
UNIT 3 EDUCATION AND POLICIES

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3.1 INTRODUCTION

Education is the key to total national development of any country. It comes within the purview of the constitutional provisions of the country. The educational policies and schemes for the development of the country are set up as per the constitutional scopes and the provisions of the Constitution. It is, therefore, that many committees and commissions on different issues of education are set up to address the educational and other needs of the country. Setting up educational policies is not enough; there is a need to implement the policy recommendations. For this, preparing a suitable action plan, getting political support, financial provisions, involvement of various stakeholders is necessary to implement the policies. Feedback and research on policy analysis and planning is another important area for evaluating the education policies and to suggest its better implementation. Sponsoring various educational schemes by the Central as well as the State Governments is also the part of implementing educational policies.

The above important issues have been discussed in this Unit, which will help you in understanding constitutional provisions for education, the role of education in setting education policies in the Country and the aspects of proper implementation of the policies. This Unit will also help you to understand the themes and issues discussed further in Block – 2 of this Course.

3.2 OBJECTIVES

After going through this Unit, you will be able to:

- Critically analyze various constitutional provisions for education in India;
- justify the need and relevance of education as a key area for framing public policies;
- link the constitutional provisions for education with the need of framing educational policies in the Country;
- explain the issues and challenges of implementation of educational policies in India;
- understand the need of feedbacks and researches for policy analysis and planning; and
- critically analyze various schemes of education sponsored by Central and State Governments in India.

3.3 EDUCATION AND THE CONSTITUTION

The Constitution of a country includes the guiding principles for administration and development of the nation. Keeping in mind the provisions of the Constitution, its vision and aims, the policies for a country are developed. Education is a major aspect of the Constitution, which provides a base for developing various policies for public education in the country. Addressing educational and many other related issues in India is really a challenge for the country, as because the diversities and pluralism in the sociocultural system which plays an important role. It is, therefore, difficult to provide equal opportunities to each and every citizen of the country. Still we consider the diversities and pluralism of our society as our strength but not the weakness. Continuous efforts have been made to bring all types of diversities and pluralism to the mainstream society. To achieve this, various special provisions including education have been included in Indian Constitution. In this section of this Unit, we will learn the relationship of education with the Constitution, and also, analyze various constitutional provisions for education.



The Policy and Planning of the Country including Education are necessarily done as per the preamble of Constitution of India which guides us to achieve and safeguard the constitutional values such as: justice, liberty, equality and fraternity.

3.3.1 Relationship between Education and the Constitution

Education deeply influences the way we view and interpret the fundamental provisions of our Constitutional system and the rights and responsibilities at its core. The Constitution has an equally important impact on who and how we educate, in both content and form. As a democratic country, our educational strategies and reforms are adopted and evaluated against the parameters set by the Constitution. The Constitution, on the other hand, grows and develops within the framework its policy makers evolve and use. The nature of the relationship between education and the Constitution is an interesting one to examine. The interaction between the public education context and the development of fundamental Constitutional principles is applicable not only within the boundaries of the school but outside the context of school as well. Another dimension, that is the explicit and the hidden curriculum also relates to how the Constitution is developed and applied. In the context of Right to Education Act, 2009, we can see the close link between public education and the Constitution. Compulsory education guarantees that all children and their parents will interact with the State challenging it to act to fulfill the Constitutional commitment.

The Constitution also impacts the development of education strategies for providing equal and quality education to all children which are continuously subject to scrutiny. In other words, any policy and practice in education (as in other areas) is subject to Constitutional scrutiny and the parameters of acceptability are set in Constitutional terms. The policy choices that are made reflect what we are and what we want to become as a nation.

3.3.2 Constitutional Provisions for Education

Education is assigned a revolutionary role in Dr. Ambedkar's concept of social progress and in his vision of a just and equal society. The vision for education in the emancipation of socially deprived people of India is adequately expressed in his words:

“Coming as I do from the lowest order of the Hindu society, I knew what is the value of education. The problem of raising the lower order is deemed to be economic, this is a great mistake. The problem of raising the lower order in India is not to feed them, to clothe them and make them serve the higher order... the problem is to remove from them that inferiority complex which has stunted their growth, ... to create in them the consciousness of the significance of their lives for them and for the country... of which they have been cruelty robbed by the existing order.... Nothing can achieve this except the spread of education. This, in my opinion, is the panacea of our social troubles.”

(Bhattacharya, 2002)

Not only Ambedkar, we find that movements to abolish the caste system and end discrimination, all over the world, have always proposed education as the primary means to overcome oppression (Omvedt, 1993). To make education mainstream, the Constitution of India provides ample scope in its provisions to educate the country people. Let us discuss the specific provisions for education included in Indian Constitution.

Fundamental Rights and Education:

Fundamental Rights of citizens given in our Constitution have established the spirit of equality and have helped to preserve individual liberty. The following articles in the category of Fundamental Rights have a special bearing on education in India.

ARTICLE 14 -It states, “The State shall not deny to any person equality before law or equal protection of the laws within the territory of India”. Modern States exercise powers over the individual. The Right to Equality ensures that the powers of the State are not used in any discriminatory way. In relation to education it is invoked to regulate rules of admission and thus acts for ensuring education to all.

ARTICLE 15 - This Article guarantees prohibition of discrimination on grounds of religion, race, caste, sex or place of birth by the State. It also ensures equality in educational opportunities in India.

ARTICLE 15 (4) – It enabled the government to make special provisions for the advancement of backward classes including the Scheduled Castes (SCs) and Scheduled Tribes (STs). It also ensures the reservation in educational institutes for the SCs and the STs.

ARTICLE 16 (1) – It guarantees equality of opportunity for all citizens in matters relating to employment or appointment to any office under State.

ARTICLE 16 (4) – It ensures that the government can make reservations in favour of any backward class of the citizens.

ARTICLE 21A - It grants Right to Free and Compulsory Education to all the children of the age six to fourteen years in a manner as the State may, by law determine. Inserted by the 86th Amendment in December, 2002, this Article has accorded education the status of right for ensuring quality in educational expansion at elementary level. At the commencement of the Constitution, education was included as a Directive Principles of the State Policy in Article 45 under Part IV of the Constitution.

ARTICLE 24 - States that no child below the age of fourteen years shall be employed in work in any factory or mine or engaged in any hazardous employment.

ARTICLE 28 – The institutions run by the State will neither preach any religion or give religious education nor will they favor persons of any religion. Under provisions of this Article, neither the State nor any other agency can impart religious instruction in any school totally managed by State funds. However, there is an exemption for the institutions established under any trust or endowment which requires that religious education be imparted in such institutions. The Article further provides that no person, attending State recognized and aided school, can be compelled to take part in any religious instruction without parental consent. This implies that while institutions established by minority communities are eligible for grant in aid from the State, they cannot compel students to follow the religious instruction imparted in the institution. They are allowed to maintain their religious character without imposing their religious ideology on any unwilling student.

ARTICLE 46 - It states that the State shall promote with special case the educational and economic interests of the weaker sections of the people

and, in particular, of the SCs and the STs and shall protect them from social injustice and all forms of exploitation.

Cultural and Educational Rights of the Minorities:

The beauty of a Country lies in the care it takes of its minority populations. For safeguarding the interests and the rights of the minority communities in the society, the Constitution of India has also provided many educational provisions for them. The major provisions are:

Article 29 – It provides explicit guarantee for protecting the interests of minorities:

- Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.
- No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.
- It protects the rights of minorities to provide their own education in their own language, certainly an important part of language maintenance.

Article 30 - details this right along with protection against discrimination in the receiving of government grants for education:

- All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
- In making any law providing for the compulsory acquisition of any property of any educational institution established and administered by a minority, referred to in clause 1, the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause. The State shall not, in granting aid to educational institutions, discriminate against any educational institution that is under the management of a minority, whether based on religion or language.
- This final clause does not keep the State from regulating for educational standards, but protects against regulations concerning medium of instruction, a provision for minorities that has also been upheld in the courts.

Article 350 – It guarantees the right of all people to use a language they understand in “representations for redress of grievances”. In the Seventh Amendment to the Constitution made by the Constitution Act of 1956, two articles were added addressing linguistic minority issues:

Article 350(A) – It safeguards facilities for instruction in mother-tongue at primary stage. It shall be the endeavor of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

Article 350(B) – It talks about Special Officer for linguistic minorities.

- There shall be a Special Officer for linguistic minorities to be appointed by the President.
- It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and report to the President upon those matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Governments of the States concerned.

Directive Principles of State Policy and Education:

Directive Principles of State Policy are included in Articles 36 to 51 in Part IV of the Indian Constitution. There are three guiding provisions under this category which provide the basic framework for national policies and priorities in education.

ARTICLE 41 - It directs the State to make effective provision for securing the right to work and right to education for all within the limits of its economic capacities and development.

ARTICLE 45 - Being a very significant Article in the Directive Principles, this Article laid down the foundation of free and compulsory education in the country. The Article states that “the State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years”. Consequent upon the insertion of Article 21A, making elementary education a fundamental right of all children between the age group of 6-14 years, Article 45 has been amended so as to restrict its scope to pre-primary education up to 6 years of age.

No article in the Constitution works in isolation. The same is true for Article 45. It ensures equality of educational opportunity to all on the lines of Article 29(2) according to which, admissions cannot be denied to anyone on the basis of race, caste, language in any institution maintained by the State. Article 21(A) which makes free and compulsory education to all as fundamental right attaches utmost importance to Article 45. Also the five Articles - 15, 29(2), 15(3), 46 and 29(1) entrust responsibility of equalization of educational opportunity in all parts of the country to the Government of India and to that end, give special assistance to the backward areas or States.

ARTICLE 46 - It says the “State shall promote with special care the educational and economic interests of the weaker sections of the people in particular of the Scheduled Castes and the Scheduled Tribes and shall protect them from social injustice and all forms of exploitation”. Thus, Article 46 along with other relevant articles pertaining to education ensures equality in educational opportunities even by making special provisions for those who have been left behind due to various reasons.

It is possible to see both Fundamental Rights and Directive Principles as complementary to each other. Fundamental Rights restrain the government from doing certain things while Directive Principles exhort the government to do certain things. Fundamental Rights mainly protect the rights of individuals while Directive Principles ensure the well-being of the entire society.

(Source: The above section has been adopted from IGNOU, DELED, BES-004, Block-2)

Activity 1

Does the Constitution extend fundamental rights to the poor and uneducated women in India? What fundamental rights protect the interests of the above women, and how?

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Check Your Progress 1

Note: a) Write your answers in the space given below:
b) Compare your answers with those given at the end of the Unit.

1. How education is related with the Constitution of India?

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2. Which Constitutional Right(s) will the following situations violate?

i) If a 10 year old child is working in a factory manufacturing carpets.

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ii) If a group of people are not given permission to open a Bengali Medium School in Karnataka.

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iii) On the basis of caste or religion if a child is denied for admission in an institution which enjoys funds from the State Government.

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3.4 EDUCATION AS A KEY AREA OF PUBLIC POLICY: NEED AND RELEVANCE

Cochran et al., 2009, defines public policy, ‘as an intentional course of action followed by a Government institution or official for resolving an issue of public concern’. Such course of action subsequently becomes law, public statements, official regulations, and publicly visible pattern of behavior. Mostly public policies are developed for certain causes. A liberal Government always works for the betterment of the country on various aspects; say for Health, Education, Infrastructure, Social sectors, Business and Economic dealings, etc. The development of a Country depends upon the public policies what the Country has established and implemented. All areas of public policies are important, as it provides benefits and associated with the development of the Country people. Education is always considered as a key area of public policy. The development of education in a Country necessarily connected with the development of the human resources needed for all sectors. Education, therefore, always occupies a key position in planning public policies.

As per the data of the World Bank in 2011, 2012, and 2013, the percentages of expenditure in education in selected Countries in the World are as follows:

Table 3.1: Expenditure on Education in selected Countries

Countries	Govt. Expenditure on Education Total (% of GDP)			Govt. Expenditure on Education Total (% of Govt. Expenditure)		
	2011	2012	2013	2011	2012	2013
Australia	5.1	4.9	-	13.5	13.2	-
Brazil	6.1	6.3	-	15.3	15.6	-
France	5.5	5.5	-	9.9	9.7	-
India	3.9	3.9	-	14.2	14.2	-
Japan	3.8	3.8	3.8	9.7	9.5	9.6
New Zealand	7.1	7.4	-	17.9	18.7	-
Pakistan	2.2	2.1	2.5	11.0	10.9	11.6
South Africa	6.0	6.4	6.0	18.9	20.6	19.2
Srilanka	2.0	1.7	-	9.3	8.8	-
United Kingdom	5.8	-	-	12.7	-	-
United States	5.2	-	-	12.9	-	-

(Source: World Bank, 2015)

Table 3.1, revealed expenditure on Education (% of GDP and % of Govt. expenditure) of selected Countries. It shows that general Govt. expenditure on education (current, capital and transfer) is expressed as a percentage of GDP and total general Govt. expenditure on all sectors (including health, education, social services, etc.). It includes expenditure funded by transfers from international sources to Govt. This is an example of budgetary provision in expenditure on education. You must have observed from the above data

that the expenditure of the developed countries is usually more in comparison to that of developing countries. It means that the developments of other sectors of the Country are necessarily not only the expenditure on that particular sector but also it depends upon their expenditure in education as % of GDP and % of Govt. expenditure.

It may be concluded that ‘Education is a Key Area of Public Policy’ because of the following:

- Education cannot be separated from other sectors of development in the Country. It has a direct link with health, social services, defense, media and public relations, trade and industry, etc.
- Educating the people of the country is the duty and responsibility of the Government.
- Adequate expenditure on Education enables to create trained and skilled human power those can work for the Country in different sectors for development of the Country.

Keeping in view the above lines, it can be rightly said that ‘Education is a Key area of public policy of a Country.

Activity 2

Table 3.1 analyses comparative figures of expenditure on education in selected Countries. In connection to that, collect information from Govt. sources about the Govt. expenditure on GDP of other sectors of public policy for the years 2011 to 2015 and compare it with the expenditure on education.

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3.5 IMPLEMENTATION OF EDUCATIONAL POLICIES

The Country has the responsibility to prepare public policies for education and implement it across the nation as per the provisions of the Constitution of the Country. In this regard, you might have been acquainted with the recommendations of the committees and the commissions constituted in India after Independence. Starting from the University Education Commission (1948-49), to the National Policy on Education (1986) and Revised National Policy on Education (1992), India has experienced many public policies in Education. Formation of Education Commission can never fulfill the purpose

of education, implementing the policies is also equally important. We have experienced difficulties in implementing the public policies on education. Many a time the target has not been achieved within the planned period because of many reasons and it results in further extension of the same policy. For example, achieving 'Universalization of Elementary Education' is not a new concept in India. It has been coined in almost all the reports of Education Commissions and action plans have been prepared to implement it. But till today, the objective of making elementary education universal has not been achieved. As per the Census survey, 2011, the Country's national literacy rate is nearly 75 percent. In this regard, making elementary education as one of the Right of Children in the RTE Act, 2009 is one of the significant developments of our country. Therefore, implementation of any educational policy depends upon many factors such as: preparing action plan, getting political support and financial provisions and involving the concerned stakeholders.

3.5.1 Preparing Action Plan

Preparing action plan for implementing policies on education is the first step for way forwarding to achieve the objectives of the policies. Action plan is a strategy to concretize and implement the plan. It defines the role and responsibilities of various stakeholders such as the Govt., Local bodies, groups and individuals and also the beneficiaries. It also includes financial provisions at different stages for the implementation of education policies. To better understand the action plan of any education policy, let us discuss one example.

For achieving the goal of Universalisation of Elementary Education in India, the Right to Education Act came in practice from First April 2010. A detailed action plan and implementation strategy was then prepared to execute the Act. It has operationally defined different parts and sub parts of the Act and finalized the role and functions of the stakeholders. It also provided the deadline for achieving some of the goals of the Act. The detailed plan of action was also prepared to address the issues such as: ensuring ratio of students and teacher at the class room, training of the teacher, providing quality education, making teaching child friendly, addressing the issues of drop outs in the schools, ensuring participation of the community in the schools, protecting security and rights of the children, making awareness programme and training to the stakeholders, feedback and reviewing the Act at different stages and aspects of its implementation etc. The Act is enforced across India (except in Jammu and Kashmir) and whole heartedly the States and the UTs are working keenly to achieve the objectives of the RTE Act, 2009.

As per the example above, there is a need to prepare effective and suitable action plan for implementing any Education Policies in the Country. It is therefore, preparing the action plan is as important as forming Policies on Education. A number of persons from different areas and expertise are usually involved for preparing the action plan.

3.5.2 Political Support and Financial Provisions

As discussed earlier 'Political Support and Financial Provision' is one of the important factors for implementation of educational policies. You might understand that the political will power is the key to implement any policy.

Especially in a democratic Country, political parties participate in elections and the winner party forms Government. The tenure of Governance is five to six years. After that, any other parties who win the election also get a chance to form the Government. In this process, we can say that there is no permanency in governing the Country. The ideology and the vision of the political parties are also different. All parties have their own objectives, priorities and manifestoes of working. This is a very peculiar thing that implementation of the educational policies become stagnate or neglected when a particular political party changes and another party comes to govern the Country. All political parties work as per their priorities. Rarely they pay equal importance to an Educational Policy set up during the Governance of other political parties. It becomes a hurdle to implement Educational Policies. Equally in many cases it has also observed that the new Government retains the policies of earlier Government.

Financial provisions and supports are also equally responsible for better implementation of educational policies. For example, implementing any educational policy in the Country like India, where the population is more than 125 crores and the huge geographical area, large funds are required. It has been observed that many educational policies suffer from implementation difficulties due to lack of financial support. Sometime the educational policies get less money for implementation, and it has also been observed that the money sanctioned to the policies is delayed. These create hurdles in implementing the policies. On the contrary, sometimes, it has also been observed that financial support has been given to implement the educational policies but the money remains unutilized because of lack of coordination of the stakeholders, and hence, the work does not proceed as per the action plan. So now it is clear that political support and financial provisions are the major part of implementation of educational policies.

3.5.3 Involvement of Stakeholders

The stakeholders of any educational policy play a very crucial role in implementing it. The implementation of the policy is just to provide necessary facilities and empower beneficiaries for whom the policy has made. For example, let us again discuss the Right to Education Act, 2009. In this Act, many stakeholders are involved, like, the Central and State Governments, Local Bodies, SCERTs, District Administration, Gram Panchayat, Schools, Teachers, Students, Parents, Community members etc. In this Act, though the main beneficiaries are the students, but many other stakeholders are involved to implement the Act. All the stakeholders have their definite roles to implement the Act like:

- The Central and State Government will prepare the action plan for implementing the Act, provide financial support, and monitor the progress.
- Teachers, parents, community members, SMC members are involved to implement the Act at the ground level.
- SCERT, DIET, etc. organize programmes on awareness and implementation strategies of the Act.
- The District Educational and General Administration; Local Government like Gram Panchayat, Panchayat Samiti, etc. are also involved to ensure implementation of the Act.

Therefore, without involvement of even one stakeholder, implementation of the educational policies cannot be properly worked on. That's why; this is one of the important factor for implementation of the educational policies.

Activity 3

As a teacher, you might be involved in implementing various educational policies in your School. List out name of such Policies and identify the factors which create obstacles for implementing those educational policies.

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Check Your Progress 2

Note: a) Write your answers in the space given below:
b) Compare your answers with those given at the end of the Unit.

3. How implementations of educational policies are as important as formation of the educational policies?

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4. List out the significant issues of preparing action plan for execution of any educational policy.

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3.6 RESEARCH FOR POLICY ANALYSIS AND PLANNING

Research for policy analysis and planning in general and research for educational policy analysis and planning in particular are very popular areas of research across the disciplines. Two types of researches have been observed during the days in the areas of policy analysis and planning. First is the

project type of research funded by various research organizations and the second type of research is purely academic in nature like in Post-Graduation, M. Phil., or Ph. D. in any discipline. National University of Educational Planning and Administration (NUEPA) is one of the pioneers University famous for its research in the areas of 'Educational Policy Analysis and Planning'. Let us discuss the purpose of conducting research for policy analysis and planning.

- To study the need assessment for planning and formulating policies in education or any other areas.
- To study the provisions of existing policies and their implications to the society.
- To compare and analyze the earlier policies existed in the same area and the necessary changes required for new policies.
- To study similar types of policies function across the world and their implications to the society.
- To study the Strength, Weakness, Opportunities, and Threats (SWOT) analysis of existing policies.
- To suggest and prepare action plans for implementing the policies.
- To conduct mid-term feedback and evaluation studies on implementation of the policies.
- To evaluate educational and other policies.

From the above points you might understand that why there is the need for conducting research for policy analysis and planning. The researches may provide detailed knowledge of the provisions of the policies, implementation aspect, and evaluation of the policies. The research on policy analysis and planning aims to:

- Understand why there is the need for particular education policy.
- Discuss the aspects and stakeholders to be included in the policy.
- Discuss basic provisions included in the educational policy.
- Understand the implementation strategies of education policy and planning.
- Understand the reasons for the success or failure of the educational policies.

Let us look some of the researches conducted in the area of 'Educational Policy Analysis and Planning'.

- Kumar, A. and Lathika, M. (2012). Sacred Goals and Injudicious Spending: A Mid-term Appraisal of Sarva Shiksha Abhiyan, Kerala. *Journal of Educational Planning and Administration*, Vol.XXVI No.3,pp.445-464, New Delhi: NUEPA.
- Dey, N. (2013). Regional Imbalance in Teacher Education in India: An Analysis of Eastern Region including North Eastern States. *Journal of Educational Planning and Administration*, Vol.XXVII No.1, New Delhi: NUEPA.

- Bruns, B. et al. (2004). Achieving Universal Primary Education by 2015: A Chance for Every Child. Journal of Educational Planning and Administration, Vol.18, No.3, pp.414-416, New Delhi: NUEPA.
- Ziderman, A. (2005). Policy Options for Students Loan Schemes: Lessons from Five Asian Case Studies. Journal of Educational Planning and Administration, Vol.19, No. 4, pp.570-573. New Delhi: NUEPA.
- Shen, H. and Li, W. (2006). A Review of the Students Loans Scheme in China. Journal of Educational Planning and Administration, Vol. 20, No.1, pp.125-143. New Delhi: NUEPA.
- NCTE (2010). Policy Perspectives in Teacher Education: Critique and Documentation. Journal of Educational Planning and Administration, Vol. 24, No.2, pp.185-187, New Delhi: NUEPA.
- World Bank (2010). Secondary Education in India: Universalizing Opportunity. Journal of Educational Planning and Administration, Vol. 24, No.3, pp.335-338, New Delhi: NUEPA.

Activity 4

As like the researches quoted above, find out some researches conducted in the area of 'Educational Policy Analysis and Planning' by referring Journal articles available in websites and highlight the various major findings.

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3.7 SCHEMES OF EDUCATION

Every Government tries to work for the Country and bring development in all sectors of public life including education. Time to time, keeping in view the need and demand of education, Government declares different schemes on education. A scheme of education is not entirely different from the educational policies. Many schemes of education address the issues of the educational policy. Therefore, educational schemes and educational policies are related with each other. The earlier fulfills the particular aims of the policy whereas the later fulfills the broad aim of educational policy. For example, Right to Education Act, 2009, aims to provide free and compulsory quality elementary education to children in the age group of six to fourteen. To achieve the aim of the policy, certain schemes of education like; Mid-day Meal Scheme, Scheme for separate toilets for Boys and Girls, appointment of trained teacher etc. have implemented. Implementation of effective schemes of education brings success in educational policies and planning. In this section let us discuss some of the important schemes of education currently run by Central and different State Governments.

3.7.1 Centrally Sponsored Schemes of Education

As per the MHRD Annual report, 2014-15, the following Schemes of Educations are presently on offer across India.

Table 3.2: Centrally Sponsored Schemes of Education

Name of the Schemes	Objectives	Beneficiary
RTE 2009 (is a constitutional right)	<ul style="list-style-type: none"> – To implement Article 21-A of the Constitution of India and its consequent legislation, the Right of Children to Free and Compulsory Education (RTE) Act, 2009 became operative in the country on 1 April 2010. – To provide Right to the children for getting free and compulsory Elementary Education. 	Elementary School Students (Class I-VIII)
Mid Day Meal Scheme [launched on 15th August 1995]	<ul style="list-style-type: none"> – To enhance enrolment, retention, attendance and simultaneously to improve the nutritional status of children. 	Elementary School Students
Kasturba Gandhi Balika Vidyalaya (KGBV)	<ul style="list-style-type: none"> – To provide residential facilities to the upper primary schools for the girls from SC, ST, OBC and Muslim communities. – KGBVs are set up in the areas of scattered habitations where schools are at great distance 	Elementary Level
National Bal Bhawan (NBB)	<ul style="list-style-type: none"> – For providing opportunity to the children for enhancing their creativity through creative art, writing, performance, physical education, scientific innovation, photography etc in a joyful environment. 	Elementary Level
Rashtriya Madhyamik Shiksha Abhiyan (RMSA)	<ul style="list-style-type: none"> – The scheme envisages interalia, to enhance the enrolment at secondary stage by providing a 	All the students studying at the Secondary Stage (Class IX – X)

<p>[Launched in March, 2009]</p> <p>[Note: With a view to ensure efficient utilization of funds and greater coordination, other Centrally Sponsored Scheme of Secondary Education i.e. ICT@School, Inclusive Education of the Disabled at Secondary Stage (IEDSS), Vocational Education (VE) and Girls Hostel (GH) have been subsumed under the existing RMSA scheme.]</p>	<p>secondary school within a reasonable distance of habitation, and with an aim to ensure Gross Enrollment Ratio (GER) of 100% by 2017 and universal retention by 2020.</p> <ul style="list-style-type: none"> - To improve quality of education imparted at secondary level through making all secondary schools conform to prescribed norms, removing gender, socio-economic and disability barriers, etc. 	
<p>Vocationalisation of Secondary and Higher Secondary Education</p> <p>[Approved by the Govt. in 2011, Subsumed in RMSA in 2013, and Revised in 2014.]</p>	<ul style="list-style-type: none"> - To enhance the employability of youth through demand driven competency based, modular vocational courses; - To maintain their competitiveness through provisions of multi-entry multi-exit learning opportunities and vertical mobility/ interchange ability in qualifications; to fill the gap between educated and employable; - To reduce the dropout rate at the secondary level and decrease the pressure on academic higher education. 	<p>For Secondary and Higher Secondary Students (Class IX – XII)</p>

Scheme of Infrastructure Development in Minority Institutions (IDMI)	<ul style="list-style-type: none"> – The scheme facilitates education of minorities by augmenting and strengthening school Institutions (IDMI) infrastructure in Minority Institutions in order to expand facilities for formal education to children of minority communities. – The scheme covers the entire country but, preference given to minority institutions (private aided/unaided schools) located in districts, blocks and towns having a minority population above 20%. 	Elementary Schools
Scheme for Providing Quality Education for Madrasas (SPQEM)	<ul style="list-style-type: none"> – To bring about qualitative improvement in Madrasas to enable education for Muslim children. 	Elementary Level
Setting Model Schools (2008-09)	<ul style="list-style-type: none"> – It is a central scheme to set up 6000 model schools in block level (one school in each block) Secondary Schools 	Secondary Level
National Means -cum-Merit Scholarship Scheme (2008-09)	<ul style="list-style-type: none"> – For meritorious students of economically weaker sections to arrest their drop out in Class VIII and encourage them up to Class XII (Rs.6000 per year) Secondary Students 	Secondary Level
National Scheme of Incentive to Girls for Secondary Education (2008-09)	<ul style="list-style-type: none"> – Deposited Rs.3000/- in the account of the girls who pass Class VIII (SC and ST), but include all girls who pass in KGBV. 	Secondary Students
UDAAN [The project aims at	<ul style="list-style-type: none"> – To address the quality gap between school education and engineering 	Girl Students at Secondary Level.

addressing the lower enrollment of girls in engineering colleges]	<p>entrance, by addressing three dimensions of education – curriculum design, transaction and assessment.</p> <ul style="list-style-type: none"> – To enrich and enhance teaching and learning of Science and Mathematics at Senior Secondary level. – To provide a platform that empowers the girl students and provides better learning opportunities to them. 	
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(Source: MHRD Annual Report, 2014-15 and BES-017, DELED, IGNOU, 2014)

Activity 5

You might be aware that Govt. of India is keenly interested for skill development of the Students at the School level. In view of this, read the MHRD Annual Report and analyse the scheme, ‘National Skills Qualification Framework’ (NSQF) and write its main features.

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3.7.2 State Sponsored Schemes of Education

Like the Central Government, different State Governments also run many educational schemes for development of education in their States. Some of the educational schemes run by different States have been listed below.

Table 3.3: State Sponsored Schemes of Education

State	Program	Beneficiary with Details
Kerala	Athulyam	An initiative for primary school drop outs, those have left school without completing 4 th standard. The State Government’s initiative will include a 100 hour education for the development of vocational and computer skill of the participants.
Orissa	Model Residential School	Established 04 model residential schools in the pattern of Navodaya Vidyalaya for class VI-XII for tribal

		students in the district of Mayurbhanj, Sundargarh, Koraput and Raygarha.
	Girl's hostel	Established 400 Primary Level Girls Hostel for Scheduled Tribe Girls in order to check the dropout rate among them.
Chhattisgarh	Saraswati Yojana (free bicycle supply)	State High School level learning Girls of Scheduled Castes and Scheduled Tribes (distributed around 45000 cycles in 2006-2008).
Gujarat	Balika Samrudhi Yojana	To improve enrolment and retention of girl child, to raise marriage age of girls and assist girls in socio-economic-educational upliftment.
	Bal Pravesh	Government ensures 100% literacy in rural areas as it encourages Bal Pravesh (Child Admissions) by providing admission forms and enrolling over 5,25,000 girls in the State in Kanya Kelavani drive.
Andhra Pradesh	Maabadi (our school)	Was formulated in order to give access to all children in the age group of 6-11 years, even in small habitations with a population of 100-200.
Madhya Pradesh	Head Start	Provides computers to improve the quality of teaching in rural elementary schools through indigenous customized educational software.
Uttara Khand	Balwadis	Providing a quality ECCE program to 3-6 years old children in remote, economically poor Himalayan villages in Uttara Khand.
Maharashtra	Pratham	<p>The objective is to bring every child to school and help them to learn well. <i>Pratham</i> believes that its efforts must be replicable and the interventions must supplement existing government initiatives to universalize primary education.</p> <p><i>Pratham</i> has been serving under-privileged Indian children through five main programmes like; pre-</p>

		school children, out of school children, working children, in-school children, and computer assisted learning programme.
Assam	Gyan Jyoti Scheme	Gyan Jyoti scheme has been introduced by the Govt. of Assam since 2004. Under this scheme, the Govt. of Assam provides all facility to the students to visit the Historically and Geographically important places, including the industrial town of the region.
	Assam Vikash Yojana (Elementary Education)	Financial Grant to Girl students of BPL/ Poor families for school uniform and incentive to girl students (Class I-VII) for purchasing reading materials.

(Source: <http://floatingsun.net/udai/files/Education-Initiatives.pdf> and <http://nagaon.nic.in/schmstate.html> retrieved on 20.02.2015)

The planning and launching of the above schemes are a part of the major components of the Educational Policies. It helps to achieve the objectives of the educational policies.

Therefore, without involvement of even any one stakeholder, implementation of the educational policies cannot be properly worked on. This is one of the important factors for implementation of educational policies.

Activity 6

You might be aware about the Educational Schemes launched by your State. List out the Educational Schemes related to Girls Education with their objectives.

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Check Your Progress 3

Note: a) Write your answers in the space given below:
b) Compare your answers with those given at the end of the Unit.

5. How the Schemes of education are related with the educational policies?

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6. Analyse the Scheme of UDAAN recently launched by Central Government.

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3.8 LET US SUM UP

This Unit specifically dealt with the issues of Education and Constitution; Educational Policies; and the Schemes of Education. As you know, educational planning of a Country goes with its Constitutional provisions. Accordingly, educational policies are framed for giving a definite shape to education in the Country. For achieving the goals of educational policies, micro educational schemes are prepared and launched by both the Centre as well as State Governments. The key areas of discussion made under the issues mentioned above are the relationship between Education and Constitution; Constitutional provisions for Education; factors of effective implementation of the Educational Policies; need of conducting research for policy analysis and planning; and analysis of Centre and State sponsored Schemes of Education. This Unit will further help you to understand Block-2, 'Policy Frameworks for Education in India' of this Course.

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3.10 ANSWERS TO CHECK YOUR PROGRESS

1. In various Articles of Constitution of India, many provisions are made for educating the nation as a whole and in particular special provisions towards different groups, sections, and communities of the society. The educational policies of the Country reflects the educational provisions of the Constitution. In this way Education and Constitution are related with each other.
2. Self exercise.
3. Success of any educational policy depend upon the implementation plan of the Policy. It is therefore, implementation of the Educational Policy is as important as formation of the Educational Policy.
4. Self exercise.
5. Self exercise.
6. Read the MHRD Annual report, 2014-15 and do it on your own.