

## UGC NET - EDUCATION

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### SAMPLE THEORY

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# VPM CLASSES

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## INTRODUCTION

Education, which was monopolized by the socially privileged class of the society in the ancient and medieval period and by economically strong sections of the society during the British period, was for the first time opened to all without discrimination of caste, creed, or color when India got independence in 1947. But this was not enough for educational equality. A large section of Indian society was so poor that it could not avail the opportunity because of the following reasons:

- They were not motivated to receive education because of social factors.
- They could not afford the cost of education because of their poverty.
- Their wards were the earning members of the family even from their tender ages. Sending them to school was a sort of direct economic loss.
- Women and girls were socially confined within the four walls of the family. They were considered as private property of males of the society. Leaving them in the open either for schooling or for any other purpose was thought as raid or usurping this property.
- Very few employment opportunities were available after education. So, poor people could not take the risk of unemployment. Teaching of vocational skills within the family was a safe procedure to make youth earning members of the family.
- Even primary schools were not there in villages. Children had to walk miles to attend schools. Only well-off families could afford the cost of private schooling and conveyance.

- **Constitutional Provision**

Indian Constitution has made the following provision for education and improvement of scheduled caste and the tribal people:

- **Clause 17**– Through the clause 17, untouchability has been declared as a social crime. The persons practicing it may be prosecuted.
- **Clause 15** – The clause 15 gives freedom to the scheduled caste people to use wells, ponds, hotels and river-ghats like people of other castes.

- **Clause 25** – According to clause 25, all the worship places of Hindus have been opened for them as well.
- **Clause 29** – The clause 29 gives equal right to admission in all schools and college maintained by public funds.
- **Clause 16**– According to the clauses 16 and 335, reservation have been made in favor of scheduled cast and scheduled tribes in all public services.
  
- **CONSTITUTIONAL PROVISION FOR WEAKER SECTIONS**
  - **National objectives declared in the preamble:** India was declared a sovereign, socialist, secular democratic republic whose objectives will be to provide equality, liberty, fraternity and justice. It means that every citizen of the country irrespective of caste, creed or color will have his say in the political, and social affairs of the country. Equal opportunities will be available to all of them in the matters of education and employment.
  - **Fundamental rights:** Right to equality, right to freedom and right to education upto class VIII are three rights given to citizens which are safeguarded by judiciary and nobody and not even government can deny them of these rights.
  - **Article 46:** The state shall promote with special care the education and economic interest of the people particularly, the scheduled castes and scheduled tribes and shall protect them from social injustice and all forms of exploitations.
  - **Article 15:** Nothing in this article or in clause (2) of article 29 shall prevent the state from making any special provisions and educationally backward classes of citizens or for scheduled castes and scheduled tribes.
  - **Article 15(3):** Nothing in this article shall prevent the state from making any special provision for women and children.
  - **Article 16(4):** State can make any special provision for SCs and STs and can provide reservation to them in government jobs.
  - **Article 330:** Reservation provision is there or scheduled castes in public services.

**Article 15(1):** No citizen shall be discriminated on the ground of caste, creed color or sex. Thus women were for the first time given status equivalent to men.

**Article 39.** Men and women will be given equal rights by the state in getting means of livelihood and equal pay for equal work formula will be followed. Thus pay for equal work formula will be followed. Thus, discrimination against women were abolished in the matters of employment and pay.

**Article 51(a):** It is the duty of every citizen to respect women and to remove every such tradition which goes for dishonor of women.

- **Reservation in privately managed educational institutions Act 2005:** At the order of the government even private educational institutions were asked to give 12.5 % reservation of admission seats for SCs. 7.5% for STs and 27% reservation of seats for OBCs. These institutions went to the supreme court against this GO & got 100% relief and thus order of reservation of seats for SCs & STs in engineering, medical or management colleges was abolished. At this move, Indian parliament brought a bill in the winter session of parliament in 2005 in order to provide reservation facilities of weaker sections of the society even in private educational institutions. Finally, the bill was passed.
- **Women Reservation Bill:** Women reservation bill is also pending in parliament for the last few years in order to give 33% separate reservation to women in education and employment.
- **Development Schemes for SCs and STs:** Since socio educational problems of these section of the society are deeply rooted in economic problems. Government has launched a number of such schemes which can improve their economic conditions. Once economic conditions are improved, social and educational conditions will automatically improve. Some of these schemes and development programs are described below :
  - Most of the Indian states are providing them books and stationery, free uniforms, school bags everything free of cost.
  - Scheduled castes students have been exempted from paying school or college even then their tuition fee is paid by the state government.

- Free coaching facilities for competitive examinations have also been made available or them by some states.
- Post metric scholarship scheme have been launched in many states to provide them economic support for higher education.
- Dr. Ambedkar National Scholarship Scheme was started for talented students of SCs and STs from 2002-03. The purpose of this scheme is to identify the talented student in scheduled castes and tribes through national level test and to support them economically for higher education and research.
- Sarva Siksha Abhiyan is another program started in the last decade for the children of SCs and STs. The purpose of this program is to promote 100% enrolment of those students who belong to SCs and STs in schools.
- 457,29 crore rupees were spent on 21 lac students belonging to scheduled castes in the ninth five year plan for their higher education including professional and technical education.
- 118.10 crore rupees were spent for the construction of hostel for students (boys and girls) belonging to scheduled castes in the ninth plan.
- Special component plan: was started in 2002-03 for upliftment of scheduled castes people.
- All above facilities have also been made available for the children belonging to scheduled tribes and tribes of Assam, Meghalaya, Tripura and Mizoram and have been given preference with some additional reservation facilities over others in the matters of education and employment.
- Panchasheel principles were accepted in 1956 for the development for tribal communities.
- Establishment of special financial institutions for tribal like Tribal Cooperative Marketing Development Mahasangh (1987) and National Scheduled Castes and Scheduled Tribes Finance and Development Corporation (1989).
- Establishment of separate ministry for tribes (1999).
- **Development schemes and programs for women:**
  - **Kanya Vidya Dan Yojna:** This program was started by UP Government in 2004 to promote higher education among girls. Under this scheme a cash composite amount of Rs

20000 rs given to all those girls who secure more than 60% marks at intermediate level. Nor all girls living below poverty line are given this scholarship after [passing intermediate whatsoever may be their percentage of marks in the exam.

- **Hostel facilities:** 102 hostels were constructed for 8000 working women in the ninth plan in order to provide them cheap residence away from home.
- **Nation Women's Fund:** This fund was created in 1993 in order to provide loans to women at cheaper rate of interest. Once their education is improved they will go for the education of their sons and daughters.
- **National Women's Commission:** It was established in 1992 in order to protect the rights of women in general.
- **Kasturba Gandhi Education Plan:** This program was started on August 15, 1997. The purpose of this plan is to establish education institutions in those areas where women's literacy rate is very low.
- **Balika Samridhi Yojna:** This plan was started in 1997. Under this plan Rs. 500/ are given to the family at the birth of a daughter. When that daughter goes to school, a scholarship of Rs. 300/ per year is to be given to the child upto class VIII. This amount is raised to Rs. 1000/per annum in class IXth and Xth. This plan is basically for girls who are living below poverty line.
- **Maulana Azad National Scholarship Scheme:** Maulana Azad Education Foundation New Delhi was established during VIth five year plan for the promotion of Girl's education in the country. Foundation started Maulana Azad National scholarship scheme on August 1, 2003 The purpose of this scheme is to identify talented girls among minorities and to provide them special scholarship facilities for their education.
- **Mid day Meal Scheme:** Mid day Meal Scheme was started in Primary Schools to provide free lunch to school going children. This scheme was started in 1995-96.
- **Girls' Empowerment Scheme:** The purpose of this scheme is to accelerate authority and self knowledge among unmarried girls. Under this scheme, drop out girl living below poverty line, are selected. These girls are put in aangan-wadi centers for six months where they get



education and vocational training both, and become self dependent and empowered before marriage.

- **Sarva siksha Abhiyan:** This scheme was stated just before tenth five year plan. The purpose of this scheme is to provide primary education free of cost for children in the age education free of cost for children in the age group of 6-14 years. This scheme also aims at improving primary education through community participation in order to impart quality education to children. Girls, and children belonging to SCs and STs have especially been targeted under this scheme.

- **NPE (New Education Policy) (1986) and Education for women's Equality:**

Education will be used as an agent to change the status of women. National Education system will play a positive and interventional role in the empowerment of women. It will establish new values in the society through redesigned curriculum, text books, the training and orientation of teachers, decision makers and administrators and through the active involvement of educational institutions.

Women's studies will be promoted as a part of various academic courses and educational institutions will be encouraged to take up active programs to further women's development. Literacy among women will be removed by encouraging their enrolment in formal education institutions and obstacles inhibiting their access to elementary education will also be removed by providing special support services and effective monitoring.

Major emphasis will be laid on women's participation in vocation, technical and professional education at different levels. They should not be discriminated on the ground of sex in these institutions at any step.

Women's participation in non traditional occupations and new emerging technologies will be promoted.

- **NPE and Education of SCs and STs:** NPE's view points regarding the education of SCs and STs are given below -

- Incentives should be given to poor families to send their children to schools regularly till they reach the age of 14.

- Parametric scholarship schemes should be introduced for children of families engaged in occupation such as scavenging, flaying etc. Such scheme should start from class first. All children of such families regardless of income will be covered by this scheme and time bound target will be fixed for the purpose.
- Constant micro planning, monitoring and verification should be ensured of that enrolment, retention and successful completion of courses by these students do not fall at any stage and provision of remedial courses should also be made to improve their prospects for further education and employment.
- Recruitment of teachers from these communities should be made on priority basis.
- Hostel facility should be provided to SC and ST students at district headquarters in a phased manner.
- Schools and adult education centers should be opened in such places where these students can easily avail the facilities.
- Constant innovation in methodologies and approaches are also necessary to increase the participation of SC and ST students in the education process.

- **Contribution of Social Organizations**

Many social organization are running education institutions for education of scheduled caste and tribal people. These have instituted scholarships and freeships and tribal people to receive education. Sometimes adequate financial assistance is also arranged for books, clothing, lodging and boarding. Fifteen crores of rupees in the First Five Year Plan, 41 crores in the Second Plan, 53 crores in the Third Plan.

- **The Dhebar Commission of 1960-61**

The Government appointed a Commission under the Chairmanship of Dhebar in 1960-61 for finding out the condition and problems of the finding out the condition and problems of the scheduled caste and tribal people. The Commission observed that adequate arrangements have not yet been made for the education of scheduled castes and scheduled tribes. It requested the Central Education Ministry to study this problem for doing the needful towards education of these people. It considered residential Ashram Schools useful for children of



scheduled and tribal people, because they serve as centers of social and cultural education of these children.

- **Recommendations**

The Commission made the following recommendations for the expansion of primary education—

- The children of scheduled and tribal people should be trained in some handcraft or practical skills.
- The teacher appointed to teach scheduled caste and tribal children should be given special allowances and residential facilities.
- Children in schools for scheduled caste and tribal should be given food, clothing books and stationary free.
- Teachers should be appointed for teaching scheduled caste and tribal children should be trained in training colleges established in their area in order that during the training period, they may get acquainted with the life style of the scheduled and tribal people.
- Teachers appointed to teach scheduled and tribal children should be fully conversant with their culture.
- Primary education for scheduled and tribal children should be given through their mother-tongue. Suitable books should be published for this purpose in mother-tongue.

- **the Kothari Commission, 1964-66**

In addition to the recommendation of the Dhebar Commission, the Kothari Commission has given welcoming suggestions for various level of education of scheduled caste and tribal children.

- **Primary Education**— Primary Education for scheduled case and tribal children should be better organized. More schools should be opened in the densely populated areas of scheduled an tribal people.
- **Secondary Education**— More secondary schools should be opened with facilities for hostels and stipends.

- **Higher Education**– More scholarships should be instituted for higher education. Those engaged in the service for scheduled caste and tribal people should be assigned a separate caste. In the beginning, non-scheduled and non-tribal people may be appointed in this cadre, but later on suitable persons from the scheduled and tribal groups alone should be appointed in this cadre.

The conditions of the scheduled caste and tribal people will be improved a great deal, if the recommendation of the Dhebar and Kothari Commissions are implemented.

- **Criminal Tribes**

The criminal tribes include those who, by way of habit, are generally engaged in such crimes as committing theft, robbing passersby and stealing away domestic animals. People of this tribe generally roam about from one place to another, as they have no permanent abode anywhere. They are landless and houseless.

- **Before Independence**–Prior to 1947 some Christian missionaries tried to educate and uplift the standard of living of criminal tribes. Through the Criminal Tribes Act passed by the Government, a right has been obtained to inhabitate these people at some particular places. Some of the people of these tribes have been encouraged to settle down at some places. Some boarding schools have been opened for education of their children.. The Government has given financial assistance to missionaries and other organization for looking after welfare of these people.

- **After Independence**– After independence the Criminal Tribe Act was cancelled, as it was not considered proper to call any tribe criminal. Residential schools were opened for education of children of these tribes. An attempt was made to employ adults from this group at suitable places. The Government made some provisions for education of the tribes in the various Five Year Plans.

- **The Nomads**

The nomads do not have any specific place to stay at. In search of daily sustenance, they remain wandering from one place to another throughout the whole country. They carry their

children and the entire family with them. At times they may seek shelters beneath bridges, tunnels and footpaths of boards.

- **Measures of Reform**

Under the circumstances, it is extremely difficult to educate them and their children. However., following measures have been suggested for their reforms:

- They should be encouraged to settle down at some specific place donated to them free of charge. In the State of Rajasthan some nomad people were given places to settle down at. But they could not stay there and moved out for other places.

- Some provisions should be made for mobile schools for nomads, children. These schools should follow their movement from time to time. Thus their children will be getting education without any break. This experiment has succeeded without any break. This experiment has succeeded in the State of Jammu and Kashmir. There the nomads people reside at hill-tops during summer and they descend down in valleys during winter. Mobile schools have been organized for education of their children. Upon 1961 there were 53 such schools in this state. Some persons of the same nomad group were appointed as teachers for their children. This arrangement could be accepted as a temporary measure only. The real solution requires getting them settled down at some specific places.

- **Scheduled Castes and Tribal People**

The following three types of programs have been organized by the Government for the scheduled and tribal people–

- The work directly done by the Central Government.
- The work done under the supervision of the Government.
- The work done by the various states in the country.

- **The work directly done by the Central Government–** The Central Government grants reservations in government services in favour of scheduled and tribal people. But many reserved posts are not filled in by the scheduled and tribal people, because suitable hands from them are no available. For improving this situation, the Government has opened Coaching-cum-Guidance Centers at Madras, Jabalpur and Kanpur in order to transmit

information regarding employment scheduled caste and tribal people for specific jobs. Since 1953 more than two dozen scholarships have been instituted for sending persons of scheduled and tribe groups of foreign countries for obtaining education. per cent of seats in education institutions have been reserved for scheduled caste and tribal.

- **The Work done under the Supervision of the Central Government–**

- After passing high school examination, the scheduled caste and tribal students are granted scholarships or continuing the further education. These days about three lac scholarships are awarded to students of scheduled castes and about a lac scholarship to the students belonging to the tribal classes.
- There are about 18 centers all over the country for coaching persons for scheduled and tribal classes for I.A.S. and I.P.S. services.
- The Central Government gives grants to the various State Governments for instituting scholarships for scheduled caste and tribal students.
- More than twenty centers have been established throughout the country for doing research on scheduled caste and tribal people.
- A Central Research Advisory Council has been established for correlating the activities of these research centers spread over the country.
- The Central Government gives various kind of financial assistance for rehabilitation and education of scheduled caste and tribal people. Through this assistance, provisions have been made for meals, hostels, residential schools, examination fees, students from these groups.

- **The Work done by the various States–**

The financial assistance received from the Central Government by the various State Governments are treated as loans and block grants. Through this assistance the State Government run the following types of programs of scheduled castes and tribal people–

- To open Ashram Schools.

- To organize teaching materials.
- To establish schools and hostels.
- To give stipends for primary and junior high schools education.
- To arrange for mid-day meals.
- To exempt from tuition and examination fees.

- **Suggestion for Improvement**

The welfare of the scheduled caste and tribal people cannot be guaranteed through Government help alone. The co-operation of the society is very necessary for it, as their problem is very necessary for it, as their problem is a social problem which concerns the whole country. Their condition cannot be improved only through Government Laws and Regulation. In various States in our country, we find various types of scheduled caste and tribal people. A general consciousness has to be generated throughout the country for the reforms of people of this group. It has been suggested to introduce compulsory education for improving the condition of these people.

The following programs may be suggested for education of scheduled caste and tribal people–

- To make survey of places for opening schools for children.
- To open residential schools for children to these people.
- To organize suitable teaching materials in all the schools meant for scheduled caste and tribal children.
- To provide free meals, books stationery and other facilities to the children of these people.
- To prepare favorable atmosphere for compulsory education of their children.

- **NPE 1992**

The National Policy on Education (NPE 1986 as updated in 1992) lays special emphasis on removal of disparities and equalization of educational opportunities attending to the specific need of those who have been denied equality particularly scheduled castes, scheduled tribes and educationally backward minorities. Some of the important provisions are as follows:

- Norms of opening of primary school have been relaxed to have a primary school within one kilometre walking distance from habitations having a population of 200 persons instead of the earlier criteria of 300 persons;
- Abolition of tuition fee in all states in government schools at least up to Upper Primary level. Most of the states have abolished tuition fee for SC/ST students up to senior secondary level and provide incentives like textbooks, uniforms, school bags, etc. to these students:
- The major programs education like Universalization of Elementary Education Operation Blackboard, Non-Formal Education, District Primary Education Program, etc., accord priority to areas of concentration of scheduled castes and scheduled tribes.
- Reservation of seats for SCs and STs in Central government institution of higher education including IITs, Regional Engineering Colleges, Central Universities, Kendriya Vidyalayas and Navodaya Vidyalayas, etc. Reservation in universities and colleges and technical institutions is a part from relaxation in the minimum qualifying cut off stages for admission. The UGC has established SC/ST Cells in 98 universities including Central Universities to ensure proper implementation of the reservation policy.
- Remedial and special coaching is provided for SC and ST students. In order to improve the academic skills and linguistic proficiency of students in various subjects and raising their level of comprehension. IITs have a scheme under which SC/ST students who marginally fail in the entrance examination are provided one year training and then admitted to the First Year of B.Tech course;
- Out of 43,000 scholarships, 13,000 scholarships provided to SC/ST students under the scheme of National Scholarship at the secondary stage for talented children from rural secondary stages.
- Junior Research Fellowship (So annually), scholarships, (25), Research Associateship (20), and Fellowships, (50) are awarded by UGC exclusively to SC/ST students:
- The Central Institute of Indian Languages (CIIL) Mysore, prepares textbooks, primers, grammar books, dictionaries, bilingual text-books facilitation translation from regional languages, etc., into tribal languages.



- The NCERT has prepared/developed/ published 10 textbooks in tribal dialects and prepared teaching learning material in 15 tribal dialects.

- **Education of Women**

### **Historical Review**

In India woman education was encouraged in ancient days. One finds mention of numerous learned women in the Vedic and Upanishadic periods who were well versed in various disciplines of study. But situation changed during the Muslim period of India. The women were sent behind Purdah under the Muslim influence and the unsafe condition prevailing in their society. But by the middle of the nineteenth century, some progressive Indians and Englishmen started working for their reawakening. This encouraged the development of their education. According to the recommendation of the Education Commission of 1882, some schools for women were opened with government grants. Certain private organization also came forward and opened many schools and colleges for girls. By the beginning of the twentieth century, there were about 6107 schools for girls and there were 4, 47, 470 girls studying in them. Out of these 6107 schools, twelve were colleges, 4567 secondary schools and the rest were primary schools. In 1904 Mrs. Annie Besant took a historical step for women education by starting the Central Hindu Girls Schools in Varanasi. In 1916 Lady Hardinge Medical College was established in Delhi. Henceforward many new schools and colleges for girls were instituted as encouragement to poorer ones. Arrangements for transport many schools for girls. Inspectress of schools were also appointed by the government for looking after the newly opened schools for girls.

After the First World War was over in 1918, great efforts were made for expansion of women education. Mahatma Gandhi was the leader of this expansion. With him there were many top leaders and ladies of the country. Their efforts bore fruits and by 1947 there were 31, 14,860 girls studying in schools. Out of this number 40,843 were in vocational schools. Thus by 1947, the progress in women education was three times.

After Independence the government considered its sacred duty to expand women education its sacred duty to expand women education and many voluntary organization also came forward to work for expansion of the same. In various Five-Year. Plans Separate funds have

been allocated for women education. An attempt has also been made to introduce changes in the curriculum at all the levels of education corresponding the special interests and life-duties of girls.

- **Aims of Women Education**

While good progress has been made in the sphere of women education but this progress is not very heartening keeping in view the high number of women in the country. However, during the last fifty years India has produced great women in different walks of life, science, literatures, various disciplines of studies in the universities and in political life of the country. These great women are comparable to any women in any part of the world in their specific spheres concerned. Various Committees and Commissions on education appointed by the government have emphasized the unique need and nature of women education.

- **The Government Efforts**

**General Structure**-In India the Central Government has been constitutionally made responsible for women education. But since women education is considered as a part of general education, it is regarded as the responsibility of the State. It is the State government that does everything for expansion of women education. The administration of women education is just like that of education for boys.

There are regional inspectresses of schools and other government officers for the inspection and supervision of girls' schools. The Director of Education is the chief of women education as he is for boy education. In 1959 a National Council for Women Education was established for looking after the education of girls. It recommended that the women education should be treated separate unit of education and the State Governments should establish Advisory Council for Women Education and there should be a joint Director for women education.

**Higher Education for Women**- In view of the great zeal shown by girls for higher education, it is hoped that their number in universities and degree colleges will ever be on increase. Some necessary changes are also being introduced in the curriculum in order to

suit their special interests and aptitudes. The girls are also attracted towards various professional courses, such as medical, engineering, teaching and nursing, etc.

- **Secondary Education for Girls**– At the secondary stage the growth of women education has been more satisfactory. As the time passed, the old conservative traditions were relaxed and the girls were encouraged to get education which they desire. The curriculum has also been suitably modified the secondary stage in order to suit their special requirements and tastes.

- **Primary Education for Girls**– Primary education is the base for the development of secondary and higher education. Its development ultimately affects the development of onward stages of education. However, it has been estimated that only 30 per cent of the girls of primary school reach the fifth class i.e., they drop out earlier for one reason or the other. The government has special responsibility for enforcing compulsory education for girls up to the secondary stage.

- **Problems of Women Education**

Indian women are as capable as any women in any part of the world. But unlike women in many Western countries, Indian women are denied equal opportunities for working with men in many equal opportunities and for working with men in many spheres of life. Constitutionally, Indian women practically speaking, they are kept much behind men in various life activities. Hence, the women should be given equal rights with men everywhere according to their special interests and legitimate demands. While framing the courses of study for girls, special care should be taken of their unique life responsibilities and domestic demand.

Co-education should be permitted.

But for secondary education, separate schools should be opened in various parts of the country as many parents do not like co-education at the secondary stage. So women should be specially trained in various professional courses. India requires a large number of women teachers for primary and secondary schools. Hence, more training colleges should be opened for training of women teachers and more seats or women should be reserved in

training colleges. Similarly, more seats should be reserved for women candidates in medical engineering and other professional colleges. This will facilitate the growth of women education in various areas. If trained women workers or lady doctors and teachers are sent to work in rural areas, they should be given higher salaries and immediate facilities of residence and other minimum amenities for obvious reasons.

- **Committee on Women's Education (1958-59)**

### **Introduction**

At its meeting held in July, 1957, Education panel of the Planning Commission recommended that, "A suitable Committee should be appointed to go into the various aspects of the question relating to the nature of education for girls at the elementary, secondary and adult stages and to examine whether the present system was helping them to lead a happier and more useful life." This was placed before the Conference of the State Education Ministers (held in September, 1957). They agreed that a special committee should be appointed to examine the whole question of women's education. Accordingly, the National Government of India in the Ministry of Education, with Smt. Durgabai Deshmukh. Chairman, Central Social Welfare Board as Chair person.

- **Major Recommendations**

### **Special recommendation needing top priority**

**Determined Efforts**— The education of women should be regarded as major and a special problem in education for a good many years to come and a bold and determined efforts should be made to face its difficulties and magnitude and to close the existing gap between the education of men and women in a short a time as possible. The funds required for the purpose should be considered to be the first charge on the sums set aside for the development of education.

**Nation Council**— Steps should be taken to constitute as early as possible a Nation Council for the education of girls and women.

**Rapid Development**– The problem of the education of women is so vital and of such national significance that it is absolutely necessary for the Centre to assume more responsibility for its rapid development.

- **Education for Rural Population in India**

If we objectively and dispassionately analyze the causes of the various problems encountered in rural India, we shall find that the most basic cause of misery, squalor and backwardness of an average India villager is his lack of education. Being illiterate, villagers are innocent of modern scientific developments and of new and wider horizons of knowledge. Furthermore, being illiterate, orthodox and superstitious and consequently, hostile and unresponsive to new knowledge and suggestion.

They are so inured to their traditional ways that they are afraid of making any changes in them. One account of illiteracy, modern farming and diversified cottage industries cannot take roots and flourish in villages. Due to superstitions, villages are averse to changing their unhygienic surroundings and are continuously subject to disease and epidemic. They are unable to maintain even minimum standards of health and hygiene, they take squalor and filth for granted. Being illiterate, they can be easily duped. That is why the majority of villagers are subject to merciless exploitation by moneylenders and lawyers. It is precisely due to their illiteracy and consequent narrowness of their attitude that they do easily fall into litigation and interminable quarrels. Given a broad and generous outlook, 90% of their quarrels would be automatically resolved and by their united energy they would achieve prosperity in no time. As village women folk are illiterate, orthodox and tradition-bound, they do not bring up their children in a proper way. As a result of this improper care and rearing of children, their personalities do not flower and become stunted. Illiteracy is a vicious circle. It breeds poverty because illiterate persons have fewer opportunities of employment and poverty makes for illiteracy because the poor have neither where withal to educate themselves.

- **Rural Education in Pre-British Days**

Before the advent of British, the condition of education in India was not good. On account of decline in powers of Hindu Rajas and Mughal Kings, the governmental aid to education



institutions has stopped. In villages we had two types of education institutions. One type was run by Hindus and was called Pathshala; and the second type was run by Muslims and was known as Maktaba. Not every village had provision of education. In several villages there used to be a single Pathshala or Maktab and students from far off distances used to come to them. The majority of people, however, were indifferent to education. There were no separate institutions for professional education and training. Accordingly, professional or occupational training and education was imparted by means of apprenticeship, that is a child or man learned a profession by actually entering it, and by receiving guidance from ustads or masters who were actually engaged in the profession. While actually doing things, they learned a lot by mere imitation and complicated matters were explained to them. Thus they became perfect in profession or trade by the time of becoming adults. The social education was imparted exclusively in the family. In joint families elders used to instruct young ones in morals and conduct. Among primitives dormitories used to be the places of education and training. Among primitives dormitories used to be the places of education and training. The religious education was imparted by Priests, Maulvis, Sadhus, Fakirs and professional storytellers. Ramayan, a Hindu epic based on the life of Lord Rama, his consort Sita and demon Ravana, was a primary source of moral and religious education.

- **Rural Education in British Period**

Though the rule of Britishers brought many changes in India, and some of these were salutary, there was no significant improvement in the condition of rural education. In urban centres, Britishers set up educational institutions with a view to turning out cheap clerks. In educating Indians Britishers had no interest in the development of the personality of the educated; development of the personality of the educated; their primary interest was to create subordinate and junior officials and administrators. Under these circumstances, neglect of rural education was natural. There were no provisions to give aid on behalf of government to education institutions in villages.

Generally, whatever education institutions had existed in pre-British days it languished and became extinct in due course. The fundamental principles, upon which education in cities was based, were foreign and not indigenous.



- **Rural Education in Modern India**

It is now generally recognized that there are basic differences in local rural and urban conditions and, therefore, it is not advisable to adopt a single pattern of education for villages and town. The urban education is intellect oriented and does not lay adequate emphasis on other factors of personality. In rural education mere training and gymnastic of intellect would no do; the rural education must also aim at, besides intellectual refinement, physical emotional and moral developments of man. The Constitution of India declares our county to be based on the universal principles of equality, freedom and fraternity. In order to attain such high aim, we need to overhaul the whole Indian society.

This is so because the integral development in villages is not possible without general co-operation and the spirit of give and take. With this aims numerous primary and middle schools have been started in villages. In primary schools education is given upto class IVth or Vth. In Middle or Junior Schools education upto V th. In Middle or Junior Schools education Schools there is provision for education upto High Schools. Besides, many basic schools have been started in villages under inspiration from education reforms launched by Mahatma Gandhi, the father of nation.

- **Mean of Rural Education**

Besides schools and educational institutions, there are certain other means of rural education:

The include:

- Libraries,
- Reading Rooms,
- Radio,
- Movies,
- Mobile Vans,
- Exhibition,
- Museums, and
- Play grounds or Entertainment Centers.

However, rural education should be integral. Under the following heads we can study and discuss the means of rural education.

**Libraries** – It is essential for the adequate spread and dissemination of learning there should be good libraries in villages. By reading books of their own choice, villagers learn and enjoy simultaneously. A wide choice of books is bound to be attractive and it is possible to give everyone a book of his choice of subject matter or get up. Some people may feel like reading a book on account of its beautiful photos or something of practical interest in it. As it is not feasible to provide every village with a good library, mobile libraries consist of motor driven vans stocked with books and maintaining a record register showing issue and return of books.

The selection of books for village libraries should be made with due direction. Besides books for entertainment and children books on culture, economics, literature, religion and philosophy must be given due share. That is, the stock of fiction and light reading should not be more than 25% of the total stock.

**Reading Rooms** – More important than libraries is the provision of reading rooms in villages. In the world of today when things happen fast and the impact of tense happenings is far and wide and hardly anybody holds what is happening around. For this purpose it is essential that there should be centers in villages where newspapers and magazines are available freely for study. The provision of reading rooms and study centers, where newspapers and periodic literature is available, will go a long way in imparting proper education to villagers.

**Radio** – Radio or wireless is also an eminent means of education. Now almost whole of India is covered with radio network and practically all panchayati centers are equipped with a radio. Now, of course, radio is being gradually replaced by television. Television has the dual benefit, that is, it is an audio-visual source of knowledge and education.

**Movies** – The picture and movies have tremendous impact on the minds of villagers. The visual impression is, of course, deeper than auditory. In order to acquaint villagers about developments in various parts of India; in order to educate villagers in matters of hygiene and physiology; in order to educate them about

other cultures and in order to teach them without tears movies have proved to be ideal. However, there is no adequate provision for showing movies in most of the villages and this all important source of education and entertainment is seriously neglected.

**Mobile Vans**-Mobile vans are an important means of rural education. Mobile vans contain books, photographic exhibits, musical records, tapes of important speeches and loudspeakers. These vans visit one village after another and try to attract attention of people to important thing by providing them with entertainment. Such Vans, on account of variety of attractive material in them, can be highly fertile source of rural education; but unfortunately, the number of such vehicles is very limited in India.

**Exculpations**- For technical and professional education, arrangement of exhibitions is required in which latest techniques can be actually demonstrated by putting together all necessary materials. Such exhibitions draw big crowd from far and wide; people from distant places come to visit these exhibitions. This is so because, by seeing actual exhibitions of new techniques and methods, they can adapt them to their professional and make practical gain.