has the power to make laws to cover items in List-II.
3. Concurrent List (List III): In this List both Centre and State has the responsibility for all items. Education comes under the Concurrent List. Therefore, the responsibility of education has been taken by both Centre and State.

The educational items in the three lists are as follows:

(i) Union List

In the Union List, there are total 97 items. Out of 97 items, the following 7 entries are made for education.

Entry 13: Educational and Cultural relations with foreign countries

Entry 62: Institutions of national importance, like National Library, the Indian Museum, the Imperial War Museum, the Victoria Memorial and Indian War Memorial; any institution wholly or partly financed by the Centre and legally declared as institution of national importance.

Entry 63: Central Universities (Banaras, Aligarh, Delhi, Shantiniketan, North-Eastern Hill University and Jawaharlal Nehru University) and other institutions, declared by law as institutions of National importance.

Entry 64: Institutions of Scientific and Technical Education partly or wholly financed by the Government and legally declared as institution of national importance.

Entry 65: Union Agencies and institutions for (a) Professional, Vocational or Technical Training, including the training of police officers; (b) the promotion of special studies or research, and (c) scientific or technical assistance in the investigation or detection or crime.

Entry 66: Coordination and determination of standard in institutions of higher education and research.

Entry 67: Ancient historical monuments and records and archaeological sites and remains, legally declared to be of national importance.

(ii) State List

There are 66 items in the State List. Out of these items, two pertain to education which give the greatest measure of autonomy to the states.

Entry 11 of the State List states that "Education including universities, subject to the provision of entries 63, 64, 65 and 66 of Union List and Entry 25 of the Concurrent List, should be State subject."

Before 1976, education was the state list subject. But after the 42nd Amendment of Indian Constitution, education made responsibility for both the Central Government and State Government. The Amendment was made on the recommendation of the Swarna Singh Committee and forwarded to put education on Concurrent List. So in 1976, education was put on Concurrent List with the implication that both the Centre and State Government can take the responsibility of education from lower to higher level. Moreover, National Organisations like University Grants Commission (UGC), National Council of Educational Research and Training (NCERT) and national bodies like Central Advisory Board of Education (CABE) play an important role in the Indian Education system.

The Education Commission (1964-66) had first suggested putting education on the Concurrent List. The Commission observed, "The inclusion of education in the Concurrent List may lead to undesirable centralisation and greater rigidity in a situation where the greatest need is elasticity and freedom to experiment... we are convinced that there is plenty of scope within the present constitutional arrangement to evolve a workable Centre – State partnership in education and that has not yet been exploited to the full." The Sapru Committee also recommended that at least higher education should be on the Concurrent List. Mr. P.N. Sapru was the president of this committee. The other members of the committee also suggested that for the quantitative expansion and qualitative improvement of education, there

is a need of putting education on the Concurrent List.

A Great educationist and a well known critic, J.P. Nayak suggested to include the following aspects of education in Concurrent List. For Example,

a) Scientific Research
b) Technological education
c) Development of national arts and preservation of national culture
d) Education for handicapped
e) Improvement and conservation of the culture.
f) Development of national unity through development of emotional integration
g) Provision for development of culture of minorities
h) Development and expansion of Hindi language.
i) Provision of scholarship for development of creativity at higher level of education.
j) Provision for vocational training.
k) Responsibility of centrally administered educational institution.
l) Provision for free and compulsory education for all the children between 6-14 years of age.

(iii) Concurrent List

There are 47 items in this List. The following 6 items are related to education directly or indirectly:

Entry 20: Economic and social planning

Entry 25: Vocational and Technical training

Entry 26: Legal, mechanical and other professions

Entry 27: Charities and charitable institutions.

Entry 39: Newspapers, books and printing presses.

Entry 40: Archaeological sites and remains other than those declared by Parliament Law to be of national importance.

Argument in favour of including education on Concurrent List

The advantages of including education on Concurrent List are as follows:

i. National Educational Policy can be implemented properly and satisfactorily, if it is in Concurrent List. The Constitutional provision of

free and compulsory education and education for women and weaker sections of the community can be more effectively implemented if the major decisions are taken by both the Centre and State.

ii. Education and planning can be put in one category if it is in Concurrent List.

iii. Centre only can play the effective leadership role in inspiration of intellectual thinking at national level but not the States.

iv. Equalisation of educational structure i.e. 10+2+3 at different State of India is possible if education is in Concurrent List.

v. States can be given financial help by the Centre for qualitative and quantitative expansion of education.

vi. Uniformity of educational objectives, strategy and standards can be ensured if education is in Concurrent List.

vii. Successful execution of the recommendations of various Commissions and Committees on education as the Centre can control the implementation of recommendations at the States.

viii. If education is in Concurrent List then it is possible to promote experiment and research in education as the Centre can implement the plan, policy and scholarship for the same.

ix. Centre can supervise the utilisation of educational fund in different state.

x. Equalisation of opportunity can be ensured if education is in Concurrent List.

Reasons for including education in the Concurrent List

The following are the sole reasons for including education in the Concurrent List.

i. For proper implementation of National Policy of Education.

ii. For raising the standard of education.

iii. For inculcation of the spirit of national integration among the citizens of India.

iv. For treating education as an instrument of change and national growth.

v. For guiding and supervising the State for better progress.

vi. For helping the State to cope up with scientific explosion and

modernisation.

vii. For qualitative and quantitative expansion of education.



LET US KNOW

- There are different constitutional provisions on education
- There are three Lists in Indian Constitution:
  - Union List (List-1)
  - State List (List – II)
  - Concurrent List (List III)
- Before 1976, education was the State list subject. But after the 42nd Amendment of Indian Constitution, education made responsibility for both the Central Government and State Government.

1.5 RIGHT TO EDUCATION ACT, 2009 AND IMPLEMENTATION OF CONSTITUTIONAL PROVISION ON EDUCATION

The right to education is a universal process to education included in the Article 13 of International Covenant on Economic, Social and Cultural Rights.It has been recognised as a human right which includes the right to free, compulsory education for all as well as an obligation to develop equitable access to higher education.

The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India developed in the year of 2009 and came into effect on 1 April, 2010. This Act describes the modalities of the importance of free and compulsory education for children between 6 and 14 years of age in India under Article 21 (a) of the Indian Constitution.

The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges

or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age groups. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21 A of the Constitution, in accordance with the provisions of the RTE Act.

The salient features of this Act are as follows:

1) Free and Compulsory primary education should be given to all children age range between 6 to 14 years of age.
2) The right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
3) It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
4) It makes provisions for a non-admitted child to be admitted to an appropriate class.
5) 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.
6) It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school working days, teacher – working hours.
7) It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that

there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.

8) It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.

9) It prohibits (a) physical punishment and mental harassment, (b) screening procedures for admission of children (c) capitation fee; (d) private tuition by teachers and (e) running of school without recognition.

10) Draft NPE, 2019 suggested to ensure that all students particularly students from underprivileged and disadvantaged sections, have a guaranteed opportunity to participate in high quality schooling from early childhood education (age 3 onwards) through higher secondary education (i.e. until grade 12), the right to free and compulsory education in the RTE Act will be considered for Grade 1, and upwards to include Grades 11 and 12.

11) The RTE 12 (1) (c) clause will be better enforced or suitably amended to ensure the intended effect of including disadvantaged students across the education system.

It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all round development of child, building on the child's knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friendly and child centred learning.



ACTIVITY 1.1

Conduct a survey in three primary schools of your locality and try to find out how the provisions of Right to Education Act, 2009 are being implemented by the schools. Make a report of 500 words on your conducted survey.

1.6 NEED OF EQUALISATION OF EDUCATIONAL OPPORTUNITY

Equality in education means to provide equal educational opportunity to all citizen of the country irrespective of their caste, creed, sex, religion and language. Equality in education implies an order of society in which none will be deprived of his right to receive an education according to his aptitude. The need of equality of educational opportunities was realized after independence. Article 45 in Indian Constitution clearly stated that "State endeavour to provide, within ten years of the commencement of this constitution for the compulsory education for all children until they attain the age of 14 years." This is a big step towards the foundation of all educational activity. The Indian Education Commission (1964-66) in its report stated that "one of the most important social objectives is to equalise educational opportunity, enabling the backward or underprivileged classes and individuals to use education, as a level for the improvement of their conditions. Every society that values social justice and is anxious to improve the lot of the common man must ensure progressive equality of opportunity to all sections or population."

The need for emphasizing the equality of educational opportunity arises due to following reasons:

- Providing equality of educational opportunity is in the true spirit of democracy. Under democracy every child irrespective of caste, colour, sex, social and economic status has the right to education.
- For the establishment of an egalitarian society, in which the ideas of equity and social justice are regarded as supreme, there is a great need of equality in education.
- Equality of educational opportunity is the true answer to social segregation. This is the prime condition for promoting national integration.
- The equality of educational opportunity is needed for rapid social development and economic progress. It is the only instrument through which useful and productive individual can be shaped who in turn will

enrich the society.

- Education is the only instrument through which we can preserve and extend democratic values. For proper functioning of the democratic order and development of individuality, equalization of educational opportunities is needed.
- The equality of educational opportunity will extend the search of talent among all the people of a nation. Thus there will be people with specialized talents for specialized jobs in a large number and the society will be benefited.
- Equality of educational opportunities develops a close relationship between the manpower needs and the availability of skilled workers.
- Education is now a profitable investment which benefits the whole human resources, the nation and the society. It helps in accelarating the process of social change by educating all the people.

1.7 CHALLENGES BEFORE EQUALITY OF EDUCATIONAL OPPORTUNITY

The major issues which are responsible for inequality of educational opportunity are as follows:

- **Lack of educational institution**

  In the places where no primary, secondary or higher education institutions exist, children may not have the same opportunity as those who have these facilities in the neighbourhood.

- **Poverty**

  Poverty is one of the causes of inequality of educational opportunity. Most of the parents don't want to send their children to school as they are not able to pay the fees, provide uniform and other facilities.

- **Lack of better environment in school**

  The children in rural areas are studying in poorly equipped schools. But they have to compete with the children from urban areas where there are well equipped schools as well as more informative environment for getting admission into the institutions of higher learning.

- **Overcrowded population**

  Population growth is one of the important issues of inequality of educational opportunity. India is the second most populous country in the world next to China. According to 2011 census the total population of India 1,21,01,93,422 (17.3% of the world population). So, it is challenge for India to provide equal educational opportunity to a overcrowded population of India.

- **Differential attitude of Parents towards the Child**

  An illiterate parent is unable to guide his child properly while an educated one not only guides his child properly but also helps in raising his level of aspirations and motivations for higher achievement. On the other hand, ignorance of parent is also one of the issues of equalisation of educational opportunity.

- **Political Structure**

  India has a number of political parties at the national and regional level which have their own aims and objectives towards the equality of educational opportunity. In this situation there is a political disparity among the states and their policy implementation.

- **Unfavourable attitude towards girl child**

  Unfavourable attitude of parents and society towards girl's education is still prevailed in different parts of the country. The gender disparity in education also creates problems for equalisation of educational opportunity.



CHECK YOUR PROGRESS

Q. 3: Which Article is related to universal primary education in our constitution?

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Q. 4: Which Article of Indian Constitution provides education for women?

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Q. 5: What is the full form of RTE Act?

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Q. 6: What do you mean by Equality in Education?

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1.8 WAYS TO MAINTAIN EQUALITY IN EDUCATION

The different ways of achieving the target of equality of educational opportunity are as follows:

- Efforts should be made to eradicate adult illiteracy as soon as possible so that everyone may be prepared to reap the fruits of education and also to remove the prejudices and biases concerning the social upliftment in general and exposure to education in particular.
- By providing different educational opportunities to all the children of weaker sections of the society.
- Universalisation of primary education is most essential.
- The Government should provide special aids to the backward areas to remove regional disparity.
- The policies that are framework for compulsory primary education should be implemented properly.
- Ensure to provide free textbook, meal, uniform and remedial classes to students belonging to the socially and economically disadvantaged section of the society.
- Facilities of residential school should be provided to the children of scheduled tribes.
- Improvement of school environment especially in rural and urban slum areas.
- Provision of non-formal education for those who are not able to complete the formal education system.
- Special provision should be provided to the girl child.
- A number of programmes should be organised for physically and mentally challenged children.
- Scholarships for the children with special needs.



1.9 LET US SUM UP

- Indian Constitution became effective from 26th January 1950
- Article 45 of Indian Constitution clearly directs that – "The State shall endeavour to provide within a period of ten years from the commencement of the constitution for free and compulsory education for all children until they complete the age of fourteen years."
- Constitution contains important provisions for safeguarding the educational and cultural interests of the minorities in the Article of 29, 30 and 350.
- The constitution makes provision for the development and promotion of the national language, i.e Hindi.
- As the Indian Constitution declares India to be a federal state, it divides the powers between the Centre and the States and describes some powers as Concurrent.
- Before 1976, education was the State list subject. But after the 42nd Amendment of Indian Constitution, education made responsibility for both the Central Government and State Government.
- The Right of Children to Free and Compulsory Education Act or Right to Education Act (RTE) is an Act of the Parliament of India developed in the year of 2009 and came into effect on 1 April, 2010.



1.10 FURTHER READING

1) Dutta, A. & Sonowal, P. (2007). *Samasamayik Bharatiya Sikshar Samasyat Drstipat*. Golaghat : Saraswati Prakashan

2) Handique Konwar, I. & Borah, S. (2015). *Contemporary Concerns and Issues in Secondary Education*. Golaghat : Saraswati Prakashan.

3) Kochhar, S.K. (2004). *Pivotal Issues in Indian education.* New Delhi: Sterling Publishers.

4) Sharmah, S. (2012). *Problems and Issues in Indian Education.* New Delhi: Vikash publishing House Private Limited.



1.11 ANSWERS TO CHECK YOUR PROGRESS

Ans. to Q. No. 1: The main principles of Article 45 of Indian Constitution are–

i. Eradication of illiteracy from the country within 10 years of implementation of Indian Constitution.

ii. Universal, Free and Compulsory Primary education should be given to all the child age range between 6 to 14 years of age irrespective of caste, colour, creed, sex, religion etc.

iii. Central Government, State Government, Local bodies and the entire autonomous agency will take the joint responsibility of education.

Ans. to Q. No. 2: Article 16, guarantees equality of opportunity in respect of public employment.

Ans. to Q. No. 3: Article 45 of the Indian Constitution is related to universal primary education.

Ans. to Q. No. 4: Article 15 and 16 of the Indian Constitution are related to education for women.

Ans. to Q. No. 5: The full form of RTE Act is Right to Education Act.

Ans. to Q. No. 6. Equality in education means to provide equal educational opportunity to all citizen of the country irrespective of their caste, creed, sex, religion, language, and religion. Equality in education implies an order of society in which none will be deprived of his right to receive an education according to his aptitude.



1.12 POSSIBLE QUESTIONS

A) Short Questions (Answer each question in about 150 words)

Q. 1: Write the constitutional provisions for universal education.

Q. 2: What do you mean by Concurrent List?

Q. 3: What do you mean by equalisation of educational opportunities?

Q. 4: Write the Constitutional Provisions of education for minorities.

B) Long Questions (Answer each question in about 300- 500 words)

Q. 1: Discuss the Constitutional Provisions related to education.

Q. 2: Discuss the provisions made in RTE Act 2009.

Q. 3: Write the problems of equalisation of Educational Opportunities. Give your suggestions for solving the problems.

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