



# YOJANA

SEPTEMBER 2013

A DEVELOPMENT MONTHLY

₹ 10

## EDUCATION FOR ALL

**An Ambitious Aspiration**  
Suma Chitnis

**Language Resources & Higher Education**  
Tejaswini Niranjana

**Transformative Potential of Teacher Education**  
Rajashree Srinivasan

**Skills for All**  
Sunita Sanghi & Kuntal Sensarma

**Fragility of the Himalayas**  
V.K. Joshi

### Special Article

**Indigenous  
Languages on the Brink**  
G.N. Devy



# Development Road Map

## 'Khidmat' - Helpline to Empower Minorities

The Ministry of Tribal Affairs, Government of India has launched a dedicated Toll Free Helpline named “Khidmat” for the minorities to inform them about development and welfare programmes relating to them. Based on the initial response, the ministry may decide to make the helpline operational 24x7m though currently it will remain open from 9:00 a.m. to 6.00 p.m. on all working days. With increasing reach of mobile phones across the country, the dedicated helpline would be able to spread information about development and welfare programmes to the people. It will also help in redressing complaints relating to these programmes.

The Ministry came up with this dedicated Toll Free Helpline as it felt that the target population requires a platform where they can get up to date information in easy language through dialogue and where their queries may be satisfied. It was also felt that people either do not have access to information available on website or find it difficult and tedious to surf the information on website.

With the launch of this helpline, a student sitting in a village or remote area can get instant information about scholarship schemes. An unemployed minority youth can get instant information about skill development training programmes run by Ministry, employment opportunities and so on.

## Group insurance for CNG taxi, Auto-drivers

The government has approved a group insurance scheme for drivers of CNG taxis and auto rickshaws in the national capital and adjoining towns. The scheme will cover all drivers against death or permanent disability arising out of accidents caused while driving taxis and auto rickshaws that run on compressed natural gas.

Drawn on the lines of the 'Mahasuraksha Yojana' launched for taxi and auto drivers in Mumbai in May 2006, Indraprastha Gas Ltd will steer the implementation of the scheme in Delhi and NCR towns of Noida, Greater Noida and Ghaziabad. The IGL Suraksha Yojana will provide insurance cover to about 3 lakh drivers of CNG-run public transport vehicles registered in Delhi, Ghaziabad, Noida and Greater Noida.

A sum of Rs 1.5 lakh will be paid to the nominee of the driver in case of death. An additional amount of Rs 25,000 per child will be paid towards education allowance, subject to a maximum of Rs 50,000. In case of an accident requiring treatment for injury or fracture, a maximum of Rs 10,000 would be payable. A lump sum equal to 100 percent of the amount will be payable to the insured person in case of permanent disability leading to loss of employment. In case of partial disability, graded compensation of Rs. 1,500 to Rs 75,000 would be given. The pre-condition for availing of the scheme is that the drivers of public transport vehicle must have valid licenses.

The social initiative is expected to benefit nearly 3 lakh drivers of CNG-run taxi and auto rickshaws within IGL's area of operations in Delhi, Noida, Ghaziabad and Greater Noida. The policy will also cover drivers who convert their vehicles to CNG in the future. Currently, almost all taxis and auto rickshaws in Delhi have been converted to CNG.





Chief Editor : Rajesh K. Jha  
Senior Editor : Shyamala M. Iyer  
Senior Editor : Hasan Zia

Joint Director (Production) : V.K. Meena  
Cover Design : Gajanan P. Dhope  
E-mail (Editorial) : yojanace@gmail.com  
(Circulation) : pdjucir@gmail.com  
Website : www.yojana.gov.in

*Let noble thoughts come to us from all sides*  
*Rig Veda*

## CONTENTS

AN AMBITIOUS ASPIRATION Suma Chitnis .....	4	CINDERELLA GOES TO SCHOOL: EDUCATION OF GIRLS IN INDIA Bijayalaxmi Nanda.....	41
LANGUAGE RESOURCE AND HIGHER EDUCATION Tejaswini Niranjana .....	9	FRAGILITY OF THE HIMALAYAS V K Joshi.....	45
THE INDIGENOUS LANGUAGES ON THE BRINK G N Devy .....	14	FOOD SECURITY : MODALITIES OF MANAGEMENT Yoginder K Alagh .....	49
THE TRANSFORMATIVE POTENTIAL OF TEACHER EDUCATION Rajashree Srinivasan.....	21	EQUAL OPPORTUNITY EDUCATION:ABANDONED AGENDA? Sadhna Saxena .....	53
BUDGET FOR EDUCATION: A FACTSHEET Protiva Kundu .....	25	<b>J&amp;K WINDOW</b> .....	56
INCLUSION, EQUITY AND ELEMENTARY EDUCATION Disha Nawani.....	31	SKILLS FOR ALL Sunita Sanghi, Kuntal Sensarma.....	57
<b>DO YOU KNOW?</b> .....	35	<b>BEST PRACTICES</b> .....	
APTITUDE TESTS, TALENT TESTS, AND ACHIEVEMENT TESTS Tara Mohanan .....	36	KARGIL GIRLS –DREAM FOR EDUCATION! Chetna Verma.....	62
		<b>NORTH EAST DIARY</b> .....	64

**Our Representatives :** Ahmedabad: Amita Maru, Bangalore: B.S. Meenakshi, Chennai: A. Elangovan, Guwahati: Anupoma Das, Hyderabad: S. Dharmapuri, Kolkata: Antara Ghosh, Mumbai: Nitin Kelkar, Thiruvananthapuram: R.K. Pillai.

**YOJANA** seeks to carry the message of the Plan to all sections of the people and promote a more earnest discussion on problems of social and economic development. Although published by the Ministry of Information and Broadcasting, Yojana is not restricted to expressing the official point of view. Yojana is published in Assamese, Bengali, English, Gujarati, Hindi, Kannada, Malayalam, Marathi, Oriya, Punjabi, Tamil, Telugu and Urdu.

**EDITORIAL OFFICE :** Yojana Bhavan, Sansad Marg, New Delhi-110001 Tel.: 23096738, 23042511.  
Tlgm.: Yojana. **Business Manager (Hqs.) :** Ph :24367260, 24365609, 24365610

**For new subscriptions, renewals, enquiries please contact : Business Manager (Circulation & Advt.), Publications Division, Min. of I&B, East Block-IV, Level-VII, R.K. Puram, New Delhi-110066, Tel.: 26100207, Telegram : Soochprakashan and Sales Emporia :** Publications Division: \*Soochna Bhavan, CGO Complex, Lodhi Road, New Delhi -110003 (Ph 24365610) \*Hall No.196, Old Secretariat, Delhi 110054(Ph 23890205) \* 701, B Wing, 7th Floor, Kendriya Sadan, Belapur, Navi Mumbai 400614 (Ph 27570686)\*8, Esplanade East, Kolkata-700069 (Ph 22488030) \*A' Wing, Rajaji Bhawan, Basant Nagar, Chennai-600090 (Ph 24917673) \*Press road, Near Govt. Press, Thiruvananthapuram-695001 (Ph 2330650) \*Block No.4, 1st Floor, Gruhakalpa Complex, M G Road, Nampally, Hyderabad-500001 (Ph 24605383) \*1st Floor, 'F' Wing, Kendriya Sadan, Koramangala, Bangalore-560034 (Ph 25537244) \*Bihar State Co-operative Bank Building, Ashoka Rajpath, Patna-800004 (Ph 2683407) \*Hall No 1, 2nd floor, Kendriya Bhawan, Sector-H, Aliganj, Lucknow-226024(Ph 2225455) \*Ambica Complex, 1st Floor, above UCO Bank, Paldi, Ahmedabad-380007 (Ph 26588669) \*KKB Road, New Colony, House No.7, Chenikuthi, Guwahati 781003 (Ph 2665090)

**SUBSCRIPTION :** 1 year Rs. 100, 2 years Rs. 180, 3 years Rs. 250. For SAARC countries by Air Mail Rs. 530 yearly; for European and other countries Rs. 730 yearly.  
**No. of Pages : 68**

### Disclaimer :

- The views expressed in various articles are those of the authors' and not necessarily of the government.
- The readers are requested to verify the claims made in the advertisements regarding career guidance books/institutions. Yojana does not own responsibility regarding the contents of the advertisements.



# Geography /GS

# IAS

Neetu Singh

2013-14

What do you do if you're an IAS Aspirant  
mired by large number of Geography Centres

Join DIRECTION Squad

2012 UPSC Final Result, includes 6<sup>th</sup> ( Rank Highest Rank in Geography )

6<sup>th</sup>, (2012) 5<sup>th</sup>, (2011) 5<sup>th</sup>, (2010) 4<sup>th</sup>, (2009) Tops Ranks

Highest Marks in Geography past years 2008 (411) 2009 (397) 2010 (369) 2011 (423)

for the 8<sup>th</sup> Consecutive year our institute has maintained the set trend of highest marks and Result attainment in civil services examination.

## Class Schedule 2014 Examination

Geography Main ----- 10th, October, 2013 (Morning)

Geography Pre-Cum-main----15th, October, 2013 (Evening)

Main GS Modules ---- 25th, October /December (Afternoon)

Prelims GS Modules Classes — 10th, December/January

Prelims Test Series (Online /Offline) – 25th, December, 13

Geography Main Class duration 3½ months, Daily (6 days a week) Inc. Study Material/Tests

General Studies Module Class duration(Paper II & IV) 50 - 60 days, Daily (6 days a week)

Prelims Modules classes 20 days each module\* ,Daily (6 days a week )

\* (Physical Geography) \* (Environment Ecology & Climate Change) \* (Socio - Economic)

**Online Admission Open 25th, September**

Ultimate Learning Experience (P) Ltd.

Contact

**DIRECTION**  
INSTITUTE FOR IAS EXAMINATION

Hari Bhawan : 14A/103, W.E.A, Karol Bagh  
New Delhi - 110005

Ph : 011 - 25719872 , 25719862, 25752444

(M) : 09810382305 mail : info@directionias.com

Visit Us at [www.directionias.com](http://www.directionias.com)

YE-11/2013





## The Quest for Liberation

Standing at the dawn of a new century we look back to a couple of millennia trying to understand what education meant to human society and what it holds for the future of mankind. India in particular has had a long tradition of well-established educational system that stretches back to the era of Upanishadas or perhaps even earlier. We find references to centres of learning in our ancient texts. The legendary universities at Nalanda, Taxila and Vikramshila were known not just for religious learning but also for practical education in the fields of science, astronomy, medicine and philosophy among other subjects. Mithila and Nadia were famous centres of *Nyaya* school of philosophy. In the medieval period too, we had a number of great *maktabs* and *madarsas* imparting education which was of very high standard from any yardstick. Places like Delhi, Jaunpur and Sindh were considered important centres of learning.

Indeed as Dharampal (1922-2006) has shown in his work, it may be wrong to think that it was the British who brought institutionalised education to India and prior to the British, India had no educational system worth the name. Based on the reports of British officials such as Adam's report on Bihar and Bengal, Munro's report on Madras and Leitner's findings about Punjab, he has strongly argued that the pre-British India had a wide network of educational institutions which imparted education in various subjects to a large section of Indian population that included a significant portion of the *non-dwija* castes. In fact, the educational system that the British imposed on India was aimed to 'create a class who may be interpreters between the British and the millions whom they govern'.

However, the more fundamental question that we need to ask today is about the deeper meaning of education. What is the purpose of education? What kind of human being we wish to create by schooling? How does an educated person relate to the society and the world? The predominant thrust of the modern educational system seems to be the promotion of 'technocratic-meritocratic' world-view and creation of a class of people who accept rather than question, acquiesce rather than confront. It is no wonder that an environment is created where docility abounds while the strength of spirit and courage of conviction falter, discipline is valued and spontaneity is resented. The words of Ivan Illich ring true when he says that in reality schooling 'confuses teaching with learning, grade advancement with education, a diploma with competence and fluency with the ability to say something new'.

Let me hasten to add that it would be wrong to overlook the great advances in science and technology and other streams of knowledge that have come about in this educational and institutional milieu. The achievements are impressive and surely the country needs a larger number of engineers, doctors, civil servants, teachers and such people trained in the formal educational system. We need people who can run this system smoothly, efficiently and with a human face and spirit. But it is perhaps less challenging a task to achieve. The greater challenge today is to evolve an educational system that is dialogic and promotes creative engagement with the world for social transformation.

The radical potential of education has been understood deeply by thinkers like Gandhi, Aurobindo, Tagore, J. Krishnamurty, Paulo Freire and others. Gandhi laid great emphasis on the integration of the body, mind and soul of the learner. In the alternative understanding, education is seen as a process of awakening of the true potential of the student, 'progressive unfolding of the whole person', to allow the spirit of creativity and freedom to blossom. Such an educational system would encourage the students to 'question, doubt and challenge and .....develop in them not only an awareness of this freedom but a will to exercise it and the intellectual power and perspective to do so effectively.'

Truth may perhaps be a pathless world, as J. Krishnamurty says, but it is the quest for liberation that will take us to that land. Perhaps the quest for truth and the quest for liberation are only two sides of the same reality. Let us thus invoke from Mundakopanishad '*Sa Vidya Ya Vimuktaye*' - knowledge is that which liberates. ■





# An Ambitious Aspiration

Suma Chitnis



*Would it not be wiser to concentrate on school education and on raising the quality of higher education and gearing it more effectively to the country's needs? Should we not use the excellent strategies in the plan presented by the Minister to gear education to facilitate the country's advance in the global economy before we talk of making India the Education Super Power of the Future*

**T**A conference on education entitled "EducationNext-The Way Forward" held in Delhi earlier this year, the Minister for Human Resources Development Shri Kapil Sibal, in his inaugural address, launched the idea of India as "the Education Super Power of the Future". I could see that if used successfully these strategies could transform education in the country and make it the strong and powerful engine of advance that the country desperately needs in order to be able to forge ahead in today's highly competitive global economy.

A four point program was outlined in the conference : (i) Increasing enrolment in higher education from the existing 12.2 per cent of the population of the relevant age group to 30 per cent by 2025. (ii) The introduction of hundreds of new courses. (iii) The massive use of modern technologies for the delivery of education. And (iv) The inclusion of private players and the corporate sector as partners in the provision of education.

The principal strength of the plan is the idea of making an extensive use of technology. The five point program which runs as follows:

(1) Low cost devices such as tablets and mobile telephones

- (2) The proliferation of cloud computing.
- (3) Open education, provided through information technology highways.
- (4) The provision of hundreds of courses with the idea of giving students extensive choice and the freedom to make combinations of their choice-for instance music and mathematics
- (5) The creation of a communications structure designed to give students exposures such as hands on work experience , laboratory experimentation and research.

Finally to start with, 2.5 lakh villages will be connected with the use of fiber optics to create a powerful information highway.

The second major strength of the plan is the inclusive spirit in which private bodies and the corporate sector have been invited to partner the Government's efforts - "...it is not the sole responsibility of the Government to offer quality education at all levels, private institutions and corporates should also pitch in, partner and share the mammoth task of providing quality education to all." the Minister says. The private sector has been a provider from the times the British Government started providing education in India. Its contribution has been taken for granted

The author was Vice Chancellor of S.N.D.T Women's University between 1900 and 1996. Prior to that she was Professor and Head of the Unit for Research in the Sociology at the Tata Institute of Social Sciences. She has also served as Director of the J.N.Tata Endowment for the Higher Education of Indians.



without ever being acknowledged in the manner deserved. On the contrary, the functioning of private institutions is encumbered by rigid, often anachronistic and poorly administered rules and requirements on the part of the Government. The corporate sector is a relative newcomer to education. It has a great deal to offer. As one sees in the case of some of the education ventures of the Tatas, such as the Tata Institute of Social Sciences and The Tata Institute of Fundamental Research in Bombay or the Indian Institute of Science at Bangalore, this sector has a capacity for fresh vision and initiatives and apart from, and in addition to funding, it can bring new management skills to the building and administration of educational institutions. Both the

**As one sees in the case of some of the education ventures of the Tatas, such as the Tata Institute of Social Sciences and The Tata Institute of Fundamental Research in Bombay or the Indian Institute of Science at Bangalore, this sector has a capacity for fresh vision and initiatives and apart from, and in addition to funding, it can bring new management skills to the building and administration of educational institutions.**

private sector and the corporate sector, can do a great deal for education. But only if the Minister's warm invitation to these sectors to share the task of providing education for the country is followed up by honest and careful efforts on the part of the Government to enable them to do this effectively.

It is evident that the plan is promising. But it is challenging and we need to be aware of the challenges involved. It is not possible to list them comprehensively within the space of this paper, but it should be possible to briefly identify those which come with each of the four points in the plan.

In the paragraphs that follow I have attempted this.

First, about the target to increase enrolment from 12 percent to 30 per cent by 2025. The demand for higher education has been growing by leaps-latest official statistics reveal that within the last four years enrollment has increased from 12 percent to 20 percent-and therefore, the achievement of this target should not be difficult. The Minister mentioned that a total of 800 universities and 50,000 colleges will have to be added to the system to accommodate the growth. In addition, there will be open universities. This should not be difficult either. Over the course of the last decade the phenomenal growth in the demand for higher education has stimulated an equally phenomenal growth of private entrepreneurship in education and private bodies will happily set up the institutions needed. However, managing the growth will be a major challenge. Experience indicates that many private bodies establishing and running institutions for higher education in the country are merely gold diggers eager to reap profits from the demand for education without any commitment either to their students or to the country's needs. The first challenge will be to keep such educators out. Another major challenge will be to find qualified faculty and administrators for the new institutions. Already, many positions at colleges and university departments lie vacant for want of suitable personnel.

However, by far the bigger and more difficult challenge will be to gear education to market needs and to improve quality. At present 70 percent of the graduates from the technical stream and 85 percent from the general stream are either unemployed or under employed. At the same time scores of positions in industry, in government and other sectors of employment lie vacant for want of suitably qualified personnel. The simple explanation for this sad and ironical situation is that there is a serious mismatch between what educational institutions produce and what the market needs. When

facilities for higher education in the country are expanded this problem will have to be carefully addressed.

As one can imagine this challenge is extremely complex to deal with. Changes in market needs follow changes in the economy and these are difficult to anticipate and to track. Moreover, rapid developments in knowledge in the developed world lead to rapid flows of new technologies in the market - as is easily visible in fields such as information technology, communications, medicine or engineering. Because of globalization these technologies flood our markets in rapid flows. So far educators in the country are unable to develop courses at the pace required to keep in step with the rapidity with which new technologies keep coming. The challenge is to overcome this inadequacy.

Finally, it is important to recognize that the mismatch between the qualifications of graduates and market needs is not the only explanation for their unemployment and under employment. Graduates are often rejected for the simple reason that the quality of their education is not on par with market needs. It is common

**At present 70 percent of the graduates from the technical stream and 85 percent from the general stream are either unemployed or under employed. At the same time scores of positions industry, in government and other sectors of employment lie vacant for want of suitably qualified personnel. The simple explanation for this sad and ironical situation is that there is a serious mismatch between what educational institutions produce and what the market needs.**

knowledge that with the mushrooming of institutions of higher education in the country the overall quality of higher education has dropped, often miserably. Cognitive skills, and the ability to think independently and creatively

is not adequately developed. Nor is the ability to respond to or critique ideas. As a consequence degrees and diplomas are often certificates without substance. Thus, while our standards ought to be internationally comparable, as we compete in a global society even the best of our institutions such as the IITs. and IIMs are not world class, as one gathers from the concern voiced by the President of India, when, at a convocation address that he delivered in July this year, he expressed concern that not a single Indian university had made it to the list of the top 200 universities across the globe in the QS World University Rankings report recently released. The challenge is to understand why overall standards

**...while our standards ought to be internationally comparable, as we compete in a global society even the best of our institutions such as the IITs and IIMs are not world class, as one gathers from the concern voiced by the President of India, when, at a convocation address that he delivered in July this year, he expressed concern that not a single Indian university had made it to the list of the top 200 universities across the globe in the QS World University Rankings report recently released.**

have been declining so severely, find out how they can be lifted and lift them. Unless this is done, growth in terms of an increase in enrolment and the addition of institutions will be empty.

This brings me to the second point made by the Minister. He has spoken of “hundreds of new courses”. The challenge is evident from what has been stated above-which is to ensure that these courses are geared to market needs and that they are sound in quality. To ensure that education is geared to market needs it will be necessary to devise mechanisms that keep educational institutions informed

about these needs. Because students should be in a position to make informed choices while planning their careers it is important to keep them informed about market needs and to counsel them on how these needs translate into opportunities for employment including self employment. Since educational institutions are demand driven, informing students about market needs will also indirectly guide institutional growth in the right direction. Improving standards is likely to be more difficult. Strategies will have to be carefully worked out.

Finally, gearing higher education to the needs of the market and improving quality are only part of the challenge. Institutions for higher education, particularly Universities are expected to function as vehicles of discovery, as centers for the interaction and generation of ideas, for the growth of new knowledge and for the development of new skills and technologies. Our institutions for higher education do not measure up to this expectation. Lifting them firmly up to a level that they meet this expectation must be part of the agenda for “hundreds of new courses”

The Minister’s third point is the planned use of sophisticated technologies to deliver education. The technologies are available and we have the competence to use them. However, building the infrastructure for the employment of the strategies on the scale proposed, maintaining it and operationalising the programs proposed will be a big challenge. Further, we are told that the budget for higher education in the Twelfth Plan will be five times what it was in the Eleventh. But is that enough given the ambitious plans for the use of technology ?.

The fourth point is the Minister’s call to the private and the corporate sectors to be partners of the

Government. Such a partnership is the best thing that can happen to higher education in the country as I have already commented on and explained . But the Government will have to make a concerted effort to make this happen. I have had the opportunity to observe privately run colleges and I know how harassed they feel with Government or even UGC requirements which are often mechanical and rigid and which curb initiatives. I have also seen how difficult it is for those who have no political or other influential connections to start an institution. Moreover, it is almost impossible to do so without having to make several visits to the Government offices for the same job, suffering long delays and greasing palms in these offices at different points all the way.

I have identified only some of the challenges. There are many others. But the country desperately needs the plan to work and the Government must move on with the plan. Meanwhile, there is a more basic question to consider viz the poor state of school education in the country and where this problem figures in the Minister’s plan. The poor level of education in our workforce as compared to China’s

**I have had the opportunity to observe privately run colleges and I know how harassed they feel with Government or even UGC requirements which are often mechanical and rigid and which curb initiatives . I have also seen how difficult it is for those who have no political or other influential connections to start an institution.**

provides a valuable clue to the state of school education in the country. The statistics are as given in the table.

Modern and modernizing economies require a work force that is minimally primary school and

	literate	Primary	Secondary	Above Secondary
India	47 percent	32 percent	16 percent	5.5 percent
China	18 percent	34 percent	45 percent	3 percent



preferably secondary school educated. Going by the figures stated in the table, we are in extremely poor shape on that count. As much as 79 percent of the Chinese workforce belongs to that category as compared to 48 percent of the Indian. A shocking 47 percent of our work force is illiterate as compared to 18 percent of China's. We urgently need to improve schooling in the country.

Since the Minister talked about linking 2.5 lakh villages to create a communication highway for education, improving school education is obviously on his agenda. However, because school education has not been mentioned specifically in the plan one fears that it will be left behind while higher education is given priority. The point is that, need to improve school education is vital, first because the need to have a properly school educated workforce is urgent and

**The point is that, need to improve school education is vital, first because the need to have a properly school educated workforce is urgent and second because school education is the base for higher education and must be put into proper shape before we go about increasing enrolment in higher education.**

second because school education is the base for higher education and must be put into proper shape before we go about increasing enrolment in higher education. To give as much importance as the Minister's plan does to increasing enrolment in higher education when school education is as poor as it is, is akin to building the apex of a pyramid while its base is unfinished and weak.

Perhaps it is advisable to reconsider the plan proposed by the Minister in a way that shifts its focus from increasing enrolment in higher education to building school education and to improving the quality of higher education and of making it sharply

relevant to market needs. Enrolment in higher education is poised to increase anyway. And there is an ample growth of colleges through private enterprise. There is no need for the Government to invest in these activities. It needs only to invest in the management of the growth and in ensuring that the administration of higher education is free of corruption and of the many other malpractices that exist. Also, that Government offices give the private sector and the corporate sector all the help they need to function as good partners. Towards advocating the suggested revision of the plan presented by the Minister particularly in terms of bringing school education into it, have presented some basic facts about school education in the country.

Article 45 of the Constitution of India, established in 1951, promises "the State shall endeavor within ten years from the commencement of this Constitution free and compulsory education to all children until the age of fourteen". Despite renewed efforts, promises and legal interventions from one decade to the next, this promise could not be realized even by the end of the century. Consequently, the Right to Education Act, making education free and compulsory up to the age of 14 a legal right, was passed in 2009. Despite this, only 95 percent of the population in this age group is in school today. And although 95 percent enter school barely 73 percent attend school. Only 40 percent make it to middle school and less than 20 percent make it to secondary school.

Following the Constitutional commitment to education, the Government aids schools financially. Only 80 percent of the schools in the country take this aid. By their own choice the remaining 20 percent remain unaided Government aided schools, serving the low and middle income population. They account for 73 percent of the children in school and constitute the backbone of school education in the country. Some unaided schools are passable, even good, but most of them,

particularly those serving the rural population and the urban poor are riddled with inadequacies. These were first reported in the Probe Report in 1999. The report talks about schools without maps, blackboards, toilets, playgrounds, drinking water... the list goes on. Only 53 percent of the teachers were teaching in the schools visited. Many were outside their classrooms chatting with each other, just standing outside their classes or engaged in some other activity not related to their classrooms.

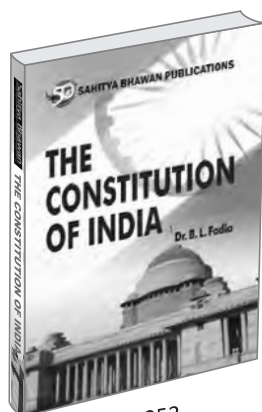
Nationally, there is a decline in the ability to do maths-across all classes. Standards are poor in every other way. For instance children in Class V cannot read texts meant for Class II. Not even one in five children can recognize numbers 11 to 99. Overall, after five years of schooling, 50 percent of the children are barely at Class II level. In the latest data on PISA tests administered to assess the performance of secondary school students, India ranked 71st among the 73 countries in which the tests

**Only 53 percent of the teachers were teaching in the schools visited. Many were outside their classrooms chatting with each other, just standing outside their classes or engaged in some other activity not related to their classrooms.**

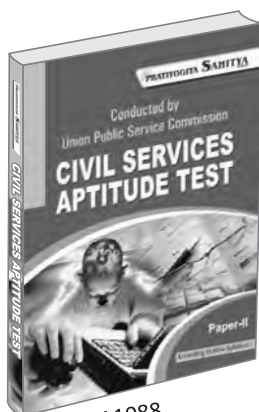
were administered Can the country then afford to invest in increasing enrolment in higher education before the school system that is the backbone of education in the country is put into proper shape? Would it not be wiser to concentrate on school education and on raising the quality of higher education and gearing it more effectively to the country's needs? Should we not use the excellent strategies in the plan presented by the Minister to gear education to facilitate the country's advance in the global economy before we talk of making India the Education Super Power of the Future? □

(E-mail :sumachitnis@gmail.com)

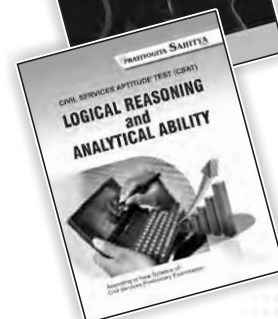
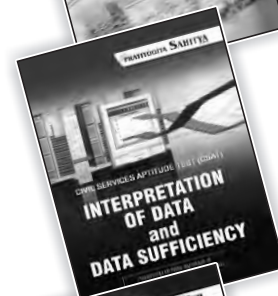
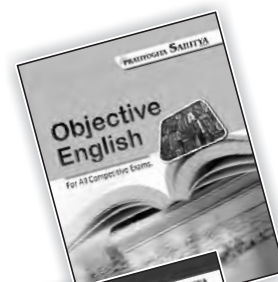
# CIVIL SERVICES PRELIMINARY EXAMINATION



Code: A353



Code: A1088



## PAPER-I

- 968 Indian Polity  
A353 The Constitution of India

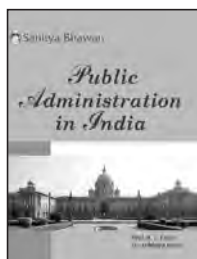
## PAPER-II

- A1088 Civil Services Aptitude Test  
A1086 Logical Reasoning and Analytical Ability  
A1079 Interpretation of Data and Data Sufficiency  
A1097 Basic Numeracy  
A635 Quantitative Aptitude  
A647 General Intelligence & Test of Reasoning (Verbal & Non-Verbal)  
A655 General Mental Ability and Reasoning (Verbal & Non-Verbal)  
A676 Test of Reasoning and Numerical Ability  
960 Objective English

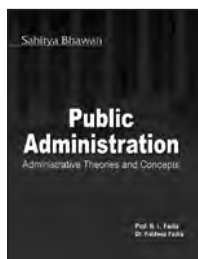
## For Main Examination



Code: 062



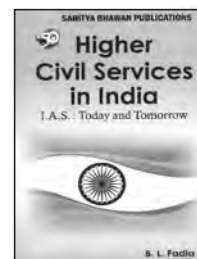
Code: 795



Code: 506



Code: 1343



Code: 2154

**PRATIYOGITA SAHITYA**  
SERIES

For More information Call : +91 89585 00222 info@psagra.in www.psagara.in

YE-110/2013



# Language Resource and Higher Education

Tejaswini Niranjana



*The long-term objective would be to make the student bilingually proficient, so that s/he is able to bridge the conceptual worlds of the local and the global*

WITH VERY few historical exceptions, most of our languages in India – although centuries old – have been unable to create substantial modern vocabularies for teaching and research in the social sciences in particular. Natural science education belongs to a different category, since it leans on the supposed universality of scientific terminology. The situation arises from the skewed linguistic development fostered by colonial society, which assembled the conditions to strengthen creative and aesthetic uses of language while providing ‘modern knowledge’ in English. This note discusses the issue of strengthening intellectual resources in the Indian languages as a way by which historic imbalances in knowledge production can be addressed.

The university system in India adopted English as the mandated medium of instruction for tertiary education. In doing so, our nationalist elite ensured that social and political power remained the preserve of a few historically privileged groups. Higher education became the domain in which this historical privilege acquired modern legitimacy. As long as university credentialing involved relatively small numbers of people

from socially privileged backgrounds, English was able to function as the medium through which Indians gained entry into the civil services and the professions. However, due to social movements as well as the actualization of constitutional imperatives – haphazard and imperfect though that latter process has been – has led to massive demographic shifts in the last two or three decades in higher education too. The changing social composition of the classroom poses a number of challenges to educationists, policy makers and all of us concerned about the ways in which inequalities in the wider society are replicated in the university.

To give a rough estimate, eight to nine million students (40 percent or more of all enrolled students) from non-metropolitan India enter the system every year. Most of these students are not proficient in English, this lack of proficiency being primarily responsible for their inability to achieve social mobility. Over the years, public elementary education in India has been largely moving towards vernacular medium instruction. But in the higher education sector globalization has only reinforced the position of English as the single most important language for teaching and research. In spite of this fact, we are faced with a situation

---

The author is Visiting Professor at Tata Institute of Social Sciences, Mumbai, where she helped set up the Centre for Indian Languages in Higher Education in 2012. She is also Senior Fellow at the Centre for the Study of Culture and Society, Bangalore, and Distinguished Adjunct Professor of Humanities at Lingnan University, Hong Kong. She is the advisor to the Indian language Wikipedias which are supported by the Centre for Internet and Society, Bangalore.

where, outside the metro centres, teaching takes place by necessity in the local languages although resource material in those languages is hard to come by. English as a language of commerce and communication may be more widespread now, but as an actual medium of tertiary education it is seriously in decline. The reasons are many, and would include the lower number of students educated in English coming into mainstream post-graduate education, either because they have gone abroad for further study or chosen to opt out of a conventional post-graduate course in favour of new employment prospects in a globalizing world. Thus only about 11 percent of the relevant age group enters higher education, of which only 17 percent of them go on to obtain a post-graduate degree. One of the significant contributory factors to this situation of reduced numbers in the university

**Having studied until his or her late teens in an Indian language medium, the non-metropolitan student ends up in the university with its English syllabus. Caught in this predicament, the student finds it impossible to function in the classroom.**

(the Gross Enrolment Ratio in India is less than half of any comparable society) is the enormous **linguistic divide** within Indian education, a divide that has severe consequences for the occupational, economic and social mobility of non-metropolitan students.

Having studied until his or her late teens in an Indian language medium, the non-metropolitan student ends up in the university with its English syllabus. Caught in this predicament, the student finds it impossible to function in the classroom. It is not as though the problem was not evident in the post-Independence era. Beginning from the 1960s, the Government of India established four Regional Institutes of English (RIE) to enhance English

language skills, and simultaneously encouraged translation of standard textbooks into Indian languages, culminating in the establishment of the National Translation Mission (NTM) in 2007. Despite these strategies, the failure rate and poor employability continue to haunt the higher education system. Improving English skills has no effect when attention is not paid to the relevance of the curriculum to contemporary needs. Similarly, translating large amounts of material into Indian languages also has little effect because the relevance and effectiveness of the materials produced for higher education are not factored in.

To redress this problem by investing in major translation activity, I would argue, is an inadequate solution. This is because translation is usually envisaged as uni-directional, from the Western languages, chiefly English, into the Indian languages. When we have a uni-directional translation process, we often end up awkwardly adapting foreign conceptual frames and vocabulary to Indian situations. Instead, we should be assembling the rich resources already existing in modern Indian languages and harnessing them to new analytical uses. Where necessary, we should also be creating new resources to account for the complexity of contemporary social phenomena in our own context.

A group of scholars drawn from a number of institutions across India gathered together in Bangalore in 2008 to discuss the modalities of intervention in the bleak higher education scenario. Following the meeting, a few of them took up the task of designing and conducting scoping studies so that preliminary diagnoses could be made and suggestions put forward. It was felt that a systematic survey of existing resources would facilitate the planning of future initiatives to address the problem of quality teaching materials and research resources in Indian languages. Described briefly are two such studies, one focusing on Kannada and the other on Hindi.

## Scoping studies

The Higher Education Innovation and Research Applications (HEIRA) programme at the Centre for the Study of Culture and Society, Bangalore, conducted a scoping study in partnership with the Department of Translation Studies, Kannada University in 2009. This study was intended to map the available resources for higher education in Kannada and provide an assessment of past strategies in addressing the linguistic divide in higher education with reference to Karnataka. The findings: roughly 96 percent of the local language books used in higher education are translations and only 4 percent are original resources. The report also drew attention to the severe scarcity of locally relevant materials for higher education.

The Kannada study made some interesting observations: that from the 1980s itself, in most of the universities in Karnataka, the most widespread language of examination has become Kannada, even though the language of instruction it still supposedly English. A fair amount of the teaching takes place in Kannada even in post-graduate courses, especially in the humanities and social sciences. More and more students are also choosing to write

**When we have a uni-directional translation process, we often end up awkwardly adapting foreign conceptual frames and vocabulary to Indian situations. Instead, we should be assembling the rich resources already existing in modern Indian languages and harnessing them to new analytical uses.**

their research dissertations in Kannada. Thus the number of students pursuing higher education through the resources available in Kannada is increasing. The increase, however, is not matched by a corresponding increase in the availability of quality materials in



Kannada that can be put to use in higher education.

HEIRA also worked with a group of scholars in New Delhi who undertook an inventory and review of the quality of curricular resources in Hindi in three social science disciplines, History, Political Science and Sociology, at both the B.A. and M.A. levels. Six major universities in five states of north India were considered: Patna University (Bihar); Allahabad University and Banaras Hindu University (Uttar Pradesh); Barkatullah University, Bhopal (Madhya Pradesh); Maharshi Dayanand University, Rohtak

**...students use whatever textbook material there is, irrespective of whether that material belongs to the very small category described in the study as 'excellent', to the moderately large 'reasonably competent' category, or to the very large 'deficient' category.**

(Haryana); and Rajasthan University, Jaipur (Rajasthan). The textbooks were evaluated for coverage of course content, academic quality of content and suitability for relevant educational level, and production quality. Since Hindi is used in 151 universities and deemed universities in the ten Hindi speaking states, it would certainly occupy a key position in any initiative dealing with Indian languages in higher education. The insights from this scoping study help us understand that students use whatever textbook material there is, irrespective of whether that material belongs to the very small category described in the study as 'excellent', to the moderately large 'reasonably competent' category, or to the very large 'deficient' category.

The main reasons for the evaluators to classify material as deficient included "incomplete or 'gappy' coverage of the topics specified;

factual errors; biased or one-sided treatments; oversimplification of explanations; outdated or obsolete treatment; insufficient differentiation between different levels (eg. BA, MA); absence of citations, references; lack of guidance for further reading, bibliographies; poor language (i.e., cliché-ridden, jargon-filled or otherwise obscure)". The most serious issue could well be the absence of a scholarly or critical approach: "... (T) extbooks generally tend to convey information rather than encourage students to think critically or to consider an issue from different standpoints. The lack of scholarly orientation is felt most acutely not only in the absence of bibliographies or suggestions for further reading, but in the absence of even references and citations. The failure to cite material available in Hindi is another issue".

The Hindi textbooks study concluded with the following suggestions, with the caveat that they would require high levels of intellectual and financial investment. "A series of course-specific 'Readers' at the MA level, containing a mix of existing, newly translated, and newly written materials; a similar series of short monographs on key topics with extensive bibliographies aimed at BA Honours students; strategic, discipline-specific 'gap-filling exercises' that will produce new translations or original texts to plug holes in available curricular material; 'inspirational' general introductions to disciplines designed to exploit and extend the momentum provided by the new NCERT class XII textbooks in the hope of weaning fresh undergraduates away from the temptations of the guide book genre; and sustained efforts to ensure that good textbooks are updated regularly, both to drop obsolete material and to include new perspectives". As yet impressionistic understandings of other linguistic contexts indicate that these suggestions could well be generalized to all Indian language initiatives.

A special feature of both the Kannada and Hindi studies was the focus on social sciences. This stemmed from our shared analysis, forged in the 2008 meeting, that it was in creating social science vocabulary in the Indian languages that we would be addressing a number of problems unique to that domain of higher education.

The case of China may provide an instructive comparison. Through the 20<sup>th</sup> century, Chinese scholars translated a vast array of Western texts from different disciplines into Chinese, ensuring for researchers, teachers and students a familiarity with the available Euro-American material. However, very little of the extensive Chinese writing in the social sciences has come into English or other languages. The Indian instance is curious on both counts: neither has extensive translation into Indian languages taken place, and nor has a lot of social science writing taken place in these languages, let alone be translated into non-Indian contexts.

**The case of China may provide an instructive comparison. Through the 20<sup>th</sup> century, Chinese scholars translated a vast array of Western texts from different disciplines into Chinese, ensuring for researchers, teachers and students a familiarity with the available Euro-American material. However, very little of the extensive Chinese writing in the social sciences has come into English or other languages.**

One of the reasons for this anomaly could be our inherited definitions of what constitutes social science research and writing. A turn of the lens could widen the field, and bring into focus a range of writings in different languages that provide accounts of their social spaces, constituting in part the critical resources from which we draw today. The idea is to juxtapose these writings

with more universally recognizable social science research on the same topics, to compile and translate – into the regional languages and into English – both kinds of writings side by side, with the ambition that a new generation will learn to draw on both for their critical vocabularies.

As Satish Deshpande pointed out in his introduction to the study of Hindi materials, “the subject matter of the social sciences is social life itself, and social life is deeply embedded in language. To grasp and to then describe and analyse social life, the social sciences are required to cultivate an intimate relationship with both the ‘language’ in which social life is lived as well as the ‘language’ that supplies their theoretical tools and concepts. The cultivation of this

**“the subject matter of the social sciences is social life itself, and social life is deeply embedded in language. To grasp and to then describe and analyse social life, the social sciences are required to cultivate an intimate relationship with both the ‘language’ in which social life is lived as well as the ‘language’ that supplies their theoretical tools and concepts. The cultivation of this two-sided relationship takes place in yet another ‘language’ which is the language of social science practice, i.e., the language in which routine activities like teaching, learning, examinations or publishing happen.”**

two-sided relationship takes place in yet another ‘language’ which is the language of social science practice, i.e., the language in which routine activities like teaching, learning, examinations or publishing happen.” The comprehensive strategy we have to develop for every Indian language being used in higher education would

include the introduction of new quality resource materials including good textbooks, new pedagogic modes, and revamped examination and assessment structures. What the Indian languages question can push us towards is a much-needed overhaul of the higher education sector as a whole.

The 12<sup>th</sup> Plan focus on expansion, equity and excellence is a welcome one. Even more welcome is the special attention paid to the role of Indian languages in higher education. It is likely that when operationalised effectively the programmes and schemes under this initiative will: (i) enhance employability and critical skills in rural students entering higher education; (ii) increase quality of regional-language educational resources for non-metropolitan universities; and (iii) substantially increase retention in higher education of students from disadvantaged and non-metropolitan backgrounds.

### Suggested Roadmap

Incubate comprehensive **materials production** initiatives in Indian languages; (ii) draw up an ICT plan for Indian languages, to include platforms and databases for dissemination of resources for higher education; (iii) create **courseware and curricula** from the Indian language resources; (iv) **field-test** the courseware and resources for their efficacy and quality; and (v) **mainstream** regional language resources by implementing teacher-training modules in partnership with University Academic Staff Training Colleges or similar teaching-learning institutions to build competence of teachers in using bilingual resources and curricula in classrooms.

The operational plan should include working with **universities** (to develop new materials, courseware and host teacher-training workshops), **libraries** (to make existing knowledge resources in regional languages available for digitisation), **technical support providers** (to digitise regional language

resources for higher education), **publishers** (to disseminate print resources to the library networks in the state) and select **undergraduate colleges** (to field-test the newly developed curricula and resources). These initiatives cannot be undertaken in isolation from each other. Care would have to be taken to develop, implement and mainstream an *integrated strategy* to address the linguistic divide. Such an integrated strategy will be catalytic in showing how to bring down a major entry-level barrier faced by non-metropolitan students and provide an impetus to similar reform measures across the spectrum of university education in India.

**Care would have to be taken to develop, implement and mainstream an *integrated strategy* to address the linguistic divide. Such an integrated strategy will be catalytic in showing how to bring down a major entry-level barrier faced by non-metropolitan students and provide an impetus to similar reform measures across the spectrum of university education in India.**

Ensuring the entry of Indian language resources into the mainstream of our higher education system is a long-delayed project. By bringing these resources into a national educational structure, we will be (a) validating the analytical abilities of these languages, and (b) making the curriculum more relevant to the society we live in. The student should gain the competence to evaluate the conceptual purchase of ideas learned in the university, and to make languages speak to one another. The long-term objective would be to make the student bilingually proficient, so that s/he is able to bridge the conceptual worlds of the local and the global. □

(E-mail: tejaswini.niranjana@gmail.com)



Join No. **1** Institute  
for

# ECONOMICS

IAS / INDIAN ECO. SERVICE / UGC-NET / RBI Gr-B / TEST SERIES

Correspondence Course is also Available

## INDIAN ECO. SERVICE RESULT - 2013



**SAKET MALVIYA**

**ALL  
INDIA  
RANK  
NO. 1**

Aakanksha Arora  
Divya Sharma  
Reema Jain  
Amit Sahu  
Shinde Ashish Ashok  
Pausianmuang Tunglut  
NG Yirmayai

**AIR-5  
AIR-6  
AIR-11  
AIR-18  
AIR-22  
AIR-30  
AIR-31**

## IAS RESULT - 2012



**K. Shashanka**  
**16<sup>th</sup>**  
Rank



**Rank-151**

**Smriti Tripathi**



**Rank-222**

**Aishwarya Rastogi**



**Rank-483**

**Parul Patawari**



**Rank-493**

**Mrithinjai S.**

**CONTACT FOR**

## RBI-Gr-B Phase-II

Batch / Correspondence Course / Test Series



**KALINGA IAS**

77, Old Rajender Nagar Market, New Delhi - 110060  
E-mail : a.kdash@yahoo.in • Visit us : www.kalingaias.com

**011-45040868  
0-9211445520  
0-9313684458**

YE-122/2013

# The Indigenous Languages on the Brink

G N Devy



***Creation of texts, dictionaries, glossaries and grammars in the declining languages will be of use; documentation, museumization and archiving too will be of some use; but if the languages are expected to survive, the speech communities need to be given the dignity and respect that they deserve, not as anthropological others, not as the last and under-developed traces of the self, but in their own right as deserving of respect because of what they are***

**R**ECOGNIZED AS ‘Aborigines’ in Australia, as Māori in New Zealand, as ‘First Nations’ in Canada, as ‘Indigenous’ in the United States, as ‘Janajatis’ in India, or as ‘tribes’ in anthropology, as ‘Notified Communities’ in the administrative parlance of many countries, as ‘Indigenous People’ in the discourse of Human Rights, and as ‘Adivasis’ in the terminology of Asian activists, these variously described communities are far too numerous and dispersed in geographical locations to admit of any single inclusive description. It would be simplistic to perceive them as divergent victim groups of any shared epochal phenomenon such as colonialism, imperialism, modernity or globalization. In their ethnic, cultural and linguistic attributes, they are so varied that it is almost impossible to speak of them as a common category of humanity. No single term can describe them with any degree of semantic assuredness. Even if one were to accept one or another term for the purpose, its normative frame may run up against numerous contradictions with the strikingly divergent history of every community. Though such descriptive sociological terms often learn to perform a degree of communicational theatre, a scrutiny

of the range of signification that the term is expected to cover reminds one that most discursive concepts are perennially contestable.

Given these difficulties, the United Nations working group established in 1982 for determining the communities that can be described as indigenous came up with a four fold criteria: a) “pre-existent” peoples; b) “marginalised and dominated” peoples; c) “minority or culturally different” peoples; and d) peoples who identify themselves as indigenous. Since each of these criteria had spaces within them for contestation, the “Declaration of the Rights of Indigenous Peoples” (September 2007) was passed by the U N, but not unanimously. (Countries that voted against the Resolution included Australia, New Zealand, U.S. and Canada)

Notwithstanding these semantic difficulties, the existential pathos of the peoples whether identified from outside, or through self-identification as “marginalised, minority, indigenous,” has common features in all continents. The indigenous have been facing deprivation and dispossession of their natural resource base, denial of access to quality education, healthcare and other citizenship rights, and have come to be seen as ‘a problem for the

The author is the Founder of Bhasha Research Centre at Baroda and the Chairperson of The People’s Linguistic Survey of India. He writes in English, Marathi and Gujarati and has received many literary awards.



development project of modernity.’ In the words of sociologist Shiv Visvanathan, four positions, four meditations on the problematic of the other especially as tribal, have been particularly significant and profound. As a rule of thumb they can be classified as the Rousseauist reflection, the Romantic reaction with its own sense of irony, the ethical pragmatist philosophy and the development a list position. The last is an abdication of anthropology which argues that the tribe can survive only by becoming the Other. It is an inversion which not only destroys difference but is banally genocidal. (Visvanathan, 2008)

**The history of the ‘other communities’ during the last few centuries is filled with stories of forced displacement, land alienation, increasing marginalization, the eruption of violence, and counter-violence by the nation-state.**

The history of the ‘other communities’ during the last few centuries is filled with stories of forced displacement, land alienation, increasing marginalization, the eruption of violence, and counter-violence by the nation-state. Going by any parameters of development, these communities always figure at the tail end. The situation of the communities that have been pastoral or nomadic has been even worse. Considering the immense odds against which these communities have had to survive, it is not short of a miracle that they have preserved their languages and continue to contribute to the astonishing linguistic diversity of the world. However, if the situation persists, the languages of the marginalized stand the risk of extinction. Aphasia, a loss of speech, seems to be their fate.

It is a daunting task to determine as to which languages have come closest to the condition of aphasia, which

ones are decidedly moving in that direction and which ones are merely going through the natural linguistic process of transmigration. It may not be inappropriate to say that the linguistic data available with us is not fully adequate for the purpose.

In India, Sir George Grierson’s *Linguistic Survey of India* (1903-1923) – material for which was collected in the last decade of the 19<sup>th</sup> century – had identified 179 languages and 544 dialects. The 1921 census reports showed 188 languages and 49 dialects. The 1961 census reports mentioned a total of 1,652 ‘mother tongues,’ out of which 184 ‘mother tongues’ had more than 10,000 speakers, and of which 400 ‘mother tongues’ had not been mentioned in Grierson’s Survey, while 527 were listed as ‘unclassified’. In addition, 103 ‘mother tongues’ were listed as ‘foreign’. In the 1951 Census, the ‘foreign’ languages found spoken in India were listed at 63, thus showing a ‘discovery’ of 50 new ‘foreign’ languages in a matter of a decade.

In 1971, the linguistic data offered in the census was distributed in two categories, the officially listed languages of the 8<sup>th</sup> Schedule of the Constitution, and the other languages with a minimum of 10,000 speakers each. All other languages spoken by less than 10,000 speakers were lumped together in a single entry ‘Others’. That practice continued to be followed in subsequent enumerations. Linguist Uday Narayan Singh comments:

The problem with Indian labels is that the 1961 Census had floated so many mother tongue labels especially among the unclassified languages that it will have to be worked out as to how many of them finally survived – which is itself a gigantic task. The ones that are spoken by above 1,000 speakers have a better chance of survival through later decades, and they included the following 10 unclassified languages: Adibhasha (4,807), Bakerwali (5,941), Beldari

(2,702), Jatapu (19,467), Kanjari (1,810), Raj (1,342), Sarodi (1,354), Sohali (1,576), Subba (1,257), and Turguli (1,000). A few others like Bare (909), Kolhati (952), Khasal (778), Inkari (732), and Uchai (768) are also in a better state. But there are 47 others that are not in this kind of state. There is no doubt that some preliminary verification was done by the Census authorities before releasing these names. But still, we may probably have to leave out these 263 language labels that have been returned by less than five speakers for obvious reasons of their genuineness or difficulty in verification, there will be too many to handle. (Singh, 2006)

Considering how complicated the census operations are in countries that have large migratory populations, and particularly how much the accuracy in census operations is dependent on literacy levels, it is not surprising that the data collected remains insufficiently definitive. What is surprising, however, is that as many as 310 languages, including all those 263 claimed by less than 5 speakers, and 47 others claimed by less than a 1000 speakers, should have arrived at that stage. These 310 ‘endangered’ languages count in the 1652 ‘mother tongues’ listed in the census of 1961, however debatable the methodology followed in that particular census may

**... a fifth part of India’s linguistic heritage has reached the stage of extinction over the last half-century. Moreover, the method of survey adopted over the last three census enumerations allows scope for overlooking any further depletion in the numbers.**

have been. In other words, a fifth part of India’s linguistic heritage has reached the stage of extinction over the last half-century. Moreover, the method of survey adopted over the last three census enumerations allows scope for overlooking any further

depletion in the numbers. One fears that this may not be the situation in any one country alone, that this may be so practically all over the world, since the contextual factors responsible for language decline in one country also form the context of modernity in other nation states in the world.

Language loss is experienced in India not just by the ‘minor’ languages and ‘unclassified dialects’, but also by ‘major’ languages that have long literary traditions and a rich heritage of imaginative and philosophical writings. In speech communities that claim major literary languages such

**It may not be inappropriate to assume that people all over the world are paying a heavy cost for a globalised development in terms of their language heritage. This linguistic condition may be described as the condition of ‘partial language acquisition’ in which a fully literate person, with a relatively high degree of education, is able to read, write and speak a language other than her/his mother tongue, but is able to only speak but not write the language she/he claims as the mother tongue.**

as Marathi, Gujarati, Kannada and Oriya as their ‘mother tongues’, the younger generations have little or no contact with the written heritage of those languages, while they are able to ‘speak’ the languages as ‘native speakers’. It may not be inappropriate to assume that people all over the world are paying a heavy cost for a globalised development in terms of their language heritage. This linguistic condition may be described as the condition of ‘partial language acquisition’ in which a fully literate person, with a relatively high degree of education, is able to read, write and speak a language other than her/

his mother tongue, but is able to only speak but not write the language she/he claims as the mother tongue.

Considering the general climate of concern for language decline, the curiosity to know how many of the Indian languages have died recently, or are dying now, how many are in ‘danger’, or will soon enter the danger zone, is but natural; and questions arising out of these concerns are but to be expected. How many of India’s languages are ‘endangered’ and what is their proportion to the number of living languages in India? One UNESCO list presents the following 197 names:

A’tong, Adi, Ahom, Aimol, Aiton, Aka, Anal, Andro, Angami, Angika, Ao, Apatani, Asur, Badaga, Baghati, Balti, Bangani, Bangni, Bawm, Bellari, Bhadravahi, Bhalesi, Bharmauri, Bhumji, Biete, Birhor, Bishnupriya, Bodo, Bokar, Bori, Brokshat, Bunan, Byangsi, Chambeali, Chang, Chokr, Churahi, Cuona Menba, Dakpa, Darma, Deori, Dimasa, Gadaba, Galo, Gangte, Garhwali, Geta, Gondi, Gorum, Great Andamanese, Gutob, Handuri, Hill Miri, Hmar, Ho, Hrangkhoh, Idu, Irula, Jad, Jangshung, Jarawa, Jaunsari, Juang, Kabui, Kachari, Kanashi, Kangdi, Karbi, Khamba, Khampti, Kharia, Khasali, Kheza, Khiamngan, Khoirao, Khowa, Kinnauri, Koch, Koda, Kodagu, Koirang, Kokborok, Kolami, Kom, Konda, Konyak, Koraga, Korku, Koro, Korwa, Kota, Kui, Kului, Kumaoni, Kundal, Shahi, Kurru, Kuruba, Kurux (India), Kuvi, Ladakhi, Lamgang, Lamongse, angrong, Lepcha, Lhota, Liangmai, Limbu, Lishpa, Luro, Mahasui, Malto, Manchad, Manda, Mandeali, Mao, Mara, Maram, Maring, Mech, Meithei, Miji, Miju, Milang, Minyong, Mising, Mizo, Motuo, Menba, Moyon, Mra, Mundari, Muot, Mzieme, Na, Nahali, Naiki, Nihali, Nocte, Nruanghmei, Nyishi, Onge, Padam, Padri, Paite, Pangvali, Parji, Pasi, Pengo, Phom, Pochuri, Pu, Purik, Purum, Rabha, Rangkas, Remo, Rengma, Rongpo, Ruga, Sanenyo, Sangtam, Sengmai, Sentilese, Sherdukpen, Sherpa, Shompen, Simi, Singpho, Sirmaudi,

Sora, Spiti, Sulung, Tagin, Tai Nora, Tai Phake, Tai Rong, Takahanyilang, Tamang, Tangam, Tangkhul, Tangsa, Tarao, Taruang, Thado, Tinan, Tiwa, Toda, Tolcha, Toto, Tshangla, Tulu, Turi, Wancho, Yimchungru, Zaiwa, Zangskari, Zeme.

This list has since its publication come under a severe criticism for the factual errors it contains. For instance, Meiteyi or Manipuri which is a Scheduled Language in India and the State language of Manipur, as also Mizo which is the most important language in Mizoram are included in the list. Several others like Garhwali, Gondi and Bodo, languages that have witnessed in recent years a rise in self-assertion, are listed by UNESCO’s informants. This Survey—the People’s Linguistic Survey—found that a majority of the languages listed had a community representation to offer information on

**Over the last fifty years a variety of formal attempts have been made to produce an authoritative list of living languages in India; but there is still no single figure that one can conclusively establish for the living Indian languages. Given this situation, I prefer describing the collective space of Indian languages not as a graveyard of languages but as a language forest, a bhasha-vana.**

those languages, and the community members themselves are not in every case prepared to accept the discourse of bereavement for their languages as yet.

Despite the fact that natural languages all over the world are passing through a phase of rapid decline, it is perhaps necessary in a country like India to highlight the existing language diversity and the wealth of living languages as much as, if not more, the scenario of language loss. One may argue that the number



of Indian languages marked – even if erroneously—as ‘languages in danger’ is much higher than such languages in Spain, USA, Argentina or Australia. In response to this observation, it is necessary to point out that the number of languages in India itself is far too large, and as yet not finally ascertained. Over the last fifty years a variety of formal attempts have been made to produce an authoritative list of living languages in India; but there is still no single figure that one can conclusively establish for the living Indian languages. Given this situation, I prefer describing the collective space of Indian languages not as a graveyard of languages but as a language forest, a *bhasha-vana*.

The reorganization of Indian states after Independence was carried out

**Over the last fifty years a variety of formal attempts have been made to produce an authoritative list of living languages in India; but there is still no single figure that one can conclusively establish for the living Indian languages. Given this situation, I prefer describing the collective space of Indian languages not as a graveyard of languages but as a language forest, a *bhasha-vana*.**

along linguistic lines. The languages that had scripts were counted. The ones that had not acquired scripts, and therefore did not have printed literature, did not get their own states. Schools and colleges were established only for the official languages. The ones without scripts, even if they had a great stock of wisdom carried forward orally, were not fortunate enough to get educational institutions for them. However, a guarantee for providing patronage was enshrined in the Constitution, Article 347, which reads:

On a demand made in that behalf, the President may, if he is satisfied

that a substantial proportion of the population of the State desire the use of any language spoken by them to be recognized by that State, direct that such language shall also be officially recognized throughout that State or any part thereof for such purposes as he may specify.

Thus, language loss, linguistic shifts and decline in the linguistic heritage cannot be blamed on the structural factors alone. There appears to be another and more overwhelming factor at work, and that is the development discourse in a rapidly globalising world. One notices now in India, and in other Asian and African countries, an overpowering desire among parents to educate their children through the medium of English or French or Spanish in the hope that these languages will provide a certain visibility to the children when they grow up in the international market of productive labour. This desire has affected the schooling pattern in favour of an education through an international language not witnessed in any previous era.

The argument in favour of providing children education, at least at the primary school level, for a healthy development of their intellect is indeed an uncontroversial argument. However, the contrary argument which holds that children not educated in their mother tongues do not achieve a full intellectual development deserves to be reconsidered. If literature is considered to contain the most complex usage of language, one would assume that children who do not get education in their own language will not be capable of fully appreciating, let alone producing, literature in the given language. Historical evidence however shows that such an assumption is not well-founded. Some of the greatest among the world’s writers are known to have not received schooling in the languages that they used for creative linguistic production. Shakespeare did his schooling in Latin, so did Milton. Dante was not educated in Italian. Valmiki and Kalidasa—with somewhat hazy histories—did not

receive education in Sanskrit. It is not clearly known if Jean Genet had any French schooling, or if William Butler Yeats had any Gaelic schooling. Chaucer’s generation of English children had to study French, not English; and in fact, English as a subject was not introduced in schools in England till the Chartist Movement brought up the issue of educating children belonging to the labour classes.

During the early years of the nineteenth century, an interesting debate occupied the centre-stage in the social reform movement in India, in which the Bengali intellectuals kept asking for education through the English language medium, while an English officer like Mountstuart Elphinstone held that the schools in Indian languages would be desirable. The argument came to an end when in 1835, Lord Macaulay’s Minutes on Education recommended that English would be the medium of all serious education in India. Quite remarkably, it was since then that literatures in modern Indian languages showed a significant creativity. These arguments are not intended to take away any substance from the view that mother tongue education is the most suitable for young learners. I am only pointing out the fact that a lack of access to the mother tongue education is not enough of a cultural condition

**Some of the greatest among the world’s writers are known to have not received schooling in the languages that they used for creative linguistic production. Shakespeare did his schooling in Latin, so did Milton. Dante was not educated in Italian. Valmiki and Kalidasa—with somewhat hazy histories—did not receive education in Sanskrit.**

to destroy human creativity. The more significant condition is of having no hope of survival of a community.

When a speech community comes to believe that education in some

other language alone is the way ahead for it for its very survival, the given community decides to adapt to the new language situation. It would be pertinent therefore to consider if there is something inherent in the dominant development discourse in the contemporary world that requires diminishing of world's language heritage, that demands a kind of a phonocide. And, if that is the case, which is a task for the analysts of political imagination and economies, the future for the human languages is frightening. The communities that are already marginalised within their local or national context, the ones that are already in minority within their cultural contexts, the ones that have already been dispossessed of their

**The communities that are already marginalised within their local or national context, the ones that are already in minority within their cultural contexts, the ones that have already been dispossessed of their ability to voice their concerns, are obviously placed at the frontline of the phonocide.**

ability to voice their concerns, are obviously placed at the frontline of the phonocide.

In India, universal education is the obligation of parents and the right of the child. State sponsored schooling is almost free and clearly affordable for the most deprived. There is provision of mid-day meals for children so that food insecurity does not drive children away from the classrooms. The federal government and the state governments treat school education as one of their primary responsibilities. Child labour is officially made illegal, and even higher education is made free for women in many states. There are provisions for educational reservations for the children belonging to scheduled castes and scheduled

tribes as also for children from other backward communities. The Indian State operates primary schools in nearly fifty Indian languages and several foreign languages. Adult literacy and non-formal schooling are continuously promoted. There are constitutional guarantees built in the educational programmes aimed at promoting all listed languages. The Central Institute of Indian Languages is charged with the production of educational materials in the marginalised and minority languages.

In spite of such efforts, many marginalised languages and indeed some of the 'major' languages seem to display an inscrutable indifference towards their upkeep. An unimaginably large number of children seem to join schools that charge exorbitant fees and use the English language as the medium of instruction. In sum, the schooling is all geared towards enabling children to join the 45,000 institutions of higher learning, more than 60 per cent of which are devoted to Information Technology. When a child joins a school giving instruction in an Indian language, the act comes to be seen as the beginning of a social disadvantage. Under these circumstances, the preservation of languages, particularly the ones that need really very special efforts aimed at their preservation, is quite a daunting task, and not the one that can be accomplished merely by initiating structural changes

Thanks to the rights-based intervention by the civil society actors in India, in recent years tribals have taken to writing. Many tribal languages now have their own scripts or have taken recourse to the state scripts. Some four decades ago, when Dalit literature started drawing the nation's attention towards it, it was usual to think of even the tribal writers among them as part of the Dalit movement. In Marathi, for instance, Atmaram Rathod, Laxman Mane, Laxman Gaikwad, all from nomadic

tribal communities, were hailed as Dalit writers. At that time, the north-east was no more than a rumour for the rest of India. One was perhaps aware of the monumental collections presented by Verrier Elwin, but there was no inkling of the tribal creativity. It is only during the last twenty years that various tribal voices and works have started making their presence felt. Thus, Kochereti from Kerala and Alma Kabutri from the north surprised readers at almost the same time as L. Khiangte's anthology of Mizo Literature, Desmond Kharmaplang's anthology of Khasi Literature, and Govind Chatak's anthology of Garhwali literature appeared in English and Hindi translation, respectively. This made possible the publication of *The Painted Words* (Penguin India, 2002), an anthology of tribal literature in English translation.

The last two decades have demonstrated that tribal literature is no longer merely folk songs and folk tales. It now encompasses other complex genres such as the novel and drama. Daxin Bajarange's *Budhan Theatre* in Ahmedabad has been producing stunningly refreshing plays, modern in form and contemporary in content. Little magazines such as *Chattisgarhi Lokakshar* and *Dhol* have started appearing which provide

**Language does not have an existence entirely free of the human consciousness. Therefore, a given language cannot be as completely dissociated from the community that uses it. Quite logically, therefore, preservation of a language entails the preservation of the community that puts that language in circulation.**

space for tribal poets and writers. Ramanika Gupta's *Aam Admi* has made a significant contribution to this movement. Literary conferences providing a platform for tribal writers



are frequently held at Ranchi in Jharkhand and Dandi in Gujarat.

There is now a greater understanding among tribal activists all over the country that tribal identity and culture cannot be preserved unless the tribal languages and literature are foregrounded. Every continent has its own story, or stories, of the colonial experience, the marginalization of the indigenous, their struggles and the emergence of their voice in the respective national literature.

Conservation or preservation of languages needs to be seen as being significantly different from the preservation of monuments. Languages are, as every student of Linguistics knows, social systems. They get impacted by all other contextual social developments. Language as a social system has an objective existence in the sense that dictionaries and grammars of languages can be prepared, and languages can be transcribed, orthographed, mimeographed, and recorded on a tape by way of documents and objects; but, essentially Language does not have an existence entirely free of the human consciousness. Therefore, a given language cannot be as completely dissociated from the community that uses it. Quite logically, therefore, preservation of a language entails the preservation of the community that puts that language in circulation.

Between the collective consciousness of a given community, and the language it uses to articulate the consciousness, is situated what is described as the “world view” of that community. Preservation of a language involves, therefore, respecting the world-view of the given speech-community. If such a community believes that the human destiny is to belong to the earth and not to offend the earth by claiming that it belongs to us, the language of that community cannot be preserved if we invite the community to share a political imagination that believes

in vandalizing the earth’s resources in the name of development. In such a situation, the community will have only two options: it can either reject the Utopia that asserts the human right to exploit the natural resources and turn them into exclusively commercial commodities, or it can reject its own world view and step out of the language system that binds it with the world view.

Indeed, the situation of the languages in the world, more particularly the languages of the indigenous peoples, marginalized and minority communities and of the cultures that have experienced or continue to experience alien cultural domination, has become precarious.

**Preservation of a language involves, therefore, respecting the world-view of the given speech-community. If such a community believes that the human destiny is to belong to the earth and not to offend the earth by claiming that it belongs to us, the language of that community cannot be preserved if we invite the community to share a political imagination that believes in vandalizing the earth’s resources in the name of development.**

The alarm to be raised will not be even a day too early. Yet, it would be ambitious to hope that this task can be achieved even in a small degree by merely placing the onus and the responsibility on the State parties. The mission will have to be carried out, through the agency of the nation-states, and independent of it, through a large number of civil society actors –universities, literary and linguistic academies, good-will societies and associations, non-governmental organizations, individual scholars, researchers and activists. Creation of texts, dictionaries, glossaries and

grammars in the declining languages will be of use; documentation, museumization and archiving too will be of some use; but if the languages are expected to survive, the speech communities need to be given the dignity and respect that they deserve, not as anthropological others, not as the last and under-developed traces of the self, but in their own right as deserving of respect because of what they are.

It takes centuries for a community to create a language. All languages created by human communities are our collective cultural heritage. Therefore, it is our collective responsibility to ensure that they do not face the global ‘phonocide’ let loose in our time.

NOTE: Text based on lecture given by the author at the UNESCO Executive Board Meeting in October 2008.

### Readings

Gabriel Estrada, “Nauhalti: A Study” in *Indigeneity: Representation and Interpretation*, Ed. G. N. Devy, Geoffrey V. Davis, K. K. Chakravarty Orient BlackSwan, 2008.

Peter Phipps, “Indigenous Cultural Festivals as a Globalizing Method for Decolonization: Garma and Beyond,” in *Indigeneity: Representation and Interpretation*, Ed. G. N. Devy, Geoffrey V. Davis, K. K. Chakravarty, Orient BlackSwan, 2008.

Shiv Visvanathan, “Listening to the Pterodactyl,” in *Indigeneity: Representation and Interpretation*, Ed. 2008. G. N. Devy, Geoffrey V. Davis, Orient Black Swan, 2008.

Uday Narayan Singh, “Minor and Minority Languages in India,” in Report by G. N. Devy Sub-Group, Protecting Non-Scheduled Languages, 11<sup>th</sup> Five Year Plan Proposal, Ministry of Human Resource Development. □

(E-mail :ganesh\_devy@yahoo.com)

Analysis



# ASPIRE IAS PT & MAINS 2014

CLT Education and Publications Pvt.Ltd

**Exclusive Programme for holistic coverage of changed syllabus**

Aspire IAS invites every student who are in need of NECESSARY GUIDANCE to prepare for their exam in the right manner.

## Don't be INSECURE be "SECURE"

We are with you once again for PT & MAINS 2014 with all dynamic modules and innovative courses for the NEW SYLLABUS

### What UPSC wants from students in 2014 examinations?

The changed syllabus reflects the image of previous years' exams, old GS syllabus and frame work from options like Geography, History, Pub Ad and Sociology but in general perspective which any aware citizen can answer. UPSC is now demanding your analysis and understanding than just textual answers.

We are proud to announce that  
**70%**  
of our students have cleared Prelims 2013

### WHY JOIN ASPIRE?

Aspire is known for its student friendly classes and for many years now, we are helping students achieve their goals. We provide interactive classes based on analysis on various issues, subjects and the syllabus by maintaining proper **teacher pupil ratio**. ASPIRE always believes in quality over quantity. Our teachers put in equal hard work only for our students. Because of these guiding principles, our students have been able to score good marks in both GS and MAINS. As ASPIRE believes in Right to learning and education we provide **Cost Effective Classes** with ultimate results.

#### Our Modules Programmes

- Our **innovation** and the core of GS PT & MAINS preparation, '**Newspaper analysis module**'<sup>TM</sup>: 8 month programme.
- Coaching for all the five Modules of GS given individually.
- India year book analysis module<sup>TM</sup> including essay preparation and writing practice.
- Writing skill development programme cum test series according to changed syllabus.

#### Full and Crash Courses

- RRVAP crash course and full course Programme in Geography, Public Ad, Sociology and History.
- GS full course for PT and MAINS 2014 starts from Nov 2013.
- GS crash course for PT and MAINS 2014.
- Geography mapping module including appropriate writeups.
- Interactive test series for PT cum MAINS.

**Note:**RRVAP : Rapid Round Value Addition Programme

32(RAJENDRA K V), 42(NAMRATA GANDHI), 89(J.KEERTHI), 326(Srikanth Reddy), 334(NISHI CHAUDHARY), 427(CH HARI KRISHNA REDDY), 487(GIRI KAUSTUBH SANDIP), 531(NISHANT KUMAR OJHA), 582(VAISHNAV VIPIN VASUDEV), 991(THEJASELHOU YHOME) and others.

#### CONTACT US

**Corp. Off.:** 10/70, Basement, Near Nanaksar Gurudwara, Old Rajender Nagar New Delhi-110060.

**Ph.:** 9999801394, 9717870388, **Visit:** [www.Aspireias.com](http://www.Aspireias.com)

**Email:** [a.kumar.aias@gmail.com](mailto:a.kumar.aias@gmail.com)

**Nashik Off.:** Loknete Vilasrao Deshmukh administrative services Training center, Paluskar sabagruh complex, Indrakund, Panchavati Nashik, Maharashtra-422003

**Bangalore Off.:** No.38 Syndicate Bank Colony, Magali Main Road, Vijaynagar North, Bangalore-560079

YE-112/2013



# The Transformative Potential of Teacher Education

*Rajashree Srinivasan*



***The re-envisioning of the curriculum and pedagogy of the teacher education programs proposed by the NCFTE (2009) provides a meaningful pathway to develop reflective teachers who can teach effectively in diverse classrooms***

**T**HE NATION has been experiencing a vast expansion in the enrolment of children in schools since the last decade. It is set to increase with the opportunities offered by the Right to Education Act (RTE, 2009) assuring every children's right to quality education. That increasing enrolments do not necessarily mean attendance or learning has come under severe scrutiny. Recent studies (ASER, 2012) and several anecdotal evidences confirm low participation and low levels of learning among children. The Twelfth Five-Year Plan by the Government of India emphasizes that 'access to education' cannot be separated from 'quality of education'. One of the goals of the Dakar Framework (2000) in achieving Education for All is 'quality of education'. It is against this dominant prevailing sentiment that Tagore's view of education as a 'right which enables individuals and communities to act on reflection' (In a letter to the International League for Rational Education, 1908) assumes greater meaning.

This aim of education encompasses the development of the individual and the society. John Dewey (1938) in his book, *Experience and Education*, remarks, "While on the one hand

education meant the reorganization of experience leading to the growth of the individual child, it was also the most important agency for reconstruction and maintenance of society's democratic principles." If schools are viewed as microcosmic representation of society that could enable the cultivation of a democratic social order (Dewey, 1907 in *The School and Society*), then teaching-learning practices assume a central position. The role of teachers and the quality of classroom teaching then is one of the defining pillars of children's learning. The article highlights the need for a transformative teacher preparation and continued development of teachers, as an imperative for realizing the goals of Education for All. The theme assumes significance in the prevailing facilitative context that India is engaged in with important curricular and legislative provisions being enacted that serve as a crucible for bringing about universalization of education.

In the last decade in India, the centrality of the teacher in shaping teaching-learning in classrooms has gained considerable attention through the curricular documents, namely the National Curricular Framework (NCF, 2005) and National Curricular Framework for Teacher Education (NCFTE, 2009); though

The author is an Associate Professor at the Azim Premji University. Earlier, she taught at the B.El.Ed Program at Lady Shri Ram College, Delhi. Her research interests are children development and learning, teacher education and peace education.

several commissions and reports have attempted to bring to fore the importance of teacher preparation and continued development (Education Commission, 1964, Chattopadhyay Commission, 1985, NPE, 1986). In fact, recognizing the challenges in teaching and learning across several nations, Education for All Global Monitoring Report (UNESCO, 2013) focuses on 'Learning and Teaching for Development' as a thematic area for this year. The Mid-decade Assessment of Education for All in India (2009) focusing on teachers and teacher education has strongly recommended for reclaiming the space of teachers through revamped pre-service teacher education programs and continuing education of teachers for achieving Education for All.

**It is important to recognize that if learning is not happening then childhood is in crisis. If childhoods collapse, it forewarns fragmentation of the society. Therefore, teaching-learning practices that help children understand and give meaning to their childhood experiences is at the heart of children's learning.**

The teaching-learning practices in a classroom provide an opportunity for not just the development of knowledge and skills among children but of curiosity and eagerness. John Holt(1967) in his book, *How Children Learn* observes, "children come to school curious, within few years most of the curiosity is dead or silent.....A child is most intelligent when the reality before him arouses in him a high degree of attention, interest, concentration, involvement---in short, when he cares most about what he is doing." Therefore, it is the life in the classrooms that pave way for children to develop a sense of love for learning and offers purpose to their childhood experiences. Krishna Kumar in his

book *A Pedagogue's Romance*(2008) remarks, "what must happen in a classroom full of children from morning to afternoon is a question of the highest order of national reconstruction. If we approach this question without focusing our attention on the faces of the children, the state of classroom, the personality and preparedness of the teacher, and the quality of the text books and other materials available to the teacher, then we are likely to do no better in the near future than we are doing at present"(p.115). It is important to recognize that if learning is not happening then childhood is in crisis. If childhoods collapse, it forewarns fragmentation of the society. Therefore, teaching-learning practices that help children understand and give meaning to their childhood experiences is at the heart of children's learning.

If classroom practices and teachers are pivotal to children's learning, then the development of teachers assumes paramount importance. Perceptions of teaching and teachers' work in India has gone through various trajectories-ranging from celebration to cynicism-with arguments often precluding the importance of teaching as a social, intellectual and moral practice. These perceptions have been accentuated further through determinist models of pre-service teacher education and the deficit models of continued professional support, both of which have led to a poverty in the pedagogical imagination within the classrooms. Integral to such views are ideas of teachers as 'passive' participants and 'implementers' rather than co-constructors of educational processes. Devoid of opportunities for developing critical perspectives and a strong knowledge base required to teach children, school teachers continue to adopt the established ways of transmissive teaching. Further, in the absence of an engagement with ideas on children's nature, their individual differences and the social contexts of learning, the ability of the teachers

to handle diversity and differences in the classrooms is greatly stifled. The resultant low levels of learning among children coupled with pervasive corporal punishment highlights crisis of childhood in India. In recent times, the provisions of the RTE Act, such as the prescription of a pupil teacher ratio of 30:1 and the prescribed standards for teacher qualification have created a huge demand for teachers. In addition, the Supreme Court upholding 25 percent reservation for children from the disadvantaged sections in the unaided fee-charging schools has strengthened the need for a rigorous preparation of teachers for diversity. Therefore, achieving the egalitarian goals of education for all cannot be secured without restoring the status of teachers and the teaching profession through meaningful preparation and continued support for teachers.

The NCFTE (2009) provides a cogent pathway to realize the goals of education for all. The issues related to teachers, teaching and teacher education, which were at the fringes have been brought to the centre stage of debate in the field of education. NCFTE (2009) places teaching as

**Devoid of opportunities for developing critical perspectives and a strong knowledge base required to teach children, school teachers continue to adopt the established ways of transmissive teaching. Further, in the absence of an engagement with ideas on children's nature, their individual differences and the social contexts of learning, the ability of the teachers to handle diversity and differences in the classrooms is greatly stifled.**

a social and intellectual practice. It envisions a teacher as a thinking reflective individual, whose primary task is to facilitate children to construct meaning from their experiences.



Its advocacy for a process-based teacher education allows for the rejuvenation of the TE programs in India. It provides direction to teacher educators to prepare teachers to examine knowledge critically and engage in a dialogical relationship with children. Other key ideas like developing critical perspectives about children and their socio-cultural and political contexts, aims of education and schooling, content and pedagogical knowledge and, about self and society, which are important for a multi-cultural classroom, are highlighted as the pivot of teacher education curriculum and practice. Engaging with such perspectives requires, dialogue, self-awareness, collaboration and critical inquiry. These pedagogic practices have immense potential

**What teachers really need (which is rarely available) is time, access to expertise, opportunities for their thinking to be challenged, learning 'from' and 'with' their colleagues and school leaders who can provide the right conditions of learning.**

for a renewed understanding of the aims of education. It impels teacher educators to re-imagine their own practices in developing caring, sensitive, and critically thinking teachers. Further, recognizing the importance of academic knowledge required for the practice of teaching, NCFTE(2009) proposes for structural changes that could bring teacher education systems into the ambit of higher education. It is hoped that such a preparation of teachers with a high degree of professional knowledge and acumen coupled with a moral disposition will address the deeper anxieties that are present in today's classrooms and ensure quality learning in the schools.

How well the ideas embedded in the NCFTE will get actualized depends on the ownership taken by

the institutions and the States. A good starting point is developing syllabi along the lines of the model proposed. It is imperative for teacher educators from the University departments of Education, affiliated colleges of education and other disciplinary experts from related higher education institutions to collaborate and engage in the revision of the secondary teacher education syllabi based on the context-specific needs of their respective States. The DIETS and SCERTS with academic support from higher education institutions need to revise the Elementary Teacher Education content. While few states have initiated the revision of the syllabi, there hasn't been much progress overall. Such piece-meal efforts on the part of the states are unlikely to yield impactful results in the long run, given the differing strength of the education systems in different states. Unless all constituents of the school education, teacher education and other associated higher education systems become morally accountable to children's learning, childhood in India will continue to experience crisis, daunting the achievement of the lofty goals of Education for All.

Another important aspect contributing to children's learning is sustained and substantive continuous professional support to teachers. Several teachers in our system continue to teach with commitment and responsibility amidst myriad problems such as lack of basic amenities, interior rural and tribal areas, multi-grade classrooms, multi-lingual students, children with special needs, first generation learners and so on. Diary narratives written by teachers such as Hemraj Bhatt (*The Diary of a School teacher* (2011) Azim Premji University), who fight battles everyday within their system to ensure learning among the children from the disadvantaged sections of the society stand as strong testimony of resilience among teachers. Such teachers infuse optimism in the efforts aimed at attaining an equitable society. As a society and teaching

community, we need to recognize and celebrate such teachers and hold them up as role models for several young aspirants to teaching. What teachers really need (which is rarely available) is time, access to expertise, opportunities for their thinking to be challenged, learning 'from' and 'with' their colleagues and school leaders who can provide the right conditions of learning. The current continuing professional support model is found to be completely inadequate, with lack of choices, repetition and an external mandate of completing the required number of days. It is critical that approaches to the on-going professional development of teachers engage in ways that allows choices for teachers to design their own professional development. More attention needs to be paid on how to harness the technologies for this purpose, given how schools are so widespread in India and the diversity of languages. Continuing professional development requires a robust vision based on a conceptual framework of teacher learning. There is lack of research in India on teacher learning at various phases of teachers' developmental trajectory.

Research across the world highlights the importance of teacher learning through sharing and collaborative inquiry. Evidence from civil society initiatives within India

**To develop humane teachers, it is important that teacher educators have a humanistic bent of mind that allows us to see each student as an individual with a unique history, unique hopes and dreams and a person of potential and possibility.**

indicate that teachers learn and gain from mutual sharing and support. Collaborative and sustained dialogical conversations and interactions amongst the teachers offer a possible pathway to address their professional

identity, develop perspectives about education and society, and strengthen content pedagogical knowledge required for a diverse classroom. A single school or a group of schools may form a network of teachers who could engage in a variety of conversations. Cluster level meetings could be re-worked in rigorous ways as a forum for collective reflective engagement. The Split Model for teacher support recommended by the Guidelines for the Centrally Sponsored Scheme for the XII plan allows for conceptualization of such collaborative teacher networking and learning within the school or cluster sites. A collective interrogation about practices provides a mediating context to learn from one another paving the way for teachers to become reflective individuals. This requires academic leadership at Block and Cluster levels and in schools to nourish a culture of professionalism within schools, understand what works for teachers and how to support their teachers to develop practice.

Reconstruction of pre-service and continued development of teachers is possible only if teacher educators become critically reflective practitioners themselves. We, as teacher educators, must not lose sight of the challenge of learning

ourselves. We need to evince a reflective and inquiring stance in our teaching-learning practices. To develop humane teachers, it is important that teacher educators have a humanistic bent of mind that allows us to see each student as an individual with a unique history, unique hopes and dreams and a person of potential and possibility. Sustained dialogue among teacher educators is required. We need to move away from the precincts of the technicist era of teacher education and present a compelling case for reflective practice. Ambiguities and contradictions will exist as we

**The re-envisioning of the curriculum and pedagogy of the teacher education programs proposed by the NCFTE (2009) provides a meaningful pathway to develop reflective teachers who can teach effectively in diverse classrooms.**

venture into this new terrain. We need to dispassionately examine our practices and conduct research within our own classrooms more keenly. Critical eyes and Caring hearts (Wink, 1997 in *Critical Pedagogy*:

*Notes from the Real World*) needs to be the new mantra for those engaged in educating teachers.

## Conclusions

Achieving Education for All through the RTE may not become a reality without transforming the preparation and continued education of teachers. The re-envisioning of the curriculum and pedagogy of the teacher education programs proposed by the NCFTE (2009) provides a meaningful pathway to develop reflective teachers who can teach effectively in diverse classrooms. Developing reflective teachers requires that teacher educators themselves become reflective practitioners. A synergy among Indian planners, various apparatuses of the States, teacher educators, teachers, experts from related fields of teacher education, and civil society organizations is required to transform the landscape of teacher education in India. Given the current facilitative contexts provided by the historic legislation and curricular frameworks, it is imperative to assure children's learning and ensure a humane and peaceful childhood to the millions of present and future children in India. □

(E-mail : [rajashree@apu.edu.in](mailto:rajashree@apu.edu.in))



# YOJANA

## Forthcoming Issues

**October 2013  
&  
November 2013**

### October

Growth, Employment and Poverty

### November

Land and Natural Resources



# Budget for Education: A Factsheet

*Protiva Kundu*



*The time has come  
to make a move  
towards a long  
term, substantive  
commitment for  
public provisioning  
of education in the  
country*

**L**IKE MOST other countries, education has been assigned a high priority in the development policy objectives in India.

Despite the intention, however, the expansion of education has been remarkably slow in India as compared to some of the other Asian Countries. As per UNDP's data brought out in 2012, India records a meager 4.4 mean years of schooling (i.e. mean years of schooling of the working population or those over 15 years old), which is much less than that of Sri Lanka (9.3) and China (7.5) and also behind those of Pakistan (4.9) and Bangladesh (4.8). After sixty-six years of independence, the country is yet to achieve the goal of universal elementary education. The sharp drop-off in enrolment at the middle school level and the decreasing transition rate from elementary to higher secondary suggests that the gains at the elementary level have not yet impacted the school education sector as a whole. The quality of education too continues to raise a number of concerns.

Provisioning of education- both for its coverage as well as quality - requires significant amount of financial resources. Given the crucial importance that education plays in the development of a society and the country's economy, public

provisioning of education has been recognized as an effective strategy towards this sector in many countries. This article outlines some of the key issues with regard to public resources or budgetary resources provided for education sector in India.

## Government Spending on Education in India

The pattern of Union and State Government expenditure on a particular sector reflects the priority for the sector in public policies. In this regard, the recommendations of the Education Commission (1966), popularly known as the Kothari Commission, on the issue of government financing of education are considered as important benchmarks. The commission estimated the financial requirements of the educational system in India up to 1985-86, and recommended that "if education is to develop adequately, ...the proportion of GNP allocated to education will rise ... to 6.0 per cent in 1985-86" (p 893). Of the several recommendations made by the Kothari Commission, this 6 per cent of GNP is one that was accepted and resolved by the Government of India in the National Policy on Education (NPE) in 1968. However, it can be argued now that the Commission's estimate was made long ago and based on somewhat austere estimates of growth in enrolments, per student

The author is Senior Research Officer at Centre for Budget and Governance Accountability (CBGA), Delhi.

expenditure and other parameters. Nevertheless, it assumes importance mainly as the benchmark has remained unaccomplished so far (Tilak, 2007).

In the last one and a half decades, India's total public expenditure on education as percentage of GDP was the highest (3.8 percent) in 2000-01; but this level could not be sustained in the following years and it came down to 3.0 percent by the year 2004-05 (see Figure 1). The present level of total public spending on education in the country (taking the spending by not just Education Departments at the Centre and in the States but also the other Departments that spend on educational services) works out to 3.5 percent of the GDP (2010-11). But, even this proportion falls much short of the 6 percent of GDP recommended

in 1966 by the Kothari Commission and reiterated in 2006 by the CAGE (Central Advisory Board of education) committee.

If we look at the shares of spending on education by the Centre and the States separately, we find that Centre's share has been showing an increasing trend over the years and moving up from 0.5 percent of GDP in 2000-01 to 0.9 percent of GDP in 2009-10 (Revised Estimates), while State's share has declined from 3.3 percent of GDP in 2000-01 to 2.7 percent of GDP in 2010-11. However, the Centre bears only one fourth of the total government spending on education, whereas the rest three-fourth of the spending comes from the State Governments.

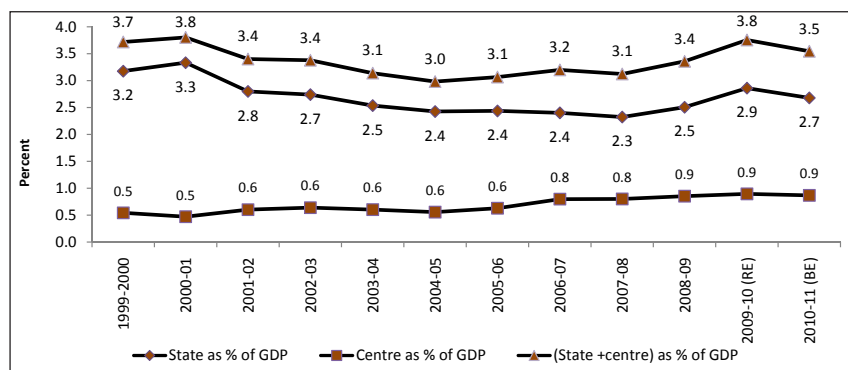
In the last ten years, i.e. during 2004-05 to 2013-14, the Government's spending on Education as a proportion of total Union Budget has increased by 2.2 percentage points. The Government's budget for education accounts for 4.8 percent of the total Union Budget for 2013-14, rising from the level of 2.6 percent of the total Union Budget for 2004-05.

However, as mentioned earlier, the Centre's budgetary spending on education accounts for a smaller share and that from the States accounts for a much larger share in the country's total budgetary spending on education. Hence, the Government needs to take a larger responsibility towards provisioning of financial resources for education.

It is a matter of common knowledge that primary education acts as a resource for secondary education, which in turn acts as a resource for higher education. Thus, all the three sectors create the final demand for and output of education for the country as a whole. Table 1 shows the composition of the total budgetary spending on education by the Centre and State Governments-through its budgetary provision for the three broad education sub-sectors, viz. elementary, secondary and higher education. A brief look at the overall composition reveals that the inter-sector allocations have been stagnant over the last few years. In fact, the Government's expenditure in elementary education as a proportion of GDP is declining overtime.

Five Year Plan-wise allocations also reflect a similar picture as portrayed in year to year budgetary allocations (see Table 2). From the very First Plan, priorities have been given to elementary education as the larger share of Plan allocation was targeted towards this sector. However, the pattern of inter-sectoral allocation in education also indicates a declining share in other sectors. Only from the Tenth Plan onwards an increase in the allocation share is observed for technical and higher education.

**Figure 1: India's total Public Expenditure on Education as proportion of GDP (percent)**

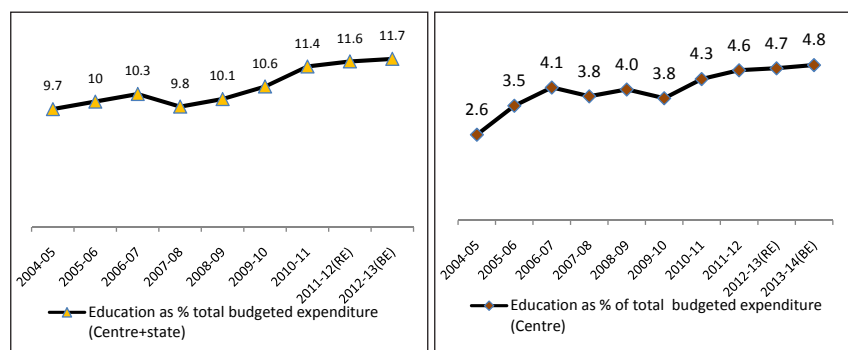


*Figure 1: India's total Public Expenditure on Education as proportion of GDP (percent)*

Source: Ministry of Human Resource Development, Govt. of India (2012); GDP figures (market price at current prices) are from Handbook of Statistics on Indian Economy, 2011-12, RBI.

Note: RE - Revised Estimates; BE- Budgeted Estimates.

**Figure 2: Trends in Total Budgetary Spending on Education (in percent)**



Source: Centre for Budget and Governance Accountability (2013) and Economic Survey, Govt. of India.

**Table 1: Sector-wise Trend in Public Expenditure on Education as a proportion of GDP**

(Figures in percent)

Sector	2007-08			2008-09			2009-10 (RE)			2010-11 (BE)		
	State	Centre	Total	State	Centre	Total	State	Centre	Total	State	Centre	Total
Elementary Education	1.03	0.36	1.39	1.07	0.35	1.43	1.22	0.33	1.55	1.13	0.33	1.46
Secondary Education	0.67	0.05	0.72	0.75	0.07	0.81	0.88	0.09	0.97	0.83	0.09	0.92
University & Higher Education	0.49	0.28	0.76	0.53	0.29	0.82	0.58	0.31	0.89	0.55	0.28	0.83
Adult Education	0.00	0.00	0.01	0.00	0.00	0.01	0.01	0.01	0.01	0.01	0.02	0.02
Technical Education	0.13	0.10	0.24	0.16	0.14	0.30	0.18	0.16	0.33	0.17	0.14	0.31
Total Education	2.32	0.80	3.12	2.51	0.85	3.36	2.86	0.90	3.76	2.68	0.87	3.55

Source: Ministry of Human Resource Development, Govt. of India (2012).

Note: RE – Revised Estimates, BE – Budget Estimates.

**Table2: Composition of Total Allocation for Education in Different Five Year Plans**

(Figures in percent)

Plan	Elementary	Secondary	Adult	University	Technical	Others	Total
First Plan	57.6	5.5	0.0	7.8	14.2	15.0	100
Second Plan	34.8	18.7	0.0	17.6	17.9	11.0	100
Third Plan	34.1	17.5	0.0	14.8	21.2	12.4	100
Fourth Plan	50.1	0.0	1.7	25.2	10.5	12.5	100
Fifth Plan	51.7	0.0	2.1	27.9	9.4	8.9	100
Sixth Plan	32.1	20.4	5.9	21.4	10.4	9.8	100
Seventh Plan	37.3	24.0	6.2	15.7	14.2	2.6	100
Eighth Plan	47.7	24.0	5.2	9.6	10.1	3.4	100
Ninth Plan	57.1	21.3	1.7	8.7	8.1	3.0	100
Tenth Plan	65.6	9.9	2.8	9.5	10.7	1.5	100
Eleventh Plan	46.5	19.8	2.2	15.5	11.1	4.9	100

Source: CBGA (2011 b), Planning Commission (2008) and Planning Commission (2002).

***RTE Act: A landmark development in elementary education***

Until the late 1970s, school education had been on the *state* list. However, in 1976, education was transferred to the *concurrent* list through a constitutional amendment, the objective being to promote meaningful educational partnerships between the Centre and State Governments. National Policy on Education (NPE) in 1986 was an important landmark with its emphasis on universal enrolment in elementary education. The 93<sup>rd</sup> Amendment Bill

passed in December 2002 guarantees free and compulsory Elementary Education as a fundamental right to all children in the age group of 6-14 years; more recently, universal elementary education has been reinforced with the Right to Free and Compulsory Education (RTE) Act 2009, which recognised elementary education as a fundamental right.

Over the last one and a half decades, the Union Government in India has initiated a number of programmes to achieve the goal of universalisation of elementary education; among them,

the most prominent has been *Sarva Shiksha Abhiyan (SSA)*, a centrally sponsored scheme for achieving universal elementary education in a mission mode. With the enactment of RTE Act 2009, which came into effect from April 1, 2010, SSA is being considered as the main vehicle through which the Union and State Governments are carrying out their measures for implementing the provisions of this legislation across the country. The successful enforcement of RTE Act requires adequate financial resources for elementary education.



**Table 3: Outlay Recommended in 12<sup>th</sup> Plan and Union Government's Budgetary Allocations for Education**

Plan budget for	Total Plan Outlay for 5 years (i.e. 2012-13 to 2016-17) recommended in the 12 <sup>th</sup> Plan (Rs. in Crore)	Union Budget Allocation	
		2012-13 RE (Rs. in Crore)	2013-14 BE (Rs. in Crore)
SarvaShikshaAbhiyan	1,92,726	23,645	27,258
Mid-Day Meal	90,155	11,500	13,215
Rashtriya Madhyamik Shiksha Abhiyan	27,466	2,923	3,747
Dept. of School Education and Literacy	3,43,028	45,542	52,701
State Universities and Colleges, including <i>Rashtriya Uchcha Shiksha Abhiyan</i> #	25,000	114.7	3,008.9
Dept. of Higher Education	1,10,700	21,277	26,750

# For our analysis, we have included the following schemes/programmes under this head:

Assistance to State Governments for Degree Colleges, Improvement in Salary Scale of University & College Teachers, National Mission on Teachers and Teaching, Incentivising States for Expansion Inclusion and Excellence, and Rashtriya Uchcha Shiksha Abhiyan (RUSA).

**Source:** Centre for Budget and Governance Accountability (2013)

It has, therefore, been expected that the Union Budget would provide for the financial requirements of universalizing elementary education adequately.

In this context, it would be worthwhile to analyse some of the issues specific to financing of SSA and utilization of those resources. Over the last decade, there has been visible progress in terms of improving the number of schools, quantitative indicators of school infrastructure, and number of teachers, primarily through SSA. The District Information System for Education (DISE) records that in 2011-12, there were more than

1.5 million schools and 94 percent of these schools have drinking water facility, 72 percent of schools have separate girls' toilets facility, and 47 percent schools in the country have electricity connection.

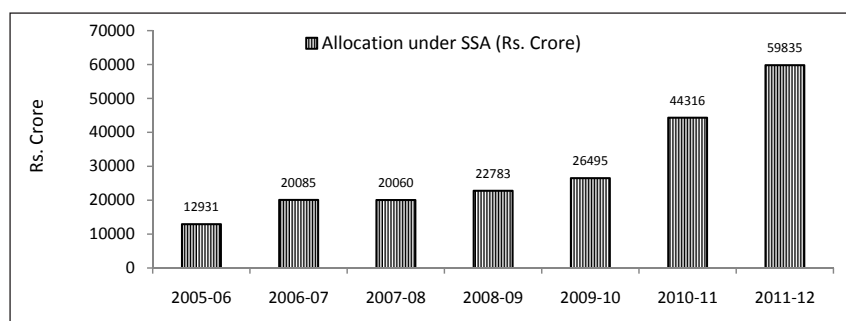
If we look at the figures for budgetary allocation for SSA by Centre and State Governments, a sharp jump is observed during 2005-06 to 2011-12. In the year of inception of 11<sup>th</sup> Five Year Plan (in 2007-08), total budget for SSA was Rs.20,060 Crore and it has been increased to Rs.59,835 Crore in 2011-12. This indicates a three-fold increase in allocation within a five-year period (See Figure 3).

However, the problems in utilization of funds allocated for SSA and other schemes in education has been a matter of serious concern. As reported by MHRD, nearly 25 percent of the funds allocated by the Union and State Governments for SSA remain unutilized (though, it seems, there is a marginal improvement in fund utilization as about 32 percent of SSA funds were unutilized in 2005-06).

If we look at the details of the expenditure in SSA by heads or activities, we find that a major part of the funds are used for Teacher Salaries and Infrastructure, and, at State level, there is wide variation in the spending pattern, especially in financing salaries. There seems to be little money available for spending on Teacher Training, Teaching Learning Material, or administrative activities like Monitoring. In spite of this high salary component within the expenditures in SSA, however, the pupil-teacher ratio at the primary and upper primary level is way below the RTE norm, which is among the major causes for poor quality of education. According to the Annual Status of Education Report (ASER), in 2011-12, more than 23 percent of rural children used to go for private tuition; and, the percentage of children enrolled in

**Figure 3: Total Allocation of Funds for SSA by Union and State Governments**

(Figures in Rs. Crore)



Source: Compiled from *Financial Management portal*, *SSA website*, MHRD, Govt. of India (link: [http://ssa.nic.in/page\\_portletlinks?foldername=financial-management](http://ssa.nic.in/page_portletlinks?foldername=financial-management)),

Note: NPEGEL and KGBV allocation are not included in the figure.

### Box 1: Factors constraining utilization of funds in schemes like SSA and MDM

**Deficiencies in Decentralized Planning:** In most of the schemes, the planning process is not decentralized. Shortage of staff to carry out planning activities, lack of training and capacity building of staff and community leaders, low community involvement are some of the causes of poor planning.

**Bottlenecks in Budgetary Processes:** Delay in fund flow, faulty book keeping, top down approach in decision making, very low and unrealistic unit cost, weak supervision and monitoring are several constraints in existing budgetary processes under SSA.

**Systemic weakness:** This is very common and particular to state government apparatus. A shortage of trained, regular staff for various important roles like management, finance/accounts and frontline service provision has weakened the capacity of the government apparatus to implement Plan schemes.

Source: *Budgeting for Change*, 2011, Centre for Budget and Governance Accountability and UNICEF India, New Delhi

government schools in standard V who were unable to read Std. II level text has increased from 49.3 percent (in 2010) to 58.3 percent (in 2012).

Centre for Budget and Governance Accountability (CBGA)'s research on 'Budgeting for Change' series of studies, carried out with support from UNICEF India, identifies three major bottlenecks (see box) in the budgetary processes, which need to be addressed in order to enable the States for more effective utilization of budget outlays for education.

### Concluding Remarks

This discussion points out - (a) the shortage of budgetary spending on education as compared to the required level and (b) the problems of utilization of the funds arising from procedural and institutional bottlenecks, deficiencies in decentralized planning and systemic weaknesses -as the main obstacles towards public provisioning of education in the country. The time has come to make a move towards a long term, substantive

commitment for public provisioning of education in the country. The first step to achieve any improvement in education would be to increase fund allocations and improve the quality of spending in this sector. Much greater focus on decentralized planning, smoothening of fund flow and fund utilization process, and strengthening the government apparatus responsible for this sector can help significantly in filling the gaps between allocation, spending and needs of education sector in India.

### Readings

Centre for Budget and Governance Accountability (2013): *How Has the Dice Rolled? - Response to Union Budget 2013-14*, New Delhi

(2011 a): 'Sarva Siksha Abhiyan' in *Budgeting for Change*, a Series published jointly by CBGA and UNICEF India, New Delhi

(2011 b): *Reclaiming Public Provisioning: Priorities for the 12<sup>th</sup> Five Year Plan*, New Delhi

(2008): *Eleventh Five Year Plan: What we need to monitor?*, New Delhi

Ministry of Human Resource Development, Govt. of India (2012): *Analysis of Budgeted Expenditure on Education, 2008-09 to 2010-11*, Planning and Monitoring Unit, Department of Higher Education, New Delhi

Planning Commission, Govt. of India (2013): Social Sector, Volume III of *Draft Twelfth Five Year Plan (2012-2017)*, New Delhi

(2008): Social Sector, Volume II of *Eleventh Five Year Plan (2007-2012)*, New Delhi

(2002): Sectoral Policies and Programmes, Volume II of *Tenth Five Year Plan (2002-2007)*, New Delhi

Tilak, J.B.G. (2007): 'The Kothari Commission and Financing of Education', *Economic and Political Weekly*, March. □

(E-mail : [protiva@cbgaindia.org](mailto:protiva@cbgaindia.org))

### YOJANA WEB- EXCLUSIVES

Yojana announces the launch of a new service named 'Web-Exclusives' for the benefit of its readers under which selected articles would be put up on the website of Yojana : [www.yojana.gov.in](http://www.yojana.gov.in). Announcement about the articles under the Web-Exclusives section would be carried in the Yojana magazine of the month but these articles would not be carried in the print version of Yojana. We are carrying the following articles under the Web-Exclusives section of Yojana on its website:

1. Fighting "Classroom Hunger" - Achievements of "Mid Day Meal Scheme" - Dr. Gracious James
2. Human Development Thought : Enhancing Relevance in the Present Era - Dr Rahul Gupta, Dr Nikhil Zaveri
3. Challenges in Slum Up-Gradation: Need Innovative Approaches -Dr. Adesh Chaturvedi
4. Right to Education is repressed by Right to Land in Scheduled Areas -A study of Santhal Parganas- Dr. L. Rathakrishnan & K. Ravi Kumar

Please send in your comments and suggestions to us on [yojanace@gmail.com](mailto:yojanace@gmail.com)

# ECONOMICS AT ITS BEST

## IAS / IES / UGC

### Fresh IAS Batch

5 days a Week  
Starting 10th Sep'13 - 20th Nov'13

### Fresh IES Batch

7 days a Week | 3.00 - 6.00 pm  
Starting 10th Sep'13 to 6th Nov'13

### | AXIOM'S IES 2012 Results |



Rank **6**  
Divya Sharma



Rank **8**  
Aarathi L R



Rank **11**  
Reema Jain



Rank **17**  
Vijith Krishnan K



Rank **27**  
Jagdish Kumar



Rank **30**  
Pausianmuang  
Tunglut

### | AXIOM'S CSE 2012 RESULTS |



Rank **14**  
Debasweta Banik



Rank **51**  
Nitin Singhania



Rank **103**  
Kritika Batra



Rank **222**  
Aishwarya Rastogi



Rank **244**  
Gaurav Agarwal



Rank **389**  
Nandini R Nair

**Sawni Dikshit - Rank 273 (2012)**

#### CIVIL SERVICES RANKERS

Ashima Jain	IAS	2007	7 <sup>th</sup> Rank
Neeraj Kumar	IAS	2011	11 <sup>th</sup> Rank
Surabhi Malik	IAS	2011	51 <sup>st</sup> Rank
Rajan Vishal	IAS	2007	60 <sup>th</sup> Rank
Kumar Amit	IAS	2007	75 <sup>th</sup> Rank
Shaveta	IPS	2006	109 <sup>th</sup> Rank
Narender	IPS	2007	155 <sup>th</sup> Rank
Neeju	IRS	2008	221 <sup>st</sup> Rank
Sanyyam	IRS	2008	228 <sup>th</sup> Rank
Nandeesh	IRS	2006	238 <sup>th</sup> Rank
Meenakshi	IRS	2006	319 <sup>th</sup> Rank
Nidhi Sharma		2011	

#### Indian Economic Service Rankers

Bishakha Chakroborty	Rank 1	2010
Nikhila Menon	Rank 1	2004
Lipi Parija	Rank 2	2005
Jaipal	Rank 5	2009
Sukhdeep Singh	Rank 6	2011
Nidhi Sharma	Rank 7	2011
Sawni Dikshit	Rank 8	2010
Patiyush Kumar	Rank 14	2011
Dinesh Kumar	Rank 17	2011
Rahul Kumar	Rank 21	2011
Laldinrampuii	Rank 29	2011

#### UGC JRF Pass-outs

Shaloo Choudhary | Dinesh Kumar | Pravin Saini | Chitra Verma | Renu Bala | Shridhar Satyakam | Fiyanshoo Sindhwani | Sudhir | Vijith

#### UGC NET Pass-outs

Nishtha | Mansi | Satinder | Kriti | Vikas Yadav | Dushyant | Ram Avatar | Priyanka Jhulka | Akshay | Harsimran Singh | Nitika Lal | Jitender Bhandhari | Jaipal | Dinesh Kumar | Neelam Garg | Shayequa | Praveena Dikshit | Nilotpal Bal | Nidhi Sharma | Swati Saklani | Kaushiki | Sanjit | Rohit Sehrawat | Aashirwad Parida | Vandana Kapoor | Kritika Tiwari

**axiom**

a professor's academy for IAS

5/46, Old Rajendra Nagar, Shankar Road, Above Lotto Showroom,  
Near Cafe Coffee Day, New Delhi 110060 Nearest Metro Station : Rajendra Place  
Mobile: 09811881399, 011-28534042 E-mail: maheshlalwani@rediffmail.com,

Axiom's Postal Course in Economics (26 Capsules) Fee for revised postal course is Rs.15000/- Send Demand Draft, payable New Delhi.

Visit us at: [www.axiomias.in](http://www.axiomias.in)

WEEKEND BATCH ALSO AVAILABLE

Test Series Every Monday  
9th September 2013 Onwards

**DIRECTLY UNDER**  
**DR. LALWANI**



# Inclusion, Equity and Elementary Education

*Disha Nawani*



*For education to be truly inclusive and equitable, a strong political will and greater efforts are required on part of the government to ensure that all children are not just in school but receiving an education which they can relate to, which represents their experiences and enables them to make sense of their lives and things around them*

**U**NIVERSALISATION OF elementary education (UEE) has been unequivocally accepted as an objective in all countries which have still not been successful in bringing all its school-going children into the fold of a formal system of education. As an integral part of 'right to life', a life of self-respect and dignity, 'right to education' was recognised as a fundamental right by the Supreme Court in 1993 itself (Unnikrishnan Vs State of Andhra Pradesh) but it took almost 16 years for the Constitution to be amended and the Right to Education to be enacted as a justiciable right in 2009. Despite its limitations, one of which is the most obvious exclusion of children under six and those above fourteen, it needs to be celebrated and mechanisms put in place to ensure that all children get good quality and meaningful education that they rightfully deserve.

It must be noted that 'inclusion and equity' have several meanings in the context of education- all children, irrespective of their age, gender, region, religion, caste and class etc are able to access education (complete school cycle) of a formal type as against a part-time, short-term or non-formal education; all children receive an equitable, uniform and good quality education and; there is adequate and proper representation

in the curriculum, syllabus and textbooks of the lives, experiences and worldviews of children studying in those schools. While the myriad meanings that 'inclusion and equity' imply are acknowledged by almost everyone, there are still innumerable challenges in translating them into reality. India on one hand revels in its rich geographical and cultural diversity and on the other hand, moans its deeply divided and hierarchical nature. With its multiple social contexts, a child has several identities and not all of them are a matter of pride to him because of the social placing of pegs (class, caste, gender, religion etc) onto which those identities are hinged. For instance, being an upper class, upper-caste, urban male is certainly considered to be superior to being a female, or belonging to a working class, low caste or tribal. While it is well known that there are complex ways in which these multiple identities actually interact with each other in real lives of these children, what is disturbing is the perpetuation of these social inequalities in the education system.

This essay looks at the exclusion of not just those children who are outside the school system but those who are within it as well. In the end, it also discusses the attempts of the National Curricular Framework (NCF) 2005 and the debate surrounding private-public-partnership model to address some of these challenges.

The author is Associate Professor, School of Education, Tata Institute of Social Sciences, Mumbai. Besides teaching in education programmes, also works with NGOs, evaluates their programmes, supports textbook development and analysis, conduct research and contribute articles for books and Journals on issues related to school education.

## Children Excluded from School

In consonance with the hierarchical nature of the Indian society, the education system is also unequal and as a basic rule, the rich send their children mostly to private or better-off government schools and the poor to low fee-paying government or low-cost private schools.

There are various reasons why children remain outside school or drop out even after joining school. Poverty is an overrated argument which is often given as a reason for parents'

**The question of playgrounds, laboratories or libraries in such schools does not arise. In the same country, we also have schools which have air-conditioned classrooms/buses, state of the art laboratories, modern technological teaching-learning aids, qualified and competent teachers and even banal stuff like skin-sensor water taps.**

unwillingness to send their children to school. This has important implications for not just understanding the causes of low enrollment or high drop-out on part of children but also for finding suitable solutions for addressing these problems. If poverty is accepted as the central reason for children's exclusion from schools, then one conveniently overlooks the nature and kind of schooling facilities actually available to such children. While, it cannot be denied that a large number of parents in our country both in rural and urban areas do not send their children to school as they are unable to bear the cost of schooling of their children or unable to bear the loss of additional income which their children earn or can potentially earn, this is primarily true in circumstances of extreme poverty. Research in this area also shows that poor parents are quite keen on sending their children to school and in fact, find the inadequate and shoddy schooling facilities available to their children, resulting in lack of learning on their part, quite discouraging and frustrating.

There are several other important factors which have less to do with people- their economic inabilities, cultural, religious inhibitions or reservations but more to do with the availability of schools- distance from home, presence of adequate teaching staff and basic infrastructural facilities etc, which are instrumental in either preventing or pushing the children out of school. For instance, it is well known that there are still many schools in India which do not even have proper classrooms, teachers to transact the curriculum, or teaching-learning aids as basic as the blackboard. Some of these schools do not have boundary walls or facilities like, clean drinking water or toilets with stored or running water arrangement for children, leave alone separate toilets for boys and girls. This poses huge constraints for children, especially young girls who spend a considerable part of their day in schools, often travelling long distances to reach school. The question of playgrounds, laboratories or libraries in such schools does not arise. In the same country, we also have schools which have air-conditioned classrooms/buses, state of the art laboratories, modern technological teaching-learning aids, qualified and competent teachers and even banal stuff like skin-sensor water taps. Though this by no stretch of imagination means that such schools are more successful in giving good quality education to its students, except perhaps provide for a comfortable teaching-learning atmosphere with possibilities for better curricular and pedagogic transactions, it is not difficult to imagine the kind of learning experiences that children studying in the former have and their long term 'expected' implications on mitigating their poverty or promoting social mobility. While there are a few exceptional students who study in such schools and still do outstandingly well, breaking out of their circle of poverty, their over-glorification sends a wrong social message that, 'if they can study and still perform well in adverse circumstances, why can't the others?'

There certainly cannot and should not be any sideling of the issue that all children deserve equal good quality education, irrespective of their social standing and economic position in

life. There have been several efforts on the part of the government and non government organisations to get children into school. Special incentive schemes, like exemption of tuition fees, mid day meals (MDM), free textbooks, uniforms, cycles, scholarships and even provision of hostels have been introduced by the government. While these schemes have had some visible benefits, it would be difficult to call them substantial. While a few schemes despite their much debated and controversial status, like the MDMs have been reasonably successful in addressing hunger of poor children, helping them concentrate on their studies and attracting them to schools, a few others like free uniforms or waiver of tuition fees have been too basic to make any significant difference in the lives of poor people. This is because there are innumerable costs of schooling and unless all of them are addressed, it may be difficult to imagine one incentive scheme to make a huge difference to their lives. It may also be practically difficult for the government to take care of the entire costs of schooling of children of all the poor families but what may and should definitely be possible is to set up infrastructurally adequate and well-functioning schools for all children, especially the poor.

**It may also be practically difficult for the government to take care of the entire costs of schooling of children of all the poor families but what may and should definitely be possible is to set up infrastructurally adequate and well-functioning schools for all children, especially the poor.**

Incentives are merely sops and may address part of a need of the disadvantaged communities, but are in no way adequate in ensuring that children will learn in schools, leave alone sufficient in 'attracting and retaining' them in schools. Rather than assuming that these schemes will automatically lead to positive results, these schemes need to be systematically examined to see the impact that they

have on children's education. There is also a need to perhaps introduce more meaningful schemes for children which will actually ensure that schools are happy places where children learn, with possibilities of carving out a better future for themselves and which also ensure that government resources spent on these schemes are better utilised.

Coleman's idea (1966) of 'equality of educational opportunity' is very much relevant in the Indian context, which means acknowledging that there are differential inputs which children receive at home and bring to school. While these inputs significantly impact children's educational outputs, equality of educational opportunity would mean that schools must shoulder

**...equality of educational opportunity would mean that schools must shoulder additional responsibility and give support to those who need it most, mitigating the differences among students' home backgrounds, rather than holding the students' deficit home backgrounds accountable for their poor performance.**

additional responsibility and give support to those who need it most, mitigating the differences among students' home backgrounds, rather than holding the students' deficit home backgrounds accountable for their poor performance. This means that rather than just providing basic schooling facilities to the disadvantaged children to bring them into the fold of education, one should ensure that these schools are far better equipped with proper infrastructure and competent teaching staff which is far more important in pulling children to school, motivating them to stay back and facilitating their learning.

### **Children inside School and Still Excluded**

One would naturally assume that, issues of inclusion and equity perhaps do not affect children inside school as much as they affect those outside school. However, experiences of

children inside school, attending classes and getting promoted in the educational ladder do not necessarily translate into equal participation in the education process on their part. This again can be seen at two levels- children in school and yet not learning like the Annual Status of Educational Research (ASER) reports have been indicating year after year that children are going to schools but are unable to read, write and do basic arithmetic suitable to the class that they are studying in and competencies that they are expected to acquire by then. Another meaning is the exclusion of knowledge, perspectives, worldviews and misrepresentation or sometimes even distortion of experiences of children and their families in the curriculum, syllabus and most importantly, textbooks prescribed and studied in schools. Depiction of a homogenised reality, most often in the form of an urban north Indian Hindu male character in the textbooks is well known- girls are either absent from the discourse or presented as dumb characters relegated to performing insignificant roles, working class is often portrayed as lazy and inefficient, tribals as superstitious and people from minority religious denominations in stereotypical images/roles. These inadequate and often distorted projections have an insidious impact on children who read these books from childhood and start believing in such depictions and projections.

This is also to do with the fact that textbooks are prescribed in most schools and considered to be absolutely sacrosanct. They are to be received and absorbed in their exact form, more for the purpose of examinations which are based on them and test the ability of the student to reproduce what is printed in them. This also leads to a faulty understanding of learning where the ability to memorise facts without applying one's mind gets promoted to the exclusion of higher order skills of comprehending, synthesising, inferring, integrating and eventually making sense of the information given to construct knowledge. These books often present a sanitised version of reality, which is far removed from conflicts and tensions which an ordinary child experiences in his everyday life. They create a schism between the spontaneous lived world

of the child outside school and the artificial but domineering world of the classroom. While the world outside continues to be important, it has little legitimacy in school because what gets tested, assessed and certified is what is given in the textbooks and not what the child experiences in his day to day life.

### **National Curriculum Framework 2005**

The NCF tries to bridge the gap between these two worlds as experienced by the child and make the world of school more relevant and more representative of the life, concerns and views of the child. To address the ills with the prevailing system of education which confuses information with knowledge and over burdens the child with 'joyless learning' and bane of 'incomprehensibility- where a lot is taught but little is learnt or understood' (Yashpal Committee Report 1993), the National Council of Educational Research and Training (NCERT) formulated the NCF in 2005. Moving away from the controversies which NCF 2000 was mired with, the NCF

**While the world outside continues to be important, it has little legitimacy in school because what gets tested, assessed and certified is what is given in the textbooks and not what the child experiences in his day to day life.**

2005 tried to make a fresh beginning in terms of recognising the need to move away from the tendency to rote memorise the textbooks and the need to acknowledge and legitimise the agency of the child and to allow him to construct knowledge by giving him suitable opportunities in school. Drawing inspiration from the Yashpal Committee Report, it seeks to make learning more meaningful and enjoyable by relating formal education to the lived world of the children.

Accordingly NCERT revised its textbooks, which sought to do away



with the restricted imagination of learning and sterile and information-heavy textbooks and infuse them with some flesh and blood. Books in Social and Political Life, Environmental Studies and History were particularly successful in making a significant breakthrough in resisting the temptation of giving chunks of huge information to be learnt by students for exams. These books also do away with common stereotypes surrounding several religious and ethnic communities, region and gender etc. They deal with contentious issues as experienced by many children in

**Though controversies also surrounded these textbooks especially the one in Political Science, and they have not been accepted without criticism, there is no doubt about the immense pedagogic contribution that they have made and continue to make in the world of school-going children, the fresh lease of life that they have given to the meaning of teaching-learning and understanding.**

their daily lives and help them make sense of them. It is possible that they raise many more questions than they provide answers to but that is the idea with which these books have been written that they arouse curiosity in the child and egg him on to look for answers beyond the textbooks. Though controversies also surrounded these textbooks especially the one in Political Science, and they have not been accepted without criticism, there is no doubt about the immense pedagogic contribution that they have made and continue to make in the world of school-going children, the fresh lease of life that they have given to the meaning of teaching-learning and understanding. What remains to be ensured however is, that teachers are suitably trained in the philosophy and principles underlying the new framework and textbooks so that justice is done to this approach to learning and knowledge.

## **Low Cost Private Schools for the Poor**

Of late there have been a spate of studies promoting privatization of school education. Though private schools have always existed in India and contributed to giving good quality education to children, what is new in the neo-liberal regime is that there is now a strong position which believes and actively proposes that since the government school system has failed to deliver and unable to fulfill its commitment to universalise elementary education, low-cost private schools must be entrusted with the responsibility of providing good quality education to children of poor families. Several studies are cited to show that children of such schools perform better than those studying in government schools. While several other studies and educational researchers have challenged the simplistic relationship which these studies draw between 'low-cost private schools' and 'performance of children from these schools being better than government school children, these low cost schools also have a rider attached to them. These schools are low cost because the teachers employed in such schools are paid 30-40 percent less than those employed by the government. Most of them openly flout all norms especially related to basic infrastructural requirements and employ under-qualified and under-paid teachers with minimal training. Where the need of the hour is to strengthen teaching profession, ensure that teachers are properly qualified and sufficiently trained, this model legitimises under-trained and under-paid teachers. It sees teaching as a task to be delivered by people who receive a series of short trainings which then regards them fit for the 'non-specialised' job of teaching small children.


These private schools do not aim at strengthening the hands of government but compete with them, in an effort to prove that they are better. Moreover, most of these schools operate for profit motive and are under no compulsion to provide equitable education to their children, unlike the State schools, which are also constantly under the scanner and expected to provide equitable education to children. The private schools are unlikely to have any such

social audit and will continue to rope in poor children with the promise of better quality education in English medium. The actual differentiating factor for variation in performance of children from different schools is perhaps the social backgrounds of these children and the possession of the cultural and social capital on the part of some of them which puts them at an advantage enabling them to perform better than those who lack this capital and not better quality education as projected to be given by such schools.

## **Conclusion**

Linkages between education and empowerment/social change/upward social mobility are not as simplistic as one may like to believe. For education to be truly inclusive and equitable, a strong political will and greater efforts are required on the part of the government to ensure that all children are not just in school but receiving an education which they can relate to, which represents their experiences and enables them to make sense of their lives and things around them. The recently enacted Right to Education needs to be supported and the initiative by private sector only needs to be lauded if it strengthens the hands of the government and

**It sees teaching as a task to be delivered by people who receive a series of short trainings which then regards them fit for the 'non-specialised' job of teaching small children.**

collaborates meaningfully with it. Cheaper and sub standard solutions for poor children may give some basic education to children of poor families but will not significantly impact their lives in any meaningful way. Inclusion and equity in a true sense mean good quality education for every single child of this country. These terms also mean that education makes sense to all the children and enables them to participate meaningfully and equally in the process of knowledge construction. 

(E-mail: dishanawani@yahoo.com)

# DO YOU KNOW?

## Hash Tag

A hash tag is a word or a phrase prefixed with the symbol #. It is a form of meta data tag. Hash tags were first used within networks to label groups and topics and to mark individual messages. In 2009 Twitter began to hyper link all hash tags in tweets to facilitate twitter search results for the hash tagged word. Hash tag does not have any set definition nor is it registered or controlled by any one user or group of users. It can be used for numerous purposes. Hash tags are also used to express the feelings of humour, excitement, sadness or other contextual expressions.

In tweets, hash tags are used to categorise tweets. These can be used anywhere-at the beginning, middle or end. If one tweets with a hash tag on a public account anyone who searches for that hash tag may find this tweet. Hash tags turn topics and phrases into clickable links. It helps in finding posts of our interest. On clicking a hash tag, one can see a feed of posts that include the hash tag.

## What is Surrogacy and the Proposed Law ?

Surrogacy means another woman carrying and giving birth to a baby for the couple who want to have a child. It is an arrangement where a woman carries and delivers a baby for someone else. The surrogate may be the child's genetic mother or may not be genetically related to the child. Thus it can be both traditional

surrogacy or gestational surrogacy. The baby can be conceived through artificial insemination or through intrauterine insemination or ICI (Intra Cervical Insemination). A gestational surrogacy needs transfer of previously created embryo.

This practice has been going on since ancient times. Developments in the field of Medicine and Law all over the world have changed the situation in this field. As surrogacy is a man-made process not arranged by nature, it raises certain ethical, legal as well as health issues. Different religions and faiths look at the issue differently. In multi-religious and multi-cultural societies, making uniform laws is not an easy task.

Also there are fears that spread and wider use of this practice can lead to exploitation, commodification and coercion of women. The legality of contract between a surrogate mother and genetic parents is also being debated.

As it is a comparatively new phenomenon, need for wide consultations is being felt with regard to the draft Assisted Reproductive Technologies Bill (2010). According to media reports, the centre will set up an expert committee for wider consultations on this draft law. The committee will deal with concerns being voiced by various stakeholders and explore possible ways to address these issues. The decision was taken recently after the Planning Commission recommended substantive changes in

the legislation and advised Indian Council of Medical Research (ICMR) to continue the process of consultation.

The Planning Commission will coordinate the process of forming and facilitating the committee towards developing an efficient regulatory framework and legislation. This was agreed after a meeting convened by the Planning Commission with the stakeholders. The deliberations focussed on the content and provision of the bill. Among the issues raised in the meeting were the "short sightedness" of some of the provisions, absence of sufficient protection for surrogate women, general lack of transparency, consultative process involving domain experts, lack of clarity about nodal authority, etc.

The ART bill has been hanging fire since 2008 when the first draft was prepared. It was revised in 2010 but is yet to get approval from Union Law Ministry after which it will go to the cabinet for clearance.

Commercial surrogacy is estimated to be a big industry in India but there is no legislation to regulate it. This often results in the exploitation of poor women. Sometimes adverse impact on their health is also ignored. All these issues and concerns need to be thoroughly discussed and issues thrashed out before this proposal takes shape of a law. □

*(Compiled by Hasan Zia, Sr. Editor,  
E-mail: hasanzia14@gmail.com)*



## Yojana on Facebook

YOJANA has just started its facebook page. Through this online platform readers can get instant notifications and updates about our activities and forthcoming issues and can give their feedback also.

We appreciate the affection showed by our readers who gave more than 3800 Likes within two months of the launch of our page.

To come to our page, just search YOJANA JOURNAL in facebook search bar or type this link in address bar of your browser:

<https://www.facebook.com/pages/Yojana-Journal/181785378644304?ref=hl>

**Kindly Visit It, Like It and Give us your valuable suggestions.**

# Aptitude Tests, Talent Tests, and Achievement Tests

Tara Mohanan



*Any educational program must begin with a clear articulation of its desired learning outcomes. This articulation must percolate in spirit throughout the design of the program's admission procedures, syllabus, textbooks, assessment, pedagogy, and infrastructure*

**I**MAGINE THAT the Government of India is setting up an Indian Academy of Dance that offers a prestigious four-year Bachelor's program.

During the first two years, students train in all forms of Indian dance and a range of non-Indian dance forms. In the third and fourth years they specialize in a specific dance form of their choice, such as Bharathanatyam, Odissi, Ballet, Contemporary, Flamenco, and so on. The program admits students with no prior training in dance. There are more than fifty thousand applicants for only two hundred seats. Clearly, the program needs a reliable way to identify the most promising two hundred out of the fifty thousand. It needs an *entrance test* that probes into the applicants' *aptitude* for dance—their *potential* to become high-caliber dance artistes, as distinct from their *achievement*—one that probes into their ability to perform, design, and critically evaluate a dance piece.

## Three Challenges for Higher Education

Imagine also that the Academy offers a Master's Program. It admits only applicants with prior training, whether from the Academy or elsewhere. There are five thousand applicants for twenty seats. For this program, the Academy needs an entrance test that probes into

the applicants' *talent* for dance—one that assesses both the potential to become high-caliber dancer artistes and the *dedication and seriousness* with which they will transform that potential into actuality. Such a talent test must factor out the effects of *prior training*, such that applicants with high-caliber training (because of good fortune and/or economic resources) and those without that benefit are on level playing field.

Also, a final exam at the end of the Master's Program must evaluate the students' *achievement* as dancers, distinguishing excellent dancers from very good ones, and good dancers from ones who do not qualify.

In the above scenario, if we replace 'dance' with medicine, engineering, technology, science, management, or architecture, we get a picture of what we must pay heed to when admitting students to a prestigious higher education program, or certifying its graduates as good, very good, excellent, or outstanding.

## Defining the Desired Outcomes of Learning

Whether at the entrance stage or at the exit stage, a good test should be grounded in a clear characterization of what the students in the program are expected to learn. An entrance test that probes into students' potential to learn

The author is an internationally well-respected theoretical linguist, with a Ph.D. in Linguistics from Stanford University, and has made significant contributions to linguistic theory as a researcher. She taught at the National University of Singapore from 1990 to 2006.



the art and craft of medical diagnosis, and an exit test that probes into their achievement in medical diagnosis, are appropriate for a medical school, but not a test that probes into the potential for or achievement in choreography, or a commercially viable technological invention. Testing an understanding of the Big Bang theory makes sense for a science program, but not for an engineering or medical program.

**Education is a matter of mind and behavior (educated mind, educated behavior), not a matter of degrees, certificates, and diplomas (educational qualifications). Someone with not even a school-leaving certificate can still be highly educated; someone with a PhD might still be uneducated.**

In contrast to such specific abilities, there are broader qualities that are relevant for all programs of higher education, abilities that non-specialist school education ought to promote — such as the ability to observe, to reason, to arrive at rational judgments based on available information, to come up with new ideas, to notice non-obvious connections and generalizations, and so on. This implies two kinds of qualities that educational design must acknowledge:

- *broad qualities* including general knowledge, intellectual abilities, attitudes, predispositions, and mindsets that we expect of all educated individuals; and
- *special qualities* that are of value in a particular pursuit (such as medicine vs. music) that may not be relevant for other pursuits.

The ability to detect logical contradictions and the ability to reason from effects to causes fall into the first category. The ability to engage in legal reasoning and the ability to reason from symptoms to illnesses are specific to law and medicine respectively, as part

of the second category. Both dancers and surgeons need coordination of the hand, eye, and mind, but the skills of performing a graceful dance movement are distinct from those of performing a heart incision.

The rationale articulated above suggests that entrance tests for selecting a small number of candidates from a large pool of applicants contain two parts. One would probe into the broad qualities that come under *general education*: regardless of specialization, we want our doctors, engineers, lawyers, architects, teachers, ministers, nurses, scientists, and CEOs to be educated people. The other would probe into the *special qualities* that distinguish one career path from another. A person with a high potential for research in theoretical physics may not necessarily have comparable potential for cardiac surgery.

Given the two-part entrance test idea, the next step would be to articulate clear and precise answers to the following questions:

- What broad qualities do we expect of educated persons?
- What special qualities do we expect of graduates of a given prestigious program that distinguish them from graduates of prestigious programs in other subjects?

Next would be designing assessment tasks that probe into each of these qualities, or at least those that are amenable to assessment through examinations and interviews.

### **An Educated Person**

Education is a matter of mind and behavior (educated mind, educated behavior), not a matter of degrees, certificates, and diplomas (educational qualifications). Someone with not even a school-leaving certificate can still be highly educated; someone with a PhD might still be uneducated. What distinguishes a highly educated person from an uneducated one?

Clearly, one factor is knowledge. We expect educated individuals to be aware of and understand a range of concepts and propositions, regardless of their professions and specializations.

Someone with a PhD in physics, who hasn't heard about the European Renaissance, or the human genome, is uneducated. So is someone with a PhD in Literature, who hasn't heard about quarks, and doesn't know that Pluto is no longer regarded as a planet of the Sun. Taking a step further, if someone believes that the earth revolves around the sun, or that the species existing on the earth today descended from a single ancestor species, but is not aware of the evidence and arguments for (or against) these conclusions, their education is flawed, whether they are scientists, doctors, nurses, engineers, ministers, managers, dancers, poets, or journalists.

Given the centrality of general knowledge in education, we need to work towards a consensus on what goes into this knowledge. By 'general knowledge' I don't mean the fragments of *information* that are tested in TV quiz programs (e.g.: What is the name of Isaac Newton's father? Who was the third president of USA?), but a connected, integrated form of *understanding* needed for functioning intelligently and effectively in the world that one lives in. For this, it

**...it is more important, for instance, to have an understanding of good and responsible parenting, and of the results of a blood test such that the need for a second opinion is recognized, than to know the square root of a number, or the molecular formula of methane.**

is more important, for instance, to have an understanding of good and responsible parenting, and of the results of a blood test such that the need for a second opinion is recognized, than to know the square root of a number, or the molecular formula of methane. A consensus on what must go into such general knowledge may not be easy, but if educatedness is an important consideration in education, we need to work jointly to get as close to that goal as possible.

A good way to decide what should go into the **general knowledge** of an educated person is to look for answers to the following questions:

- What should a person be familiar with in order to read, understand, and evaluate the material in articles and books for educated non-specialists (e.g., newspaper editorials, New York Times blogs, Scientific American, ...)? This involves *academic literacy*, as distinct from the basic literacy needed to write a letter, or an application for a job.
- What information and knowledge do we need to cope with situations we face in our everyday lives? (e.g., health issues; advice to teenagers on the choice of educational paths; financial choices decisions)

**...we need to identify those special qualities that distinguish a high-caliber doctor from a high-caliber theoretical scientist or architect, or a high-caliber IAS officer from a high-caliber lawyer or engineer, and select candidates who have the highest potential to acquire those qualities by going through the program in question**

in voting ...) This involves *pragmatic wisdom*.

Going beyond knowledge, we also expect an educated individual to have a range of **thinking and reasoning abilities**, another hallmark of educatedness. These include (but are by no means limited to) the abilities to:

- *learn independently*: learn what one wants to or needs to without having to depend on teachers and educational institutions;
- *think critically*: evaluate matters of the truth of propositions, the effectiveness and efficiency of products and actions in achieving the desired goals, the value system that the goals are derived from, and the moral legitimacy of actions and practices;

- *inquire*: identify worthwhile questions, look for answers to the questions, and arrive at conclusions from those answers;
- *make connections and integrate* ideas;
- *communicate* ideas clearly, precisely, and effectively;
- *collaborate, and work in teams*; and
- *act effectively, morally, and wisely*.

The general-knowledge and thinking/reasoning abilities sketched above would serve as guidelines for constructing the **general education** component of an ideal syllabus for Grades I-XII. If such a syllabus existed, and if the school-final examinations tested the achievement of these goals, then prestigious undergraduate programs could base their selection on the results of those examinations. In the absence of such a school syllabus, we have to design special entrance tests that probe into the relevant qualities of educatedness.

That the first twelve years of schooling should focus on general education does not mean that there should be no room for specialized elective courses. If a student wants to take a course in calculus, particle physics, neuroscience, human illnesses, anthropology, or history of music, these options should be available to them. However, it would be a mistake to design entrance tests to probe into what students learn through such electives, because many deserving candidates may not have the luxury of such courses.

### Potential for Specialized Pursuits

The rationale for a two-part assessment — one to ensure a high degree of educatedness, and the other to ensure the highest potential for a given profession — is this. Granted we want our doctors, engineers, lawyers, scientists, teachers, and ministers to be educated in the sense outlined above. We must still ensure that we select those with the most potential to become high-caliber practitioners in each field of specialization. For this, we need to identify those special qualities that distinguish a high-caliber doctor from a high-caliber theoretical

scientist or architect, or a high-caliber IAS officer from a high-caliber lawyer or engineer, and select candidates who have the highest potential to acquire those qualities by going through the program in question.

A short article like this cannot go into all the special qualities we expect from high-caliber professionals in different fields. What given below, instead, is some broad parameters to select from, to distinguish high quality in one field from high quality in another. They would include the capacity to:

- investigate questions of truth (as in basic science, pure mathematics, analytic philosophy...);
- pursue effective and efficient action to accomplish desired goals (as in technology, engineering, medicine, law, management, social work...);
- arrive at inferences based on quantitative information;
- create/invent novel/innovative solutions to problems;
- take quick and effective decisions;
- solve problems quickly and effectively;
- reason with formal symbols and expressions;

**That the first twelve years of schooling should focus on general education does not mean that there should be no room for specialized elective courses. If a student wants to take a course in calculus, particle physics, neuroscience, human illnesses, anthropology, or history of music, these options should be available to them.**

- work collaboratively and harmoniously in teams;
- articulate one's ideas clearly, precisely;
- take criticism in a constructive spirit;
- manage people, lead them, and persuade them; and so on.

Other qualities would include:

- intellectual curiosity in matters not directly relevant to one's profession;
- habit of reading non-fiction meant for educated non-specialists;
- commitment to and the pursuit of the well-being of others;
- confidence; mental stamina; emotional equilibrium; and so on.

Not all of these qualities lend themselves to testing, especially in a time-bound written examination. Nor is this list exhaustive. My intention here is to simply point to the need to explicitly articulate such qualities, depending on what is we are looking for when selecting candidates for a particular career-oriented program of higher education.

**To design an achievement test (whether written or oral), we need a clearly articulated syllabus that specifies the knowledge (information, understanding), abilities, attitudes, and habits of mind that the program aims for the students to acquire through its educational intervention.**

## Achievement Tests

The qualities outlined in the preceding sections as relevant for the design of entrance tests are what we might call *general potential*, for programs that open up a range of career paths, and *specialized potential*, for programs that lead to specific career paths. I now turn to achievement tests that assess the students' actualized potential at the end of a high-caliber program.

To design an achievement test (whether written or oral), we need a clearly articulated syllabus that specifies the knowledge (information, understanding), abilities, attitudes, and habits of mind that the program aims for the students to acquire through its educational intervention. To illustrate, compare the following questions:

### Question 1

What is the formula for the volume of a sphere?

- A.  $\frac{3}{4} \pi r^2$     B.  $\frac{3}{4} \pi r^3$   
C.  $\frac{4}{3} \pi r^2$     D.  $\frac{4}{3} \pi r^3$

### Question 2

What is the volume of a sphere whose diameter is 20cms?

- A. 3203.5    B. 4190.4  
C. 4188.0    D. 2300.8

### Question 3

You are given 100 oranges, and asked to estimate the amount of juice they will yield, without cutting or squeezing any of them. Which of the following strategies would you use? You may tick any number of options, but marks will be deducted for inappropriate choices.

- A. Put an orange between two blocks  
B. Make an assumption  
C. Use a ruler to measure length  
D. Use a bucket filled with water  
E. Use a measuring cup  
F. Use sampling  
G. Use statistics  
H. Use mathematical modeling  
I. None of the above

Questions 1, 2, and 3 differ in terms of what they test, and how long they take to answer. Question 1 tests *familiarity* with partially memorized information: students don't have to know how to calculate the volume of a sphere. Question 2, besides familiarity with the formula, calls for an ability to *apply* the formula to calculate volume based on given information. Question 3 goes beyond information and mechanical application to probe into a *complex form of thinking and creative application based on understanding*: using A, C, we measure the diameter of an orange; using F, G, we calculate the mean diameter of the given oranges; modeling an orange as a sphere (H), we calculate the volume of the sphere from its diameter; and making an assumption (B) about how much of an orange is peel and pulp, we estimate the amount of juice in an orange.

Questions 1 and 2 can be answered in less than two minutes. A three-hour test looking for information recall or high-speed application without thinking can ask a hundred such questions (roughly two minutes per question). Questions

that probe thinking abilities, however, must allow sufficient time for thinking through the given information and arriving at an answer. If the syllabus of the program specifies learning outcomes like critical thinking, critical reading, understanding of evidence and arguments, and inquiry abilities, a two-hour test cannot have more than, say, six questions.

My point about the time allocated for each MCQ applies to entrance tests as well. Tests that don't allow time for thinking cannot test understanding, reflection, critical thinking, creativity, and imagination.

## Concluding Remarks

We began with a hypothetical academy of dance. The point of that discussion was that any educational program must begin with a clear articulation of its desired learning outcomes. This articulation must percolate in spirit throughout the design of the program's admission procedures, syllabus, textbooks, assessment, pedagogy, and infrastructure. The quality of a program depends on the quality of all of the above, though of these, assessment is of particular importance.

In raising the quality of education, focusing on assessment — probing into

**Tests that don't allow time for thinking cannot test understanding, reflection, critical thinking, creativity, and imagination.**

aptitude and potential at the entrance stage, and achievement at the exit stage — has a significant advantage: it automatically calls for reforming syllabi and textbooks, to be aligned to the qualities that are tested. Given such a reform, teachers would be motivated to adjust their pedagogies accordingly. Teacher training itself would then be guided by the nature of assessment. It would make sense, therefore, for the government to invest its efforts not only in the formats of assessment but also in what is being tested by the assessment tasks. □

(E-mail: tara.mohanan@gmail.com)



# VAJIRAM-IAS (2013 & 14)

*VAJIRAM & RAVI has the **Unique Record** of having achieved **All-India first rank** in the IAS Examination for **10 years successively** from 1999 to 2009 and 2011. Such is the **quality of teaching** at VAJIRAM & RAVI !*

**2012 Exam Results: Over 430 selections.**

**3 in Top 10 (5, 6 & 9)**

**23 Ranks within 50**

**49 Ranks within 100**

**1. For Civil Services Main Exam 2013**

**General Studies Updated Syllabus Course**  
(covering only newly added topics)

**Classes will start on 2nd Sep., 2013**

**Admission opens on 22nd Aug., 2013**

**2. For Civil Services Exam 2014**

**\*General Studies (Prelim-cum-Main), CSAT and  
Optional subjects for Main Exam 2014.**

**\*Public Administration \*Commerce & Accountancy**

**\*Geography \*Political Science \*Sociology \*Psychology**

**Online Registration opens in Oct., 2013**

**Online SCI & Tech Current Affairs Available on  
[www.vajiramandravi.com](http://www.vajiramandravi.com)**

## Vajiram & Ravi

(A unit of Vajiram & Ravi Educational Services)

*For details contact*

9-B, Bada Bazar Marg, Old Rajinder Nagar, New Delhi- 110 060  
Ph.: 011-25820000, 25734058; e-mail: [vajiramandravi79@gmail.com](mailto:vajiramandravi79@gmail.com)

**Visit us at [www.vajiramandravi.com](http://www.vajiramandravi.com)**

# Cinderella Goes to School: Education of Girls in India

*Bijayalaxmi Nanda*



***Breaking out of the Cinderella mould where the state, family and society continue to have a protectionist, patriarchal approach towards women is the first step towards educating girls. It is also a first step towards educating India***

**S**INCE THE 1990s a progressively declining child sex ratio heavily skewed in favour of boys comes back to haunt India every ten years with the publication of its census reports. This declining child sex ratio which is a significant indicator of the status of women and girls reveals a peculiar paradox of Indian society. While some celebrate the arrival of greater choices for women today, there can be no ignoring the entrenchment of greater inequalities. The inequalities in life chances (or birth) are no accident. It is a conscious choice of determining the sex of the fetus and terminating it if found female through the illegal and unethical use of new reproductive technologies. Likewise gender disparities in education are no accident too. Conscious choice of depriving access, creating obstacles and neglecting gender concerns lead to it.

Such exercise of choices requires attention to the motivations, impulses and agendas that govern them. What leads families and doctors to dispense with the female foetus with such alacrity? Why do families prioritise sons' education over their daughters? How do teachers and principals dare to misuse their position of authority to sexually abuse their young wards? What

leads girls to drop out from schools at alarming rates in upper primary and secondary levels? Without probing and challenging the underlying basis and causes of gender discrimination, no reforms will have a long range impact.

The variety of experiences and the complexity of intersecting and overlapping forms of gender discrimination in India converge when it comes to the significance of education of girls. Can the complex and diverse experiences and their convergences give insights for effective knowledge? In this paper I strive to make sense of the convergences and divergences in the path of education for girls and provide a reliable basis for analysing the barriers to girls' education in India. An attempt is also made for articulating strategies for change.

## **Varying Terminologies**

Terminologies abound in policy documents and academic writing when it comes to girls in India. Age-specific terminologies include the girl-child to refer to the under 12 girl, adolescent girls for those between 12-18 and women for those above 18. In this paper I use the terminology girl to refer to the range of females from 12 to 18. I will specifically dwell on the 12-18 age group since the complexity

The author is an Associate Professor in Department of Political Science, Miranda House, University of Delhi. She is a feminist activist and researcher. Her written works include co-authored book on Human Rights, Gender and Environment, and a co-edited book on Understanding Social Inequalities: Concerns of Human Rights, Gender and Environment.

of the issue comes to surface during this period. However, it is important to understand the interconnections of this period with the earlier age as well as with class, caste, region, and gender hierarchies.

While examining girls' access to education in India the variations that emerge on the basis of class, caste and region make it imperative to focus on the needs of those who are most marginalised in this context. Girls are not a homogeneous category, yet nowhere do they enjoy a status which is equal to that of men. In their case, the dimensions of rurality, class, caste and tribe, religion, and disabilities are further complicated by contemporary political and socio-economic forces to create cumulative disadvantages.

**Girls are not a homogeneous category, yet nowhere do they enjoy a status which is equal to that of men. In their case, the dimensions of rurality, class, caste and tribe, religion, and disabilities are further complicated by contemporary political and socio-economic forces to create cumulative disadvantages. As a result of this, girls have to bear multiple burdens of inequality.**

As a result of this, girls have to bear multiple burdens of inequality. A statistical profile of education of girls in India does provide a clarity and understanding on this issue.

### **Situational analysis**

The literacy rate in India has increased by 8.2 points from 64.8 in 2001 to 73.0 in 2011. It is encouraging to note that the increase in female literacy rate has been much higher than male literacy rate during this period. While the male literacy rate has increased by 5.6 points (from 75.3 to 80.9), the female literacy rate has increased by 10.9 points (from 53.7

to 64.6). This higher increase in the case of women is seen in both the rural and urban areas. In the rural area the increase in female literacy rate between 2001 and 2011 is 11.8 points and in the urban areas it is 6.2 points. The comparative figures for increase in male literacy rate are 6.5 in rural areas and 2.5 in urban areas. However, the gender gap still remains a cause of concern. While the gap between male and female literacy rates has come down from 21.6 in 2001 to 16.3 in 2011, the gap is still significant. The gap is more pronounced in the rural areas where it stands at 19.3 in 2011.

It is in this context that education of girls in general and in rural areas in particular gains importance. Nationally, for rural areas, ASER 2012 findings show that India is close to achieving universal enrolment. For children in the age group 6-14 years, enrolment levels have been 96 percent or more for the last four years. However, the task at this stage is more daunting. Girls in the age group of 11 to 14 years who are out of school are often the hardest to bring to school and keep in school. In 2006, in eight major states, more than 11 percent girls in this age group were not enrolled in school. By 2011, this figure had dropped to less than 6.5 percent in 3 of these states (Jharkhand, Gujarat and Odisha) and less than 5 percent in 3 others (Bihar, Chhattisgarh and West Bengal). The situation in these states remained more or less unchanged in 2012. However in Rajasthan and Uttar Pradesh, the proportion of out of school girls (age 11-14) has increased from 8.9 percent and 9.7 percent respectively in 2011 to more than 11 percent in 2012.

While RTE Act may ultimately take care of numbers, the quality of education remains an aspect which remains to be tackled effectively. ASER 2012 has reported that learning levels have started dropping in many States after RTE has been implemented. Focus on universal enrolment to meet

the RTE targets may be one of the contributing factors for this. But the problem may be deeper. The ASER has also reported that learning levels in Government schools are declining and enrolment in private schools, where the learning indicators are better, is rising at a rate of almost 10 percent per year leading to a situation where 50 percent of children will pay for their education by 2020. In a paid education system, obviously the girls will be the last priority and we will reach a situation where majority of boys study in private schools with better learning levels and girls study predominantly in government setup with suboptimal learning levels.

### **India's commitment to education**

Article 21 of the Constitution of India discusses the right to life which has been interpreted broadly, encompassing the right to free, secure and enabling conditions for a dignified human life. The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental

**In the famous fairy-tale of Cinderella, she is kept at home to do domestic chores and attend to the whims and wiles of her siblings. Of course like in all fairytales there is no reference to her going to school. But if one cares to draw from one's imagination, it is quite clear that she has been stopped from attending school too.**

Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory



and equitable quality in a formal school which satisfies certain essential norms and standards. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

### **Barriers to education-The Cinderella syndrome**

In the famous fairy-tale of Cinderella, she is kept at home to do domestic chores and attend to the

**The dividends from education do not easily translate for families to understand the significance of it. With no forward linkages with employment and skill-building, education seems like a waste of time and energy for them.**

whims and wiles of her siblings. Of course like in all fairytales there is no reference to her going to school. But if one cares to draw from one's imagination, it is quite clear that she has been stopped from attending school too. This critical link between domestic chores and attendance in school for girls is not difficult to make in India.

There are many factors that contribute to a very high drop-out of girls at upper primary and secondary levels. The major factor is poverty and its adverse impact on gender. Young girls are stopped from going to school and engaged with child-care of siblings and other domestic work by their own families. They are also engaged with labour outside the home to compensate household income and support education of male siblings. Poverty and other social exclusion that impede children's participation in education are inextricably linked with the phenomenon of working children.

Issues of sexuality, mobility and security also combine to create obstacles in the path of education for girls. The cultural and social context of controlling girls' sexuality once puberty is attained sits uncomfortably with the idea of them travelling to distant places to access education. Then again cases of sexual harassment, rapes and sexual abuse of girls on their way to school or/and by school authorities in school premises have added to this stigma. Early marriage of girls is also linked with these issues.

Infrastructural problems like lack of separate toilets, lack of water, lack of female teachers and lighting in streets and in schools affect girls more adversely than boys. The dividends from education do not easily translate for families to understand the significance of it. With no forward linkages with employment and skill-building, education seems like a waste of time and energy for them. Violence against women, alcoholism of male members in the family and inability by students to cope with course curriculum are also reasons for their inability to complete their education.

### **Role of Government-Where is that magic wand? And does it work?**

There are a plethora of policies, programmes and initiatives by the government to enhance the access of girls to education and to also bring about the retention of girls in school. Some of these are central government initiatives and others are initiated by specific state governments. These include providing bicycles, separate toilets and residential schools for girls. There are also specific scholarship schemes in the form of conditional cash transfers to motivate families to send their daughters to schools. Other motivational schemes include providing a set of school uniforms, money for textbooks etc. There are separate scholarship schemes for SC/ST girls since they remain the most deprived and excluded when it comes

to accessing any basic rights and that includes education.

The chapter titled "Education for Women's Equality" in the 1986 National Policy on Education of India laid down important elements and principles to guide policy-makers on the issue. In 1992 this policy was reviewed and the chapter on women was moved from chapter 4 to chapter 1 in the new Programme of Action to indicate higher priority to the issue. Since the mid-1990s, the District Primary Education Project (DPEP) became the overarching nationwide effort that attempted to co-opt and absorb the strategies and lessons from the previous decade. Reducing disparities in participation, especially in gender, and improving quality are its main aims. The DPEP which is

**While many programmes of the government like DPEP are well-meaning in their intent, it is their implementation that leaves a lot to be desired. While there has been a focus in building separate toilets and providing bicycles to girls, other issues like gender training, recruitment of women teachers etc. remain neglected. Reports about rampant sexual abuse by teachers, principals and other staff in schools bring to the fore the lack of not only gender sensitization training but basic protection of rights.**

available in 18 states and spread to almost 300 districts in the country has a strong gender focus. Some of these measures include construction of separate toilets, appointment of additional women teachers, ensuring women representation in village education, co-curricular or after school activities for girls, eliminating gender and stereotyping in textbooks, training and orientation on gender issues

for existing and new staff, selecting school sites in consultation with the community and applying criteria including girls' easy accessibility.

The number of measures and policy intent and statement show that a lot is being done for education of girls in India. However the goals remain elusive and the significance of what has been achieved and at what cost and to what degree needs to be examined.

### **Conclusion – No glass slippers and no prince please**

Many conditional cash transfers which exist to enhance the values of girls and increase their retention in education, end up maturing at 18 years of age and are also limited to number of girls in the family. Financial incentives linked to marriage, terminal method of family planning adopted by parents, or limited to number of girls in the family reinforce stereotypes that daughters are liabilities and may enhance illegal gender discriminatory practices like dowry. Any financial incentive that is introduced to counter the unwantedness of daughters should not be linked with support to marriage expenses, or to number of children or girls in families. It should also not be linked to family planning or sterilization of parents since it further perpetuates discrimination as the daughter is seen as dispensable in the context of a small family set-up. The incentive should be linked to creating assets in the name of daughters and bring about investment in education. Strong conditions about linkages with education with disincentives in case the financial incentive is misused, would prove useful in this context. Career counselling and skill building through vocational training and forward linkages with the market for employment by investments by the state may be considered.

While many programmes of the government like DPEP are well-meaning in their intent, it is their implementation that leaves a lot to be desired. While there has been a

focus in building separate toilets and providing bicycles to girls, other issues like gender training, recruitment of women teachers, etc. remain neglected. Reports about rampant sexual abuse by teachers, principals and other staff in schools bring to the fore the lack of not only gender sensitization training but basic protection of rights. An ethical and rights based protocol or code based on the Vishakha guidelines on sexual harassment needs to be available in schools. Every school should institute a mandatory committee against sexual harassment. There should be regular training and orientation of both students and teachers on the issue.

Krishna Kumar points out to the limitations not just in the textbooks but also in the pedagogy that exists. He alerts us to understand that the socialization of girls in families tends to get reinforced in schools. A pedagogy which emphasises on their bargaining and negotiating power for rights should be encouraged.

An enabling environment for education should engage critically with all issues which lead to gender discriminatory practices in society. Getting girls to school and helping them complete schooling is only a part of that process. Implementing all laws which are gender specific, especially dowry prohibition and succession laws, Child Marriage Restraint Act, laws regarding property, protection of women from domestic violence is also important in this context. Improving safe travel, street lighting and curbing criminal activities like sexual harassment, rapes are also important.

Marriage continues to be a significant indicator of the status of women and there is a need for the state to bring about policies and programmes that focus on the personhood of girls. If there is an emphasis on economic self-reliance, equal right to dignity and self-expression of girls and marriage is

made peripheral to their existence a lot can change. If such patriarchal norms are demolished, myths and fables like glass-slippers and princes will lose their hold over our imagination. Breaking out of the Cinderella mould where the state, family and society continue to have a protectionist, patriarchal approach towards women is the first step towards educating girls. It is also a first step towards educating India.

### **Readings**

Ramachandran, Vimala, *Girls and Women's Education: Policies and Implementation Mechanisms – Case Study India*, UNESCO-PROAP, Bangkok, 1998.

Chanana, Karuna, *Interrogating Women's Education: Bounded Visions, Expanding Horizons*, Rawat Publications, Jaipur, 2001.

Position Paper, *National Focus Group on Gender Issues in Education*, NCERT, New Delhi, November 2006.

*Primary Census Abstract, Data Highlights, India Series 1*, Registrar General and Census Commissioner, India, 2013.

*Annual Status of Education Report (Rural) 2012 (Provisional)*, ASER Centre, New Delhi, January, 2013.

Bhatia, Manjeet, et al. (ed), *Gender Concerns in South Asia: Some Perspectives*, Rawat Publications, New Delhi, 2007.

Sekher, T. V., "Special Financial Incentive Schemes for the Girl Child in India: A review of Select Schemes" at [http://www.unfpa.org/gender/docs/sexselection/UNFPA\\_Publication-39772.pdf](http://www.unfpa.org/gender/docs/sexselection/UNFPA_Publication-39772.pdf).

Nanda, Bijayalaxmi, "The Ladli Scheme in India: Leading to a Lehnga or a Law Degree?" presented in the Academic Forum of IBSA Summit 2010, Brazil, at <http://www.ipc-undp.org/pressroom/files/ipc126.pdf>. □

(E-mail :bijayalaxmi@yahoo.com)

# Fragility of the Himalayas

*"The poetry of the earth is never dead"*

- Keats.

V K Joshi



***Nature's ire should not be ignored and it is time that the government of the state and at the Centre should mull over the scenario and engage the best experts in the field to rebuild Uttarakhand from scratch***

**K**EATS WAS absolutely right. The earth keeps changing its form. The traces of the different forms of the earth are buried in the pages of the earth's history. The rich assemblage of marine fossils in the layers of rocks of the higher Himalayas screams aloud that the lofty mountains once upon a time, formed the abyss of the oceans.

If that is true, then how did they rise from the abyssal depths? One might think that the stoic looking Himalayas are stable and immovable! But no, on the other hand they are fragile and constantly on the move. To understand the Himalayas, first one must know how they came into being!

**Birth of the Himalayas** It was some 50 million years ago, the Indian plate (read continent) came floating on the Tethys Sea, like a Noah's Arc carrying a cargo of the fauna and the flora and the ancient rivers, rift valleys and the ancient mountains and the plateau. This landmass collided with the stable Asian Plate. So strong was the collision that a mountain chain emerged along the collision line. This mountain chain, the Himalayas, became the World's loftiest and the youngest mountains. So powerful was the collision that even today the Indian Plate continues to push under the Asian Plate at an average rate of 5 cm per year.

Consequently, there is a constant stress underneath the Himalayas. The release of such stresses causes earthquakes in the Himalayan region.

The rise of the Himalayas opened a new chapter in the history of the earth. The geography of the Indian continent was written once again, as the mighty Indus, Ganga and Brahmaputra river systems came into being. These rivers carved the valleys in the mountains and created the vast alluvial plains by depositing layer after layer of the eroded material from the mountains. This cycle of annual floods and deposition of fresh layer of alluvium has been in vogue since then and it goes on unabated, endlessly.

The lofty Himalayas not only changed the geography of the Indian continent; but also changed the climate of the region. They became the creators of the monsoon, a feature hitherto non-existent. Due to the monsoon, the fluvial plains became vast fertile lands. Human beings instinctively take to water, that is how the Indus Valley Civilization came up and after it perished, the Ganga valley civilization took its place.

Nature never sleeps. The natural agencies like air and water keep working round the clock. How water affected Himalayas and is still affecting is significant to know.

The author is a geologist by training and profession. He retired as Director, Northern Region and has since published more than 1200 articles in all the leading national newspapers and some leading environmental magazines like Down To Earth and Journal of United Nations Environmental Program. He also writes a regular environment column for an e-journal 'Boloji.com', published from New York.



### Glaciers-Nature's Road Rollers

While the Himalayan Rivers were active carving their V shaped valleys, the glaciers too were busy in creating their U shaped valleys. The glacial action is painstakingly slow, but very effective. When a glacier retreats, it is like a giant, powerful, natural road roller. Whatever comes underneath is crushed and pulverized to flour. The sides of the glacier take off large chunks of the rocks of the valley. Glaciers mean ice and ice means freezing temperatures. Water in a terrain occupied by glaciers enters the cracks and crevices of rocks and freezes at night. During the day, it melts and expands many folds, bursting the rocks with a loud bang. Thus, a glacier valley is littered with boulders of assorted sizes and rock flour, termed moraines. The valley occupied by an

**The glacial action is painstakingly slow, but very effective. When a glacier retreats, it is like a giant, powerful, natural road roller. Whatever comes underneath is crushed and pulverized to flour.**

active glacier has melt water channels on the surface; part of the melt water enters under the surface too and flows downstream. Therefore, the valley floor is always soggy. The retreating glacier on the other hand, leaves behind large depressions, which get filled with glacial melt termed as Kettle holes or even lakes. Therefore glacier is in reality a water world, partially frozen and partially melt water.

**Kedarnath-a Glacial Valley** The legendary Kedarnath Temple has been majestically standing in the shadow of the Kedarnath massif since 8<sup>th</sup> century. The temple is situated in the Mandakini River valley. The valley at Kedarnath is bound by five peaks, viz., 5505m peak, Bharat Kunta peak-6578m, Kedarnath peak-6940m, Mahalaya Paravat peak-5970m and Hanuman top peak-5320m. All these peaks are snow bound and form what the glaciologists' term as a cirque or an area where snow keeps



*House at Kothibanal that has stood the test of time*

accumulating. The width of valley towards the head is six kilometers and narrows down to three kilometers towards the southern end.

The Mandakini River is unique because it is fed by two glaciers, viz., Chaurabari and Companion Glaciers which have separate regimen, orientation and flow, and occupy a single valley. This geomorphological feature of Kedarnath is significant from the hazard point of view. From the study of moraines, eminent glaciologist of Geological Survey of India (GSI), Deepak Srivastava, concluded that once upon a time the two glaciers mentioned were unified and occupied the entire one kilometer width of the valley at its upper end.

The moraines at Kedarnath are well established and held at place by the vegetation for a distance of three kilometers, up to the snout of the glaciers. From the moraines it has also been deduced that there were at least four major glaciations in the valley in the pre-historic period and the glaciers had descended up to much lower elevations than at present. The Mandakini River valley has a catchment area of around 67 square kilometers (upto Rambara), out of which 23 percent is covered by glaciers, say D.P. Dobhal and his co-researchers in their paper on Kedarnath mishap, in Current Science of 25 July, 2013.

The eroding agencies of nature are at their peak at Kedarnath. Above the

altitude of 3800 m above sea level (asl), the glacial processes dominate, while between 3800 to 2800 masl glacio-fluvial processes (a combination of ice and water) and below 2800 the fluvial processes are active.

### The Tragedy at Kedarnath

Kedarnath town is situated on the outwash plains of Chorabari and Companion Glaciers. The channels of the Mandakini and Saraswati rivers encircle the Kedarnath town at the terminus of the outwash plain. These streams erode their banks each year. There are subsurface water channels too-a typical character of a glacial outwash plain. Construction activity around Kedarnath temple obstructed the flow of water in the surface and also subsurface channels. Though it was not really a cloud burst *sensu stricto*, but 325 mm rainfall (as recorded by the Wadia Institute of Himalayan Geology's meteorological station at Chorabari) on 15<sup>th</sup> and 16<sup>th</sup> June, 2013 was more than enough to breach the moraine dam of Gandhi Sarovar already overflowing with rain and accelerated snow melt due to rains. This led to one of the biggest ever devastation, which wiped out several buildings and innumerable human and animal lives were lost. Fortunately, the

**Knowing well the vulnerability of Kedarnath, GSI had carried out detailed glaciological studies in 1994-95. In his reports, Deepak Srivastava had identified 28 avalanche prone zones in Kedarnath valley and had warned against the possibility of a catastrophe in case the construction activity continues unabated.**

temple remained unscathed. It is worth recording that this temple remained buried under a thick pile of ice from 14<sup>th</sup> to 17<sup>th</sup> century, during a mini-ice age and survived. The striations on the wall of the temple, caused by the movement of ice can still be seen.

Knowing well the vulnerability of Kedarnath, GSI had carried out detailed glaciological studies in 1994-95. In

his reports, Deepak Srivastava had identified 28 avalanche prone zones in Kedarnath valley and had warned against the possibility of a catastrophe in case the construction activity continues unabated. As usual no one paid heed and the worst happened.

It was unfortunate that Uttarakhand faced the Nature's ire this time. It was not only Kedarnath, but many other areas also faced tragedy, to name a few Govind Ghat, Uttarkashi, Pithoragarh and Munsiri. All these areas faced heavy rains on the 15<sup>th</sup> and 16<sup>th</sup> June, leading to landslides.

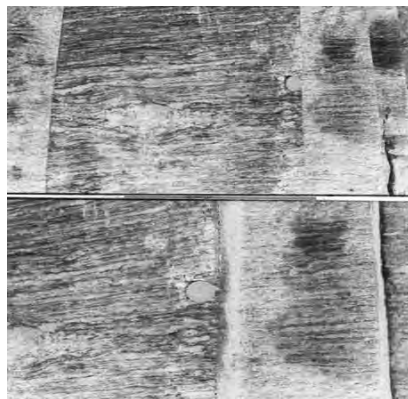
**The Causes of Landslides** At this juncture, it is pertinent to understand the causes of landslides. Normally loose material on the slopes of mountain remains stable at a place. But if due to natural agencies like water, earthquakes and cutting of toe of the mountains by turbulent rivers and anthropogenic actions like road cutting and other construction activities, the angle of repose of the material on the slopes is altered, landslide takes place. Yet

**A meandering river scours and erodes the convex margin and deposits that material on the corresponding concave margin-a feature often ignored by the present day builders. They presume that reinforced cement concrete can rein in the forces of the nature-a mistake that cost innumerable lives this year in Uttarakhand.**

another common feature in these young mountains is that part of the water on hill slopes goes underground and forms its own channels. Once blocked, these channels become a major source of landslide.

That is why proper drainage of water is the first priority with any construction project in the hills. More than a century old, Kalka-Shimla rail link is a classic example of perfect drainage. Despite its age, this rail line has never been blocked by a landslide.

In all these areas of Uttarakhand that faced the nature's ire, a common



*Striations on the wall of Kedarnath Temple*

feature has been construction of houses, hotels and places of religious interest close to the river and high rise structures were allowed to come up on the river terraces. The terraces are never stable and cannot face the fury of the floods. It was the fury of the Alaknanda and Bhagirathi rivers, which the terraces along them could not withstand. They gave way carrying with them the structures built over them.

Rivers in the mountains seldom flow in a straight line. A meandering river scours and erodes the convex margin and deposits that material on the corresponding concave margin-a feature often ignored by the present day builders. They presume that reinforced cement concrete can rein in the forces of the nature-a mistake that cost innumerable lives this year in Uttarakhand.

**Nature's anger at Govind Ghat** Govind Ghat, the gateway to the Sikh shrine Hemkund Saheb is situated on the right bank of Alaknanda. The GSI team that visited the disaster struck area reported from Govind Ghat, that though there was no loss of life, but approximately 250 vehicles were carried away by the river in spate. The Gurudwara and associated multi-storey buildings were engulfed by flood waters in the early hours of 17<sup>th</sup> June. These buildings are constructed on the terraces of Alaknanda River. On the opposite bank a landslide partially blocked the river for some time, augmenting the fury. In the process the foot bridge linking with the habitation on the other bank was washed away and the river water entered the Gurudwara premises,

filled it with river borne material, tree trunks and sand. The GSI team says, no further construction should be taken up on this geologically vulnerable flood plain and river terraces of Alaknanda River. They also recommend construction of a strong protection wall, with foundation in stable bedrock to protect the Gurudwara building and associated structures. The wall must be higher than the highest flood level mark of the river. Downstream of the Gurudwara, the right bank of the river may have to be stabilized with a retaining wall to protect the road to Govind Ghat.

**Uttarkashi deluged** Uttarkashi, the district headquarter is beseeched with hazards of earthquakes, landslides and flash floods of the Bhagirathi River. In the past one decade, the place has suffered major landslide in 2003. In August 2003, a team of geologists of the GSI were surveying the area around the Varunavrat peak in Uttarkashi District. They noticed the beginning of a landslide and immediately alerted the District Magistrate. Timely evacuation of people averted a major mishap. On 24<sup>th</sup> September 2003, the mountain mass came rolling down and property worth Rs.50 crores was razed to the ground, while about 3000 people were affected. The top of the

**Uttarkashi is the gateway to Gangotri and thousands of pilgrims visit the area. As a result a large number of hotels and lodges have been constructed. Unfortunately, neither the Municipal authorities nor the builders realized that the sites where these have been constructed are vulnerable for floods.**

Varunavrat Parvat (1800m) has a gentle topography which is occupied by loose, unconsolidated material. It is ideal for rain water to penetrate and find its way down the slope via subsurface/surface channels. The toe part, where the main town is situated is at 1100m. Except at the top, the general slope of the Varunavrat Parvat is steep to very steep. Therefore, once a landslide starts there is no stopping.

The GSI team reported maximum damage on the houses situated along the National Highway 108. It is not that Uttarkashi was affected by a landslide for the first time. In the past too, this portion of the town had faced nature's ire, but then the habitation was scanty. In order to minimize future losses, the GSI's team had recommended some geotechnical measures to contain the landslides. These were taken up by the state government and consequently further damage has been reduced. However, the vulnerability of Varunavrat slopes remains and the right bank of Bhagirathi will have to live in a shadow of landslides.

Uttarkashi is the gateway to Gangotri and thousands of pilgrims visit the area. As a result a large number of hotels and lodges have been constructed. Unfortunately, neither the Municipal authorities nor the builders realized that the sites where these have been constructed are vulnerable for floods. Flash floods

in Bhagirathi have been common in the past too. Therefore, in the recent mishap, due to excessive rainfall in the upstream regions followed by landslides, the river found it difficult to carry its load and in a fury flooded the right bank. The current was swift enough to erode and denude the RCC pillars on which the multistorey structures had come up.

The tragedy that struck Uttarakhand was severe. At other places like Munsiri and Pithoragarh, the magnitude of loss was less compared to the other places mentioned above. This was due to less pressure of population at these places. Apart from the tourists and pilgrims, the locals have suffered a perennial loss in terms of loss of lives, property and their vocations.

Nature's ire should not be ignored and it is time that the government of the state and at the Centre should mull over the scenario and engage the best experts in the field to

rebuild Uttarakhand from scratch. Incidentally Uttarkashi has a village called Kothibanal. There are some houses there which are more than 1000 years old. These houses have seen history and have faced many killer earthquakes. Yet they have stood unscratched. The architecture of these houses is so unique that it has been termed as 'Kothibanal Architecture'. It is earthquake resistant. This architecture was developed by our ancestors without the scientific knowledge of earthquakes, floods and landslides. They had used common sense.

Why can't we use commonsense at least in locating our houses in the hazard prone state!

Sunderlal Bahuguna, the environment activist from Uttarakhand has aptly said, "*The issue is not development vs. environment. It is extinction vs. survival.*" □

(E-mail : joshi.vijaykumar@gmail.com)

## RIAS , NO: 1 institute for Writing Practice for the Last 10 years

### G.S MAINS (Modules) Crash Course (2 Months)

Exclusive scoring course for the mains going students.....  
Specialized team taking specialized topics.....  
The course targets only mains exam .....  
Course gives content and writing skill.....

### Course Modules and Duration

<b>General Studies –IV</b> 250 Marks	(Ethics, Integrity and Aptitude)	Between 15th august to 10th September
<b>General Studies –II</b> 250 Marks	(Governance, Constitution, Polity, Social Justice and International relations)	16th October to 30th October
<b>General Studies –III</b> 250 Marks	(Technology, Economic Development ,Bio-diversity, Environment, Security and Disaster Management)	10th September to 30th September
<b>General Studies–I</b> 250Marks	(Indian Heritage and Culture, History and Geography of the World and Society)	1st October to 15th October.

### Exclusive **SOCIOLOGY CRASH COURSE**

Modules for the Mains going students.....

**course from 15th august to 16th October. (2 months)**

Specialized team taking specialized topics.....

The course targets only mains exam .....  
Course gives content and writing skill.....

### All India Test Series Mains 2013/14.

Batches	Center	Subjects	Date of Starting
4 <sup>th</sup> /5 <sup>th</sup>	R. N	G. S MAINS	9 <sup>th</sup> /11 <sup>th</sup> AUG
4 <sup>th</sup> /5 <sup>th</sup>	NORTH	G. S MAINS	9 <sup>th</sup> /11 <sup>th</sup> AUG
4 <sup>th</sup> /5 <sup>th</sup>	R. N	Sociology	10 <sup>th</sup> /11 <sup>th</sup> AUG
4 <sup>th</sup> /5 <sup>th</sup>	NORTH	Sociology	10 <sup>th</sup> /11 <sup>th</sup> AUG
7 <sup>th</sup>	R. N	ESSAY	16 <sup>th</sup> /AUG
8 <sup>th</sup>	NORTH	ESSAY	17 <sup>th</sup> /AUG

## RAMASWAMY'S IAS ACADEMY

**Central Delhi : 22,Rajendra Park, Near Old Rajender Nagar**

**North : 2262 Hudson Line , Kingsway Camp**

**9312265261, 22783789, 9999605344**

**Web Site : ramaswamyiasacademy.org**

YE-114/2013



# Food Security : Modalities of Management

*Yoginder K Alagh*



***If you don't diversify,  
incomes don't rise.  
For that you need  
infrastructure and  
technology. Seeds are  
important. You need  
MNREGA and food  
security because a  
lesson of world history  
is that rise in wages  
triggers technical  
change in agriculture.  
Its not the other way  
around***

**Y**OJANA ASKED me to write on food security. The Food Security Bill will be passed by the time this sees print and it seems better to get back to the village and see how we can have sustained agricultural and rural development growth as the basis of food security. Many years ago I had modelled in the Plans that redistribution always needs to be intertwined with growth. I know that in high growth areas poverty still remains and co-relations of growth with reduced poverty don't help the women and men and their children are left out. But any food security scheme will only work best in the larger context of widespread and diversified agricultural and rural growth. So back to the village with some stories to anticipate what will really happen and what to do about it.

The typical image of agriculture in the eastern region is hard working poor farmers producing paddy in the monsoon, getting hit by floods and then again gambling in the winter rains, which when they fail lead to drought. Yields were traditionally high in this fertile soil, but did not rise. All that is changing, as we see the Second Green revolution in the Eastern Region. We need more and better versions of that for growth is

in spasmodic spurts, rather than a continuous oiled machine and also not everywhere. When I last went there, the district was Midnapur; not as fertile as Hooghly or the 24 Parganas. As you drive out of Howrah, it is all factories, but surprise-surprise, there are now dairies and nurseries. After a few hours of driving we stopped by for a meal and the fish curry, rice and channa dal and topping off with a sandesh and mishti dohi, brought back my childhood in Calcutta. The waiter was happy that an obvious Pathan like character could eat fish and bhat in the Bengali style without first taking out the bones even when the fish was the delectable but not so easy to eat rohu. The Midnapur I landed up in was red laterite soil and the slope of the land didn't retain water. It drained back into the rivers; an agricultural extension man's nightmare.

The village was Kaspal in the Borkollah gram panchayat area. There were urban demand centers around (the famous Census Towns I discovered as 'Large Villages' in 2007) and now Kolkata is not perceived as the only center. It is lucky for it is near the bed of a small river- the Kasai. If it doesn't rain they can virtually take out the water in buckets, but again not surprise-surprise any more, they almost all

The author is Chancellor, Central University of Gujarat, Vice-Chairman, Sardar Patel Institute of Economics & Social Research and Former Minister of Power, Planning and Science and Technology, Govt. of India.

have tubewells. The first area I have gone to in quite a while, where a public sector bank actually gave credit on a more or less universal scale for water development. Here it was the State Bank of India. I could't touch base with the local banker and so we don't know if it was the land holding rights under operation Barga or some enthusiastic banker. I talk with Hari Prasad Samantha, Chitto Maiti and Jhath Lenka. Nobody farms more than two acres. This is densely farmed territory and the reverse tenancy of land to middle peasants hasn't taken place, as in Gujarat or in North Western India. The prosperous peasants don't lease in more land. They diversify. The technology is fairly good. The original seeds came

**There is a feeling of unease and it is not WTO. It has all happened and they don't see where to go. This growth game. You have to run to keep where you are. They are not quite clear where to run. But they are organized and after we talk of a number of possibilities it is their turn to ask questions.**

from the university although there is little replacement in paddy. But they make more money from cash crops and it is vegetables all the way. Potatoes are a craze. The seeds come from commercial companies, are expensive, but they make money even when the market is down. BT seeds from unknown, unregulated(?) producers are common, although some famous brand name 'approved' seeds are also there. A great thing that happened on the way was dairying. Almost all of them have between three to five cows. The women folk look after them. This is now spreading.

There is a feeling of unease and it is not WTO. It has all happened

and they don't see where to go. This growth game. You have to run to keep where you are. They are not quite clear where to run. But they are organized and after we talk of a number of possibilities it is their turn to ask questions. They are full of what's going on in the North and West. They know the best pulse seeds come from Maharashtra and M.P. and oilseeds also from there and that Gujarat has castor. Their mustard is good and now NDDDB has its spread. The landless say hunger is less and some girls go to school.

The land slopes up from the river. About two to three hundred meters up and a distance away I check out another village. Not much has happened here. Around half of the population is poor. It is a mono crop region with the second crop, if any, depending on the rains. Yields are low. Many answers are possible, but with the plan and public investment a non-starter it would be a cruel joke to talk about them. We are doing nothing to integrate these villages with markets and prosperity. The largely tribal and scheduled caste population carries along, as it was through the centuries.

Yes, we need a public food security packet until the growth millennia arrives and I am all for it coming. But that old man who made us fight for freedom and had a chela who dreamt when the world slept and India awoke to life and freedom, made us keep our head in the stars, but feet on the ground.

Now I come to my Gujarat. When I took over as chairman IRMA I knew I didn't have my hero Kurien's personality but I would institutionalize. It is a fascinating area, good soil in the main until you enter the problem area we call the Bahl. I did not succeed in getting more land around IRMA and I was always looking for a location where we could expand and hope my successor will look at this larger area I am talking

of. With my friend in Agricultural Economics, Prof. Mahesh Pathak I went to the village of Khanpur in the Bahl a few kilometers away from Tarapur. This is an area where after the monsoon, water collects from both Saurashtra and North Gujarat though since it is a low lying area, it gradually drains out. In the Rabi we grow the famous Durhams the "Bhalia Wheat", the Daudkhani and others. Since irrigation, particularly drainage was always a problem we could never irrigate and so yields are low as compared to say the Wheat Durham Ludhiana. It is a poor region, perhaps not advanced much more than at the time when close by Lothal was prospering 5000 years ago. In Khanpur progress was obvious. They were not growing Bhalia Wheat but they were growing the MP "Tukdi" which is a high yielder. Irrigation came in a strange way. The Sardar Sarovar Project has a drinking water scheme and it fills up the village talab in Khanpur. The official provision of water for drinking purposes was enough to leave water for crop irrigation. I have always wondered at the difference between what our project planners consider our requirement and what our poor people can manage with.

**Yes, we need a public food security packet until the growth millennia arrives and I am all for it coming. But that old man who made us fight for freedom and had a chela who dreamt when the world slept and India awoke to life and freedom, made us keep our head in the stars, but feet on the ground.**

In a similar case when the IPCL built an effluent disposal canal from Vadodara to the sea, the polluted water was used for irrigation. I asked Maheshbhai, the farmer, I met as to why he was not growing Bhalia wheat, which always gave a good

price. He said since farmers around the area were irrigating, if he sows the Bhalya seeds, with the accumulated water the pods get the pest Gheru and therefore there would be no yield. Irrigation had led to the cropping pattern changing from a quality product to a standard product and we call this growth. My worry is a little more, since the drainage capability of the area is bad, even with the limited irrigation that it gets, we may move to salinity of which there is a lot in this region. That can be a terrible curse when it hits an area suddenly when the salt rises to the surface. But I pray for my Bhaliya friends. Also for a not very far away area called the Chuvahl (the land of forty four villages which I walked as we laid out the SSP canals) and where Narmada waters came. But we have at Delhi and Gandhinagar decided to industrialize them and a thousand tractors came out from there in protest and not only brought out their ladies in large numbers but also made me go along with them in peaceful protest, quite an experience for a dyed in the wool

‘central planner’.

My last story is in a tribal region. In the Panchmahals a somewhat different babu, A. Tiwari decided to introduce a Sunshine Project. The Adivasi eats Maize as staple. He farms the land with one and a half quintals per hectare and always remains hungry. Tiwari introduced Bio tech maize seeds. They came from Monsanto with around sixteen quintals plus per hectare but our own agricultural universities in fact did better as a field survey by Sadguru one of our best land and water NGOs showed. Now here hunger had really gone. Tiwari was transferred and an NGO stopped all that. Sadguru and Vivekananda, again a famous NGO working out of Kutch were left high and dry.

I was elected the first Fellow of the Indian Society of Agricultural Economics, an honor I value more than the Ministership I was invited to. In my acceptance speech printed in the March 2011 issue of the Society’s Journal I spoke on the work needed

on agriculture beyond the approach paper to the Twelfth Plan. I spoke on water, the lack of markets in the rural urban continuum in which farmers come with their produce, technology and perverse policies hindering diversification and the need to recognize and remedy them. I talked of a focussed approach to MNREGA and food security. If you don’t diversify incomes don’t rise. For that you need infrastructure and technology. Seeds are important. You need MNREGA and food security because a lesson of world history is that rise in wages triggers technical change in agriculture. Its not the other way around. Read any good book on the economic history of England and Europe. All these problems are there in Kaspal in the Borkollah gram panchayat, Khanpur near the Wataman Chowky and in the tribal villages in Dahod. For those who are left behind until you catch up we need MNREGA and food security. □

(E-mail :yalagh@gmail.com)

### **National Skill Certification and Monetary Reward Scheme Launched**

The National Skill Certification and Monetary Reward Scheme that will be implemented on pan-India basis, was launched on 16 August 2013. This is a first of its kind scheme to be launched in the country. The scheme was first proposed by the Finance Minister in the last Union Budget to allocate Rs 1,000 crore for a scheme that will motivate the youth of this country to acquire a vocational skill. The scheme is expected to benefit a million people in the first year of its implementation.

The scheme that is branded as STAR (Standard Training Assessment and Reward) for promotional purposes envisages that a monetary reward that will in essence financially help those who wish to acquire a new skill or upgrade their skills to a higher level.

The National Skilling Mission envisages adding 500 million skilled Indians by the year 2022. While 150 million are expected to be contributed by the private sector working under National Skill Development Corporation (NSDC), 350 million will be contributed by 18-odd ministries at the Centre.

While the scheme envisages covering a million skilled people under this scheme, sufficient processes have also been pre-defined to ensure that the quality of the skill imparted is world-class. The monetary reward is strictly dependent on obtaining a certificate that will be issued by qualified assessors after necessary tests have been passed. The skills are also bench marked to National Occupational Standards that have been developed by NSDC with the support of the Sector Skill Councils.

The major highlights of the scheme are:

- A Rs 1000 crore pan-India scheme launched by the Ministry of Finance
- Branded as STAR – Standard Training Assessment and Reward
- To benefit 1 million people
- Scheme to be implemented by National Skill Development Corporation
- Each tested and certified trainee to get an average of Rs 10,000 to cover training costs.

National Skill Development Corporation, a body under the Ministry of Finance, is one of its kind public private partnership endeavour with 51 per cent equity held by private sector and 49 per cent by the Union Government. Formed in 2010, NSDC is a professionally run not-for-profit company that includes 22 Sector Skill Councils and 87 training partners with over 2500 training centres spread across 352 districts in the country.





## Civil Services Aspirants

CL Civil Services Notice No. 2013-14

September 2013

**You can score as high as 75% of the marks required to clear Civil Services Prelims in GS-II (CSAT) itself**

Many of our students did!!!

CL Enrollment ID	NAME	UPSC Roll No	CSAT Score	CSAT score as a percentage of CSP '12 Cut-Off (209)
2317944	Anjali Rajoria	383867	177.5	84.93
2792641	Deepak Solanki	000192	174.18	83.34
2793274	Saket Sinha	006040	166.68	79.75
2793492	Nishant Kumar	022822	164.18	78.56
2196326	Swati Garg	080713	163.33	78.15
2792131	Sunil Singla	012752	161.68	77.36
2317287	Rahul Karale	000861	159.18	76.16
2316690	Sumit Bhatia	041826	158.33	75.76
2195852	Sakshi Sawhney	126453	158.33	75.76
2793488	Agnivesh	026380	157.5	75.36
2196195	Rahul Kumar	162996	157.5	75.36
2317945	Siddharth Rajoria	377464	155.83	74.56
2196454	Ravi Singh	108294	155.83	74.56
2792518	Gaurav Agarwal	024650	155	74.16
2317617	Saurabh Bhalla	008294	155	74.16

The classroom program includes 200+ hours of preparation

124+	60+	22+
hours of tutorials	hours of Prelims Test Series and analysis	hours of module testing & revision

For CSAT '14 batches, contact your nearest CL Civil Services center



# CL

Civil Services  
Test Prep

www.careerlauncher.com/civils

f/CLRocks @careerlauncher

**Delhi:** Mukherjee Nagar: 41415241/6 | **Rajendra Nagar:** 42375128/9 | **Ber Sarai:** 26566616/17  
**Ahmedabad:** 9879111881 | **Allahabad:** 3293666 | **Bhopal:** 4093447 | **Bhubaneswar:** 2542322  
**Chandigarh:** 4000666 | **Gorakhpur:** 2342251 | **Indore:** 4244300 | **Jaipur:** 4054623  
**Lucknow:** 4107009 | **Patna:** 2521800 | **Pune:** 32502168 | **Varanasi:** 2222915

YE-116/2013

# Equal Opportunity Education: Abandoned Agenda?

*Sadhna Saxena*



***By not attempting to improve the ordinary government schools the State is not only abdicating its constitutional responsibility but also effectively promoting the neo-liberal agenda and creating a myth set that private is efficient, better, desirable, offers fair competition and gives choice***

**T**HE HUMANITY of a nation, it is said, can be gauged by the character of its prisons. No less its humanity be inferred from the quality of its educational processes.” (Bowles and Gintis, 1976: 102).

Ideally, in any society, liberal education, a product of modernity, should create critical thinkers and opportunities for achieving justice and equality by changing and challenging the status quo. In the sixties, emergence of the discourse on equal educational opportunities and its reflection in educational policies was rooted in this philosophy. The expansion of government school system was seen as a step in that direction in India as well. However, in a deeply divided society like India, children enter even the government school system as unequals given their unequal economic and social status. Therefore, when such a society makes commitment, even if on paper, to provide equal educational opportunities to all the school age children, it is a daunting and challenging but a necessary task, despite all the limitations of the doctrine itself. The first road block, of course, is the translation of policy into action even in terms of allocation of resources. Even if there are resources there is always a danger of those being misappropriated by the powerful people for their own benefit as seen in the case of midday meal programme (Garg and Mandal, 2013). Further,

it is also a known fact that equal educational opportunities do not ensure equal educational results. Yet, even this minimalist policy intervention is a desirable goal in modern societies for compensating the oppressed who are deprived and exploited for generations.

The oppressed too pin their hopes on education for their upward economic mobility and hopefully, social mobility as well. People who don't possess any material resources, even a piece of land, see education as their last chance of a better future. In recent times, this has been effectively articulated by many marginalised groups and communities. In fact, it is also well documented that such people walk extra distance to educate their children, especially boys, despite incurring huge opportunity costs. However, it is the government that lets them down as the condition of schools and the quality of teaching in them is far from the promise of even the minimalist agenda of equal educational opportunity. On the contrary, as is being argued in this article, in India there has been a continuous policy shift towards a more in-egalitarian education system, with clear thrust on privatisation, disguised in the language of cost effectiveness, efficiency, competition, community participation and ownership. Burdening the community with expenses of education is portrayed as parental choice, community control and participation. Ironically, all of this goes on along with the promise of free and compulsory education under the Right to Education act.

The author has been teaching at Delhi University for the last 11 years with specialization in Science Education and Elementary Education. She has taught courses on gender and education as well. She has also worked and written extensively on literacy. Previously, she had worked in an organization called Kishore Bharati that was based in village Bankhedi, Distt. Hoshangabad (MP) for one and a half decades.

## Displacement of Equal Educational Opportunity with In-egalitarian System

The constitution of independent India was rooted in liberal ideology and committed to the values of liberty, justice and equality. In the context of education, it meant following the principle of equal educational opportunity for all and additional compensatory measures for the communities that are historically oppressed and exploited. As stated above, the basis for such state action was rooted in the recognition of the deep injustices and inequalities that such communities faced for generations, due to which they enter the education system with multiple inequalities and disadvantages.

**The only acceptable form of equal educational opportunity was a free, state run system of elementary education and its expansion—further cementing the two tier system—government run free schools for the subordinated people and an elite private system for the powerful.**

However, despite the constitutional directives of educating all children up to the age of 14 and special care for children of the weaker sections, in concrete terms, elementary education remained a neglected area till the Education Commission (EC) was constituted in 1964. To accomplish the vision of equal educational opportunity, a two pronged strategy was recommended: massive expansion of state run free lower primary and upper primary schools and the establishment of a common school system.

Interestingly, although there was an overt endorsement, the actual translation of this vision of the EC, especially the common school system, into policy and action met with stiff resistance from the upper caste and class leadership. The only acceptable form of equal educational opportunity was a free, state run system of elementary education and its expansion—further cementing the two tier system—government run free schools for the subordinated people and an elite private system for the powerful. Due to non-allocation of adequate resources

for the elementary education the expansion was inadequate in numbers and quality. Therefore, with limited and declining budgetary allocations, in a vast and unevenly developing country like India, the expansion of the state run free school system also took widely divergent path resulting in inequality, imbalance and inadequate expansion (Velaskar 2010). This and the changing economic structure opened doors for multiple types of government schools with unequal facilities and infrastructure that further deprived the children of the oppressed.

The beginning of liberalisation in education, in the context of opening of the Indian economy, started with the National Policy on Education 1986 which laid the ground for external dependence. Its thrust towards privatisation, inadequate allocation of resources for expansion and opening Navodaya Vidyalayas for the rural elite resulted in further stratification of the government school system making it more in-egalitarian and multi-layered.

The unequal and parallel system created for the adivasis, dalits, and the children of the migratory population and people living in rural areas included setting up alternative schools and the revival of much discredited non formal education centres as the expansion strategy, which further exacerbated inequality. The NPE 1986 policy was the beginning of the abandonment of equal educational opportunity—one of the main strategies of achieving equality and justice through education, argues Velaskar (2010). Further, the scheme-like establishment of the model district residential schools, the Navodaya Vidyalayas, with better teaching and learning opportunities for nurturing the talent of rural disadvantaged children—meant that ‘quality for some’ gained precedence over ‘quality for all’, which seemed oriented towards the demands of the rural elite (Kumar, 1985). Those were the times when the expansion of private schools was still an urban phenomenon and in public perception, education was primarily a state responsibility. The rural elite however was not happy sending their children to ordinary government schools. In any case, they demanded special status, favours and treatment for their children in government schools which was granted to them by

the complying school administration invariably belonging to the same class. The introduction of the Navodaya Vidyalaya scheme on the one hand and alternative and the non-formal education on the other hand, were the beginning of the segregation of the elite and the ordinary, and also, establishing a myth that the ‘talented’ or the fast learners need to be taught separately. Incidentally, this stratification of the education system was in consonance with the economic goals as stated in the context of role of education in the policy: ‘Education develops manpower for different levels of the economy’ (NPE 1992:5). This was despite its commitment for a national system of education and assertion that, ‘to promote equality, it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success’.

## Welfare State and Market

With the downsizing of the welfare state and focus on markets in India in the nineties, the Indian state collaborated with international funding agencies who changed the political economy of education and implemented education reforms that followed the conditions laid down by global actors. The decade was marked with the launch of a new programme of elementary education called the district primary education programme (DPEP) with World Bank loan, which further marginalised the equal opportunity agenda in terms of its objectives. The DPEP guidelines, a very carefully worded GOI publication, clearly stated that DPEP is the

**The introduction of the Navodaya Vidyalaya scheme on the one hand and alternative and the non-formal education on the other hand, were the beginning of the segregation of the elite and the ordinary, and also, establishing a myth that the ‘talented’ or the fast learners need to be taught separately.**

‘operationalisation of NPE 1986’ based on ‘national experience’. It was a time-bound (5-years) specific intervention programme. The programme aimed to *reduce* dropout rate and gender disparity in achievement and enrolment



but was not committed to creation of equal educational opportunity and didn't aim for universalization.

Post DPEP the in-egalitarian school system has been further stratified by creating and promoting more layers of schools and continued dilution of conditions for opening private schools. This includes government education guarantee school programme for the children living in remote areas, budget private schools run and financed by communities, and more recently, in the name of quality, block level model schools and Kasturba Gandhi Balika Vidyalays for a miniscule population of school going children from rural areas, as opposed to expansion of government quality schools for all the children.

There is also a further policy thrust on promoting privatisation through public private partnership (PPP) and voucher system in the name of parental choice. PPP project is not philanthropy rooted in the ideals of social and liberal democratic ideals where the motive is not profit and the contribution to education is seen as public good. Rather, this is a system of enabling the private bodies to earn profit through

**With the downsizing of the welfare state and focus on markets in India in the nineties, the Indian state collaborated with international funding agencies who changed the political economy of education and implemented education reforms that followed the conditions laid down by global actors .**

school education hitherto not allowed in Indian constitution. The initiative like PPP in education is a product of a neoliberal market philosophy in which education is a commodity. In fact, Planning Commission has recorded that as of now, Indian constitution does not allow earning profit through education and without profit individual welfare initiatives are not enough. Therefore, Planning Commission is recommending PPP models which would be self sustaining and where private capital can earn profits through education (Sadgopal, 2010). For PPP private trusts and corporations are being roped in by the government to run

government schools by entering into a variety of contractual arrangements with the government. The government school resources, including buildings, are being handed over to these private bodies and they are given the autonomy to run the schools including fixing of student fee and teachers' salary. Tilak (2010) elaborates this further, '...the aided school system has actually not provided scope to make profits.... In contrast, the PPP model openly allows for profit-making, as schools are free to fix the fee levels and government has no role with respect to either the fee rates or the expenditure of the schools'. Perhaps the only binding is that such schools will admit 40 percent students for whom fee will be paid by the government at government rate (or through government vouchers) that could be much lower than the fee the schools would be free to charge from the other 60 percent students.

In 2007 government announced its plan of opening 6000 model schools at the block level, of which 2,500 will be run under PPP scheme. In addition to PPP there is constant emphasis on special schemes of better government schools for a few while the majority would have access to low quality overcrowded schools. This is evident from the better equipped Pratibha Vikas Vidyalaya schools in Delhi which are for fewer students, entry is through a test, as opposed to overcrowded Sarvodaya Vidyalay as which, under RTE, can't refuse admissions even if students have no place to sit in the classrooms. The conditions in Sarvodaya Vidyalay as, especially the ones located in the densely populated areas in Delhi, are not conducive to teaching and learning.

### Epilogue

Access and quality education for all were important state commitments in the sixties. The access to all up to elementary levels has been achieved, claim most of the government reports. However, what remains invisible is that the creation of multi-layered hierarchical system is reinforcing inequality and inequity and completely deviating from the liberal goals of education. By following the policy of providing better facilities and opportunities to a few in the government system the State

has on the one hand, divided children into two very problematic categories of 'talented' and 'not talented'; and on the other hand, it has successfully diverted attention from the general state of education. By not attempting to improve the ordinary government schools the State is not only abdicating its constitutional responsibility but also effectively promoting the neo-liberal agenda and creating a myth set that private is efficient, better, desirable, offers fair competition and gives choice.

With the rising number of substandard schools, the probability of accessibility may have gone up but experience of meaningful learning has gone down for disadvantaged people. Clearly, over the past six decades the doctrine of equal educational opportunity and compensatory measures for the marginalised communities has been replaced by multi-layered, in-egalitarian school system, expansion of resource starved government schools in addition to special schemes that are based on the principle of exclusion of most of the children.

### Readings

- (i) Bowles, Samuel and Gintis, Herbert (1976). **Schooling in Capitalist America: Education Reforms and the Contradictions of Economic Life.** London and Henley: Routledge and Paul;
- (ii) Garg, Manisha and Mandal, Kalyan Sankar (2013). 'Mid-Day Meal for the poor, Privatised Education for the Non-Poor'. *EPW*XLVIII(30). 155-163.
- (iii) Kumar, Krishna (1985). 'Quality over Access :Responding to the Demand of the elite'. *EPW*. 20(22)(948-949).
- (iv) NPE (1992). National Policy on Education-1986 (with Modifications undertaken in 1992). Delhi: MHRD, Department of Education, GOI.
- (v) Sadgopal, Anil interview by Baghel and Shashi Mourya(2008). "Sarvajanik-Niji 'Saajhedaariyaa Loot'". *Shiksha-Vimarsh*. January-April (68-96).
- (vi) Velaskar, Padma (2010). 'Quality and Inequality in Indian Education: Some Critical Policy Concerns'. *Contemporary Education Dialogue*. Vol.7:1 (58-93).
- (vii) Tilak, B.G.Jandhyala.(2010, May 25). 'Public-private partnership in education'. *The Hindu*.
- (viii) Delhi edn.P.6. □

(E-mail : sadhna1954@gmail.com)

# J&K WINDOW

## RADIO KASHMIR JAMMU STARTS ANNOUNCEMENTS IN DOGRI TOO

**T**he long pending demand of several organizations working for the cause of Dogri language to start announcing news and other events in Dogri language from Radio Kashmir Jammu was fulfilled. Radio Kashmir Jammu finally started its announcements in Dogri language in August 2013. The move has been appreciated by various literary and cultural organisations.

The starting of announcement in Dogri language in the Radio Kashmir Jammu will boost the culture and heritage of the language in Jammu region, these organizations said and added that this will help the young generation to understand the richness of Dogri language and its ethics. Batehra Duggar Sanskriti Sangam (DSS) General Secretary Surinder Sagar said, "This step should have been started two decades ago".

Dogri Sanstha, one of the oldest literary and cultural organizations of the State, has hailed the beginning of Dogri announcements for all programmes by Radio Kashmir Jammu. The Sanstha termed it a historical day when the primary channel of Jammu Station opened its first transmission with an announcement in Dogri followed by all announcements in the same language. It was for the first time in the 66 year old history of the old station that such initiative has been taken to deliver all announcements in Dogri irrespective of the language of the programmes transmitted by the station. Prof. Lalit Mangotra, the president of Dogri Sanstha said that Radio Station Jammu was declared a Dogri-station years back by the AIR but the decision was never implemented by the local authorities of the station. With the beginning of Dogri announcements, the long cherished demand of the Dogras has been fulfilled. This will go a long way in promoting Dogri language and seeking recognition for it in Government organizations, he added.

Terming it a pleasant gift on Eid by AIR, the executive body appreciated the noble efforts and demanded that that FM Station of Kathua should also take the lead from this and begin all announcements in Dogri language as the prime purpose of FM stations is to reach the listeners of a region in their own language. □

## PIR PANJAL BRIGADE FLAGS- OFF NATIONAL INTEGRATION TOUR

**A**s part of 'Operation Sadhbhavana' the Pir Panjal Brigade organised a National Integration Tour to Pune, Mumbai, Ahmedabad for a duration of 14 days for 24 selected youths from August 10 to 24. This unique initiative by the Indian Army was with the aim of giving adequate exposure to the youth of Kashmir valley and introduce them to the diversity and rich socio-cultural heritage of our nation. The members visited places of military and historical interests at Pune, Mumbai, and Ahmedabad. □

## HANGING GARDEN TO BE DEVELOPED IN RAJOURI TOWN: SHABIR

**T**he government is proposing to develop a hanging garden near the historical fort Dani Dar, in Rajouri said Minister for Health, Shabir Ahmad Khan. The Central Government has already sanctioned Rs.3.61 crore for development of the garden. □

## KARGIL VIJAY DIVAS OBSERVED IN BARAK VALLEY

**T**he people of Barak Valley remembered the martyrs of Kargil War with profound respect on 26th July. The tributes were also paid to the two brave soldiers of this valley who laid down their life for the sake of the motherland. A programme was held before the Kargil martyrs' column located at Sonai Road of the town in the evening when people paid homage to all the martyrs including Chinmoy Bhowmik and Nandachand Sinha of this valley who died in the line of duty at Kargil in 1999.

While addressing the gathering, Mani Bushan Chowdhury, a social activist, paid his respect to the brave jawans and said that they sacrificed their life as they loved their motherland unconditionally. He requested the young people to come forward to join the Army and security forces. □

# Skills for All

**Sunita Sanghi**  
**Kuntal Sensarma**



***Government has taken initiatives in terms of capacity creation, infrastructure development, provision of institutional credit, stipend etc. for skill development with a focus on inclusivity. However, there is need to scale up the efforts to achieve the desired goal of 50 million skilled workforce by the end of the 12th Plan along with quality employment***

**T**HE INDIAN economy has been witnessing high growth rates since 1991 when various structural reforms were initiated. The growth, however, has not been uniform with continuation of relatively low-quality employment, low levels of education, high drop-out rates, low vocational training, inadequate in-service training resulting in a serious shortage of skilled manpower manifested in a huge mismatch between demand and supply of skilled workforce. The strategy of the 12<sup>th</sup> Plan for achieving faster growth with greater inclusiveness involves several interrelated components which inter alia includes improved access to essential services in health and education (including skill development) especially for the poor. The 12<sup>th</sup> Plan document mentions that skill development is critical for achieving faster, sustainable and inclusive growth on the one hand and for providing decent employment opportunities to the growing young population on the other.

The present paper focuses on the role of skill development in achieving faster and inclusive growth enhancing the employability of the educated unemployed men and women in general and of the marginalized strata, school dropouts, recognition of prior learning etc. in particular.

India enjoys a demographic dividend as more than 50 per cent of its population is below the age of 25 years which can make India the skill capital of the world through appropriate skill development. A Boston Consulting Group's study in 2008 had clearly indicated that when the rest of the world will encounter a shortage of 47 million working people by 2020, India will have a surplus of 56 million working people. However, at present the proportion of trained youth in India at about 10 per cent, as per 61<sup>st</sup> NSSO round is one of the lowest in the world. To reap the demographic dividend, accordingly, the Eleventh Five Year Plan recognized that skill building is a dynamic process and individual skills need to be upgraded continuously for the workforce to remain relevant and employable. Accordingly, a three tier institutional structure consisting of the PM's National Council for Skill Development for policy directions, supported by the National Skill Development Coordination Board for coordinating skill efforts across central Ministries and States and the National Skill Development Corporation (NSDC) for catalysing the private efforts in the skill domain was put in place during the 11<sup>th</sup> Plan. However, the PM Council and Coordination Board have since been subsumed in National Skill Development Agency (NSDA) which would be the single point focus for all skill development

Sunita Sanghi, is Adviser and Kuntal Sensarma is Director respectively in the Labour, Employment and Manpower Division, Planning Commission, Government of India



activities. The NSDA will inter alia (i) take all possible steps to meet skilling targets as envisaged in the 12<sup>th</sup> Five Year Plan and beyond; (ii) coordinate and harmonize the approach to skill development among various Central Ministries/Departments, State Governments, the NSDC and the private sector; and (iii) ensure that the skilling needs of the disadvantaged and the marginalized groups like SCs, STs, OBCs, minorities, women and differently abled persons are taken care of.

A National Policy on Skill Development was also formulated in 2009 with the aim to provide skills to 500 million people by 2022. The policy emphasizes on dynamic, demand-based skill initiatives which are aligned with government policies on economy and

**The Government of India is implementing several schemes on skill development with the objective of enhancing employability through skilling up of the skilled, and re-skilling of existing and new entrants to the labour force.**

development. The Government of India is implementing several schemes on skill development with the objective of enhancing employability through skilling up of the skilled, and re-skilling of existing and new entrants to the labour force. Some of the major programmes are:

i. **Craftsmen Training Scheme (CTS)** under the Ministry of Labour & Employment is implemented with the objectives of (a) providing semi-skilled/skilled workers to industry by systematic training to school leavers; (b) reducing unemployment among educated youth by equipping them with suitable skills for industrial employment. Seats are reserved for SC/ST candidates in proportion to their population in respective State/UT. Guidelines for reserving 3 percent seats for physically

handicapped and 25 percent for women candidates have been issued to State Governments and these could be filled based on the general reservation policy of each State/UT and total reservation is limited to 50 percent.

ii. **Skill Development Initiative on Modular Employable Skill (MES)** is implemented by the Ministry of Labour & Employment and has been developed in close consultancy with Industry, State Governments and experts in pursuance of excellence in vocational training. MES is 'Minimum Skill Set' which is sufficient to get employment in the world of work. MES allows skills upgradation/formation, multi entry and exit, vertical and horizontal mobility and lifelong learning opportunities in a flexible manner and allows recognition of prior learning. The major objective is to provide vocational training to school leavers, existing workers, ITI graduates, etc. to improve their employability by optimally utilizing the infrastructure available in Government, private institutions and the Industry. Existing skills of the persons can also be tested and certified under this scheme and to build capacity in the area of development of competency standards.

iii. Swarna Jayanti Gram Swarozgar Yojana (SGSY-SP) of Ministry of Rural Development restructured as **National Rural Livelihoods Mission (NRLM)/ Aajeevika** focusses on harnessing the innate capabilities of the poor and complements them with capacities (information, knowledge, skills, tools, finance and collectivisation) to participate in the growing economy of the country. It works on three pillars - enhancing and expanding existing livelihoods options of the poor; building skills for the job market outside; and nurturing self-employed and entrepreneurs. The Special

Projects under this scheme provides placement linked market driven skill trainings. The programme is an outcome based programme with funding linked to placement – 75 percent of trainees should be placed by an agency to avail any payment of training and placement services under this programme. Its primary objective is to train rural BPL youth in the age group of 18-35 years in marketable skills and place them in suitable jobs.

iv. **Rural Self Employment Training Institutes (RSETIs):** Government is setting up RSETI, one in each district of the country for basic and skill development training of the rural BPL youth to enable them to undertake micro enterprises and wage employment. These are bank led institutions i.e. managed and run by the Public Sector/ Private Sector Banks with active co-operation from the State Governments. Key features of the RSETIs include free, unique and intensive short-term residential self-employment training programmes with free food

**Key features of the RSETIs include free, unique and intensive short-term residential self-employment training programmes with free food and accommodation, designed specifically for rural youth. Ministry of Rural Development is bearing the one time expenditure, up to a maximum of Rs.1.00 crore per institution, on infrastructure development of these RSETIs**

and accommodation, designed specifically for rural youth. Ministry of Rural Development is bearing the one time expenditure, up to a maximum of Rs.1.00 crore per institution, on infrastructure development of these RSETIs and through the DRDAs provide

support towards cost of training for rural BPL candidates to the sponsor Banks. State Governments provide land, free of cost, to these institutions on priority basis. The banks are responsible to manage day to day functioning of the institute.

- v. Skill Training for Employment Promotion amongst Urban Poor (STEP-UP) component of Swarna Jayanti Shahari Rozgar Yojana (SJSRY) of the Ministry of Housing & Urban Poverty Alleviation. The scheme has been recently revamped as the ‘**National Urban Livelihood Mission (NULM)**’. The scheme focuses on providing assistance for skill formation/ upgradation of the urban poor to enhance

**In view of the Prime Minister’s New 15-Point Programme for the Welfare of Minorities, 15 percent of the physical and financial targets under the this programme at the national level shall be earmarked for the minority communities.**

their capacity to undertake self-employment as well as access better salaried employment. STEP-UP will target the urban population below poverty line, as defined by the Planning Commission from time to time. The percentage of women beneficiaries under STEP-UP shall not be less than 30 percent. SCs and STs must be benefited at least to the extent of the proportion of their strength in the city/town population below poverty line (BPL). A special provision of 3 percent reservation should be made for the differently-abled under this programme. In view of the Prime Minister’s New 15-Point Programme for the Welfare of Minorities, 15 percent of the physical and financial targets under the this programme at the national level shall be earmarked for the minority communities.

- vi. **Support to Training and Employment Programme (STEP)** under the Ministry of Women & Child Development. The scheme was started with an objective of extending training for up-gradation of skills and sustainable employment for women through a variety of action oriented projects which employ women in large numbers. The scheme was revised in the year 2009-10 and covers 10 traditional sectors of employment besides the option of supporting the locally appropriate sectors. It seeks to support women’s work by providing a range of inputs with special focus on training for skill up-gradation, marketing and credit linkages to ensure sustainable employment. The sequence of activities envisaged under the programme is to mobilize women into viable groups, improve their skills, arrange for productive assets/ access to wage employment, create backward and forward linkages, provide access to credit, arrange for support services and awareness generation, gender sensitization, etc. The scheme not only aims at imparting training for upgrading skills to enhance income of beneficiaries but also provides a package of services consisting of education, health check-up, nutrition, nutrition education, legal literacy and crèche facilities for dependent children, etc.

- vii. **Parvaaz** is a pilot programme on Comprehensive Skills and Education Programme for rural BPL Minority implemented by the Ministry of Rural Development. The main objective of this programme is to mainstream the minority BPL youth of the country by empowering them with education, skills and employment. This project is serving as a platform for the marginalized youth to take their first flight in pursuit of self-identity, freedom and equality. The scheme provides

a continuum based learning on a graded curriculum ensuring quality of education for minority youth school drop-outs/left-outs.

- viii. **Entrepreneurial Skill Development Programme (ESDP)** of the Ministry of Micro, Small & Medium Enterprises (MSME). Under the scheme, comprehensive training programmes are organized to upgrade skills of prospective entrepreneurs, existing workforce and also develop skills of new workers and technicians of MSMEs. Specific tailor made programmes for the skill development of socially disadvantaged groups (OBC, ST, ST, Minorities and women) are organized in various regions of the States, including the less developed areas. 20 percent of the total targeted of ESDPs are conducted exclusively for weaker sections of the society i.e. (SC/ST/women and physically handicapped).

- ix. **Hunar Se Rozgar Scheme** of the Ministry of Tourism is being

**Specific tailor made programmes for the skill development of socially disadvantaged groups (OBC, ST, ST, Minorities and women) are organized in various regions of the States, including the less developed areas. 20 percent of the total targeted of ESDPs are conducted exclusively for weaker sections of the society i.e. (SC/ST/women and physically handicapped).**

implemented with the objective to bridge the skills gap in hospitality sector especially closely focussing on youth belonging to the economically weaker sections of the society. The courses are conducted by the Institutes of Hotel Management and Food Craft Institutes sponsored by the Ministry of Tourism and

the India Tourism Development Corporation. Under the scheme, the main target group is in the age group of 18-28 years and focuses on short term 6 to 8 weeks training courses free of cost.

- x. **Polytechnics** under the Ministry of HRD are meant to provide skills after class X and the duration of diploma programmes is 3 years in conventional disciplines such as Civil, Electrical and Mechanical Engineering. During the last two decades many polytechnics have started offering courses in emerging disciplines such as Electronics, Computer Science, Medical Lab technology, Hospital Engineering,

**These Tool Rooms apart from conducting various short term courses and vocational training programmes for school dropouts, also organize different long-term courses such as 'Post-graduate Diploma in Tool Design and CAD CAM'. They have achieved nearly 100 percent placement for the trainees of their long-term courses in different industries.**

Architectural Assistantship etc. Polytechnics are also offering post diploma and advanced diploma programmes of 1-2 year's duration in different specializations. A new sub-mission on polytechnics for enhancing employment oriented skilled manpower has been started. Similarly, 300 polytechnics through PPP in consultation with industry associations are also being set up.

- xi. **The Integrated Skill Development Scheme (ISDS)** being implemented by the Ministry of Textiles aims to address the trained manpower needs of textiles and related segments including handicrafts, handlooms, sericulture, jute, technical textiles etc., by developing a cohesive and integrated framework of training

based on the industry needs. The scheme which leverages on the existing strong institutions and training experience within the Ministry on the one hand and ensures private sector participation through a PPP Model on the other. All facets of skill development will be covered viz. Basic Training, Skill upgradation, Advanced Training in emerging technologies, Training of Trainers, orientation towards modern technology, retraining, skill upgradation, managerial skill, entrepreneurship development etc. In the selection of trainees, preference will be given to marginalised social groups like women, sc/st and handicapped persons, minorities and persons from the BPL category.

- xii. 10 MSME **Tool Rooms** have been set up under Indo-German and Indo-Danish collaborations to assist MSMEs in technical upgradation and provide good quality tooling through designing and producing tools, moulds, jigs & fixtures, components etc. These Tool Rooms apart from conducting various short term courses and vocational training programmes for school dropouts, also organize different long-term courses such as 'Post-graduate Diploma in Tool Design and CAD CAM'. They have achieved nearly 100 percent placement for the trainees of their long-term courses in different industries.

- xiii. **Udaan** is the Special Industry Initiative for Jammu & Kashmir training a total of 40,000 students in various sectors including retail, IT and BPO etc. within 5 years. The scheme is being implemented by NSDC and the corporate sector in PPP mode. Funds are provided by the Ministry of Home Affairs.

- xiv A new skill development scheme called **Roshni** for rural youth from 24 most critical left-wing extremism affected districts in the country has been launched

by the Ministry of Rural Development. Six districts each from Jharkhand and Odisha, five from Chhattisgarh, two from Bihar and one each from Andhra Pradesh, Uttar Pradesh, West Bengal, Madhya Pradesh and Maharashtra have been chosen for the scheme, which will be implemented at a cost of Rs 100 crore over the next three years. Training will be imparted through public-private and public-public partnerships. Four training models with duration ranging from 3 months to one year shall be taken up to meet the diverse needs of youth depending on their entry level qualifications.

- xv. **Skill Development in 34 LWE affected** districts is being implemented by the Ministry of Labour & Employment with the twin objectives of creating Skill Development infrastructure (ITI and Skill Development Centres) and to run demand driven short term and long term training in the Left Wing Extremism affected

**The 12th Plan has set a target of creation of 50 million work opportunities in the non-farm sector and creating an equivalent pool of skilled manpower by the end of the plan. Given that nearly 93 per cent of our workforce is working in the informal sector with little or no social security, low earnings, low skills and education level, the challenge is to reach out to this group consisting largely of migrants, women, socially disadvantaged people etc.**

districts to enable the youth to access decent employment opportunities in 9 states, namely Andhra Pradesh, Chhattisgarh, Bihar, Jharkhand, Madhya Pradesh, Maharashtra, Orissa, Uttar Pradesh and West Bengal.



## Challenges for the 12<sup>th</sup> Plan:

The 12<sup>th</sup> Plan has set a target of creation of 50 million work opportunities in the non-farm sector and creating an equivalent pool of skilled manpower by the end of the plan. Given that nearly 93 per cent of our workforce is working in the informal sector with little or no social security, low earnings, low skills and education level, the challenge is to reach out to this group consisting largely of migrants, women, socially disadvantaged people etc. Expanding the outreach of training by bridging all divides and creating link between skilled manpower and quality jobs are the major challenges required to be addressed during the 12<sup>th</sup> Plan. Some of the recent initiatives for Skill Development are:

**Credit for Vocational Courses** to the students undergoing specialized skill development programmes in recognized institutions has been formulated by the Indian Bank Association. The Loan Scheme aims at providing financial support to those who have the minimum educational qualification, are Indian Nationals and secured admission in course run or supported by a Ministry/Department/Organization of the Government or company/society/Organization supported by NSDC or State Skill Development Mission leading to certificate/diploma/degree issued by government or recognized by the government. The loan amount varies from Rs 20,000 for a 3 months course to Rs. 1.50 Lakh for a course above one year duration. The loan would cover tuition fee, exam fee, caution deposit, purchase of books etc. This loan would help the underprivileged and weaker section youths. In addition, to assist the underprivileged who do not have the skills and find it difficult to arrange the amount needed to enrol

in vocational courses, the Government is working on the contours of credit guarantee fund for education loans including one for skill development. The students can avail of the loan, get themselves skilled/ trained and then pay back the loan when they get a job.

Creation of the **National Skills Qualification Framework (NSQF)** to ensure progression and participation in the development process through vertical and horizontal mobility. This would help the labour force with low education level and low skills level. The Ministry of Human Resource Development has rolled out a pilot project for this purpose. The NSDA would anchor the Framework.

**Labour Market Information System** is being developed by Ministry of Labour and Employment to provide quantitative and the qualitative information and intelligence on the labour market that can assist stakeholders in making informed choices and decisions related to business requirements, career planning, education and training offerings, job search, recruitment, labour policies and workforce investment strategies. The sector skill councils set up by the NSDC are playing an important role in this activity.

## Way Ahead

From above it is clear that government has taken initiatives in terms of capacity creation, infrastructure development, provision of institutional credit, stipend etc. for skill development with a focus on inclusivity. However, there is need to scale up the efforts to achieve the desired goal of 50 million skilled workforce by the end of the 12<sup>th</sup> Plan along with quality employment.

Several steps need to be undertaken over the course of the next five years to address the challenges for skill development in the 12<sup>th</sup> plan. These include:

- (1) Expanding the outreach in remote and difficult areas using technology (e-learning and simulation based packages).
- (2) Setting up Skill development Centres and implementation of Kaushal Vikas Yojana in uncovered blocks.
- (3) Undertaking skill gap analysis, both sectoral and regionally.
- (4) Promoting public private partnership in financing, service delivery, training of trainers, design and curriculum of courses in consultation with industry to make them market-relevant (within the National Skills Qualification Framework).
- (5) Setting up of an Aadhaar based tracking of beneficiaries/ trainees both pre-placement and post-placement.
- (6) Revamping Employment Exchanges to work as human resource development centres by subsuming activities like vocational guidance, counselling, soft skill training and placement.
- (7) Establishing credible accreditation system; streamlining the certification system to avoid unnecessary delays.
- (8) Strong monitoring and evaluation system to ensure that funds released under various plan schemes are outcome based.
- (9) Documenting good practices for shared learning and replication. □

(E-mail :sunitasanghi1960@gmail.com  
kuntal1995@gmail.com)

**Readers are informed that the Listings/Readings, wherever provided by authors, for the articles published in this issue can be accessed on the website page of Yojana.**

**Readers may send in their views/suggestions on the articles published in Yojana at the e-mail:yojanace@gmail.com**

# Kargil Girls – Dream for Education!

*Chetna Verma*

**T**WO HUNDRED and four kilometers from Srinagar lies the district of Kargil, spread over inaccessible mountainous terrain of the western Ladakh region. This district spends six months of extreme winter weather in isolation.

Survival being the only question on their mind, people here spend most of their time preparing for the tough winter days in the six summer months. Even so, it is amazing to see the hunger for education existing among the girls of this region.

Going back to the times in the 1980s, when education was only restricted to the menfolk, the women were taught to assist their mothers in the household, agricultural pursuit and rearing their young siblings. There was scarcely any school for girls in the entire District, except for one Government Girls High School. Most of the schools were co-educational at primary and middle level with an insignificant number of girls. In more remote villages of Kargil District like Drass, Chiktan, Taisuru and Zanskar, there was negligible enrolment of girls in schools, reflecting in the low literacy rates. According to the 1981 census, female literacy was only 3 percent compared to a district literacy rate of 18.86 percent. In

this conservative society, the thrust of education, employment and cash incentives was conferred only to the male population.

The conservative society that once considered educating women a sin, encountered waves of change in the late eighties and early nineties when the central and state policies like Development of Women and Child in Rural Areas (DWCRA) insisted on 100 percent endorsement in elementary education. In this context, to propagate education among girls, a group of female teachers from the area were entrusted with the responsibility of visiting and influencing conservative families residing in far flung villages and catchment areas, campaigning for the promotion of schooling within the age group of 6 to 11 years at the elementary level. With the same goals, another convincing proposal was embarked on by the government to provide a grand scholarship to each and every girl child attending school from Class 1 to 10 with free uniform, books and scholastic and non scholastic necessities. This proposal was implemented in correlation with the Educational Department which engaged a group of women who were socially conscious and educationally advanced. The daunting mission of the women involved in the Education Department was an earnest endeavor to change the primordial mind set of

the traditionally rooted communities and broaden their horizons toward the importance of girls' education.

The effort made by Kaneez Fatima, who was the main functionary of the Education Department and is presently the Deputy Commissioner of schools run by the Government of India, has brought about a tremendous revolution in the narrowed vision of the people. On asking her about the progress brought about by her and her team in educating girls, Ms. Kaneez Fatima says, "Initially we encountered a lot of complications when it came to convincing people who were still following the customary tradition and norms, about motivating their girls to attend school. But today after my team's consistent attempts and provocation, the enrolment of girls in numerous schools has touched the ceiling of 100 percent." She adds with visible pride, "In secluded villages of Tsaleskot, Sankoo, Chiktan, Drass and Batalik, girls are pouring into schools like never before and today, the ratio of girls is more than that of boys in Kargil district."

Ms. Kaneez Fatima was also awarded by the Government of Jammu and Kashmir as a social reformer in recognition of her initiatives and efforts in the emancipation of girls in Kargil. She also represented women of Kargil at various renowned National and International Seminars

and Conferences, which has been a great inspiration for the rest of the people back home in Kargil.

Today, the women of Kargil are coming forward to study and are excelling not only in the academic curriculum but also in co-curricular activities like music, painting, debate, sports and karate organized at school, district and national levels. The reform in the people's thinking and the impact of the initiatives taken for the promotion of girl education was so expeditious and powerful that parents preferred to send their children including girls to places not only outside the District but even outside the state for much better education and development which unfortunately is not available in this remote region. According to the 2011 Census, male and female literacy rate are 86.73 and 58.05 respectively which clearly indicates that a lot has been achieved on the path of achieving cent per cent education for girls.

It is through the education of women that society is raised from the abyss of backwardness; here lies the key to a healthy and socially vigilant society. But in this journey of educating women, schemes and initiatives have been fettered by the problem of high dropout rates. Although enrolment figures for the District as a whole are rising, there is also a relatively high dropout rate. At the primary level, 17.79 percent of students leave school prematurely, while the rate at the middle level is 11.38 percent. Some of the reasons for this situation are a general lack in education; the domestic responsibilities of children; limited resources for schooling at the middle and higher secondary levels; lack of communication facilities; low community involvement; limited income of parents; lack of quality teachers; severe climatic conditions; general remoteness and difficult conditions of life in the District.

With representatives from Kargil District participating in the series of colloquia, special attention towards this District is warranted, being one of the most difficult and conservative regions of Ladakh. There is a distinct need for coordination and collaboration between local resource persons in the District and members of the numerous National and International Associations serving the interests of the people. If the purpose of the Associations is related to the enlightenment and deliverance of Ladakh studies and culture and introduction of modernity, then Kargil District, which comprises a large part of the region, should be included in this beautiful dream! □

(Charkha Features)

(Email: charkha@bol.net.in)



## I.A.S AUDIO TUTORIALS

(AUDIO EDUCATION FORUM) (SINCE 1998)

www.audiotutorials.org

I.A.S. 2013 MAINS & I.A.S. 2014

THE MEDIUM OF LISTENING WHEN SMOOTH SOOTHING AND EFFECTIVE ENABLES MIND TO RETAIN THE MATERIAL PERMANENTLY & IMPRESSIVELY - FRANCIS BACON

Coaching Through Audio CDs at most Nominal price yet more effective and better than any class-room coaching You can join. More than 70% Result in Prelims for last 10 years. Equally successful in Mains examination

### Salient Features :

1. Whole Vast Syllabus reduced to easy, systematic and focussed form
2. comprehensive, descriptive and analytical presentation
3. combining extensive and intensive approach
4. Highly time saving and time Utilising
5. Result oriented, inexpensive, more effective than class room coaching
6. prepared by research scholars, subject experts and professors

\* Recording is Done in Professional Voice in Modern Studio.\*

\* All items are technically guaranteed. \*

\* Material is sent by speed post or courier.\*

### PRELIMNS

General Studies (PART I) : Total 50 Hours (Min.) Price Rs. 4000/-

General Studies (PART II) : Total 50 Hours (Min.) Price Rs. 4000/-

CSAT : Total 50 Hours (Min.) Price Rs. 4000/-

Prepared by experts in Audio & Print

POSTAL CHARGE RS. 150/- FOR EVERY SET

**PAYMENT IS THROUGH BANK DRAFT OR A/C TRANSFER IN FAVOR OF AUDIO EDUCATION FORUM**

### MAINS

General Studies (MAINS) PAPER I, II, III, IV, V :

Each paper Rs. 3000/- (About 40 Hours Each paper)

Indian History (M) : Total 50 Hours (Min.) Price Rs. 4000/-

Geography (M) : Total 50 Hours (Min.) Price Rs. 4000/-

World History (M) : Total 30 Hours (Min.) Price Rs. 3000/-

Optional (Mains) : Pub Admin, Political Science,

Sociology, Anthropology Geography

50 Hours (Min) Per Subject Price Rs. 4000/-

Available in Hindi Medium Also

CALL For Free Demo : 9811538412, 9891984233

AUDIO EDUCATION FORUM

A-40, SECTOR-47, NOIDA-201303 (U.P.) TEL. 9811538412, 9891984233

e-mail: audioeducationforum@gmail.com

YE-11/3/2013



## NORTH EAST DIARY

### RS 33,688 Cr PROJECT FOR NE HIGHWAYS DEVELOPMENT

**U**nion Minister for Road Transport and Highways Oscar Fernandes announced an Rs 33,688 crore project for the development of roads and highways to cover 6,418 kilometres of road link in the entire northeast region. The Ministry has decided to cover 2,000 kilometres of roads and highways in the region to develop its infrastructure in this financial year (2013–14) with an investment of Rs 3,100 crore.

Talking to the media after reviewing the progress of the national highways' construction work and other Centrally sponsored road projects in all the northeastern States at a meeting held at the Assam Administrative Staff College at Guwahati, the Minister said one of the main aims is the development of road infrastructure in the northeast, as it is important for the overall economic development of the country.

In respect of Assam, the Ministry has decided to carry out feasibility study for the important and newly declared national highway (NH-127 B) connecting Srirampur (NI-1-3I C) to Phulbari via Dhubri, including construction of a bridge over the Brahmaputra.

### ARUNACHAL PRADESH LAUNCHES HUNAR – SE ROJGAR TAK SCHEME

**A**runachal Pradesh launched the Hunar-se Rojgar Tak scheme-an initiative of the Union Tourism Ministry on August 7, 2013 to create employable skills among the unemployed youth belonging to economically weaker strata of the society. "The basic objectives of the scheme are to reduce the skill gap that affected the hospitality and tourism sector as a whole and to put in place a dispensation to ensure that the economic benefit of growing tourism reached the poor," Tourism Minister Pema Khandu told a press conference after launch of the scheme.

The Union Ministry had set a target of 500 youth for Arunachal Pradesh to be trained during the current financial year. The course content was designed by the National Council of Hotel Management and Catering Technology and the programme was relating to hospitality trades.

The State Tourism Department would conduct the training by clustering 4–5 best hotels in the State Capital and the trainers would be made available from ITDC run hotel Donyi Polo Ashoka. Six to eight weeks training would be imparted on courses like Food Production, Food & Beverages Service, Housekeeping and Bakery. "The department will provide honorarium and uniform to the trainees during the training period and provide reimbursement on lodging and fooding," the Minister informed and added that there would be state-specific modification in the training programme next year.

"The target group will be for the youth of class VIII passed and in the age group of 18 to 28 years. Certificates will be issued on completion of the course and effort will be made for their placement in hotel industries," the Minister said. □

### BSNL TO IMPROVE CONNECTIVITY ALONG BORDER AREAS

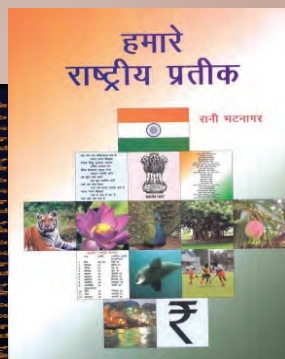
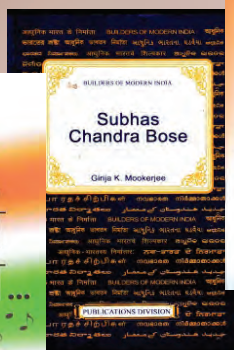
**T**he Bharat Sanchar Nigam Limited (BSNL) has now decided to continue its services along the Indo-Bangla border, an area which is commercially non viable. Talking to reporters here, BSNL General Manager M John Chrisostom said that the BSNL had taken the decision to extend the benefit to people living in rural areas.

BSNL had been thinking of stopping its services and were even ready to pay the penalty since services were not making much commercial benefits for the company. "We will continue as BSNL is a service organization," he told reporters. According to Chrisostom, out of 309 BTS towers in Meghalaya, only 7-9 is outage even as he rued that optical fibres often get cut due to various road widening activities that are taking place in the state.

To further improve the connectivity, BSNL is planning to put up 50 BTS towers in East Khasi Hills and 30 towers in Garo Hills. The work for installing proposed BTS towers would start in next two months. □

# India at Sixty Six

## The Story of a Nation



### Freedom Struggle

- History of Freedom Movement in India (Vol.1- 4)
- India's Struggle for Freedom
- India Before and after the Mutiny
- The Story of India's Struggle for Freedom
- The Story of INA
- **Builders of Modern India**
- Babu Jagjivan Ram
- Sardar Vallabhbhai Patel
- Dadabhai Naoroji
- Lajpat Rai: Life and Works
- Subhas Chandra Bose
- **Art & Culture**
- Konark-The Black Pagoda
- The Eye in Art
- Nataraja in Art, Thought and Literature
- South Indian Paintings
- Wood Carvings of Gujarat

**& many more.....** .....for details please visit our website: [publicationsdivision.nic.in](http://publicationsdivision.nic.in)



**Publications Division**

Ministry of Information & Broadcasting,  
Government of India

Soochna Bhawan, CGO Complex,  
Lodhi Road, New Delhi-110003

e-mail: [dpd@sb.nic.in](mailto:dpd@sb.nic.in),  
[businesswng@gmail.com](mailto:businesswng@gmail.com)  
Tel 011-24367260, 24365609

क्या आप

# बैंक

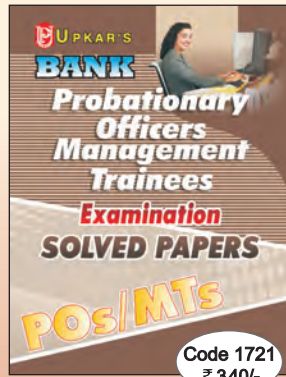
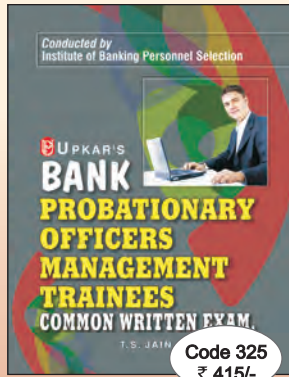
पिछले वर्षों  
के हल  
प्रश्न-पत्रों  
सहित

## प्रोबेशनरी ऑफीसर्स मैनेजमेंट ट्रेनीज

सम्मिलित लिखित परीक्षा

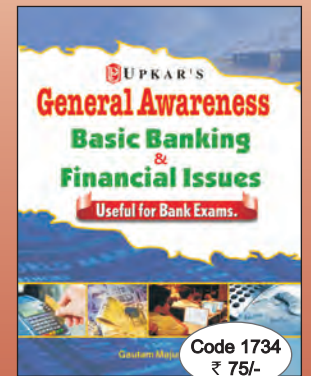
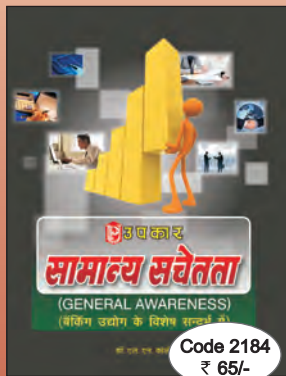
में सम्मिलित हो रहे हैं, तो पढ़िए...

### उपकार की पुस्तकें



योग्य एवं अनुभवी लेखकों द्वारा लिखित पुस्तकें  
जो आपको महत्वपूर्ण परीक्षोपयोगी विषय-वस्तु  
उपलब्ध कराने के साथ-साथ परीक्षा में आपका  
उचित मार्गदर्शन भी करेंगी।

अन्य उपयोगी पुस्तकें



उपकार प्रकाशन

E-mail : care@upkar.in  
Website : www.upkar.in

2/11 ए, स्वदेशी बीमा नगर, आगरा — 282 002 फोन : 4053333, 2531101, 2530966; फैक्स : (0562) 4053330

ब्रॉच आफिस : • 4845, अंसारी रोड, दरियागंज, नई दिल्ली-110002 फोन : 23251844/66

• 1-8-1/B, आर. आर. कॉम्प्लेक्स (सुन्दरिया पार्क के पास, मनसा एन्क्लेव गेट के बगल में), बाग लिंगमपल्ली, हैदराबाद-44 फोन : 66753330

• पीरमोहनी चौक, कदमकुआँ, पटना-800 003 फोन : 2673340

• 28, चौधरी लेन, श्याम बाजार (मेट्रो स्टेशन के निकट) कोलकाता-700 004. (W.B.) सो. : 7439359515