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CHAPTER - I
INTRODUCTION

CHAPTER: 1

INTRODUCTION

1.0.Introduction: Importance Of Education In Life

In contemporary society, education plays a very important role in individual's life and nation building. It develops skills, imparts knowledge and implants values to individuals. By doing so it nurtures human resources for development of the nation. Education plays a very vital role in shaping an individual. It helps one to earn recognition and respect in society as well as self realization. It is only the way for child to convert information in to knowledge. It creates mankind. It develops the value of judgement in child. It is the form of learning. School education is the building block of child's future. Primary school years are an important phase of child's education. In these years child begins to build confidence and desire to learn. Every parent wants to expose their child to a broad range of activities to discover latent talents and interests for their proper nurturance and manifestations.

Therefore, Education, in the form of schooling, in the modern world is primarily considered as an opportunity. Realising the importance of education in both individual development and social transformation, constitutional framers made education compulsory for all the children and made equal opportunities a right of every individual.

1.1 School Education: Constitution of India

Constitution of India through various enactments not only provisioned to provide access to school education for all but also committed to ensure equal opportunities to all. The vision of education for India is, in its initial form, contained in article 45 of its constitution : "Free and compulsory education for all children until they complete the age of 14". Since independence India's governments have expanded the vision of formal and nonformal education to realize this vision and have attained high gross enrollment rates in schools. Our constitution in preamble itself given the phrase "Equality of status and opportunity" and also have provisions in the articles equality before law(Art. 14),prohibition of discrimination on the

grounds of religion, race, caste, sex or place of birth (Art. 15), Equality of opportunity in matters of public employment (Art. 16), abolition of untouchability (Art. 17), Equalisation of Educational opportunity (Art. 32) .

1.2 Social Objectives of School: School System

School along with its overt 'educational' objective of developing knowledge and skills, is assigned to perform the resocialization of children into constitutional values. Leaders, at large, instilled faith in school for the inculcation of egalitarian and democratic values among the children coming from different socio-cultural backgrounds. In order to translate this social role of school into practice, at system level, Education commission recommended the establishment of Common School System across the country. Education commission (1964-66) in its report observed that the 'social objective of education is to provide equal educational opportunities'. The Commission (1964-66) has observed "one of the important social objective of education is to equalize opportunities enabling the backward and underprivileged classes and individual to use education as a level for the improvement of their condition. Every society that values social justice and anxious to improve the lot of the common man and cultivate all available talent must be ensure progressive equality of opportunity to all sections of the population. This is the only guarantee for the building up of an Egalitarian human society in which the exploitation of weak will be minimized. It does not mean identical education it means that no hindrance in education in the name of material and social barriers but given in according to their aptitude and ability.

It went ahead and recommended the establishment of 'common school system' across the country to realize the social objective of education. The commission (1964-66) says, "In a situation of the type we have in India, it is the responsibility of the educational system to bring the different social classes and groups together and thus promote the emergence of an egalitarian and integrated society. But at present instead of doing so, education itself is tending to increase social segregation and to perpetuate and widen class distinctions. At the primary stage, the free schools to which the masses send their children are maintained by the Government and local authorities and are

generally of poor quality.....What is worse, this segregation is increasing and tending to widen the gulf between the classes and the masses”.

As an important component of the common school system, the Education commission (1966) recommended the adoption of the neighbourhood school concept. It said:“From this point of view, we recommend the ultimate adoption of the ‘neighbourhood school concept’ first at the lower primary stage and then at the higher primary. The neighbourhood school concept implies that each school should be attended by all children in the neighbourhood irrespective of caste, creed, community, religion, economic condition or social status, so that there would be no segregation in schools.

The commission had warned the policy makers about the tendency for segregation based on inequalities in school education system. The gravity and objectives of this recommendation was aptly summarized by Naik (1975), “The essence of commission regarding Common School System is integral part of programme to promote the education of the poor, reduce it’s dual character in which have receive one type of education and have nots another and to create a socially cohesive and egalitarian society”.

1.3 School System: Education Policies

In the spirit of Education commission recommendations and observations of eminent persons, the first education policy in Independent India- New Education Policy 1968 said that “To promote social cohesion and national integration, the common school system as recommended by the Education Commission should be adopted. Effort should be made to improve the standard of education in general schools. All special schools like public schools should be required to admit students on the basis of merit and also to provide a prescribed proportion of free studentships to prevent segregation of social classes. This will not however affect the rights of minorities under article 30 of the constitution.” First education policy of independent India, while advocating the adoption of common school system, also proposed to take reformatory steps to prevent the implicit danger of segregation due to fee charging public schools.

National Policy on Education- 1986 and the Programme of Action also supported this concept and said up to a given level; all students irrespective of caste, creed, location, sex should have access to education of a comparable quality. To achieve this the government will initiate appropriately funded programme. Effective measures will be taken in the direction of the Common School System as recommended in National Policy of Education. In addition, as an historic act, RTE Act-2009 transformed elementary schooling from obligation of government to the right of every child of the country. The Act made it mandatory to make school available to every child within one kilometer. The Act also gave constitutionality to neighbourhood schools. However, while granting constitutionality to neighbourhood school system, the Act, with a view to provide school choice, did not speak about the need and necessity of the establishment of common school system. The Act simultaneously made right to education and right to school choice.

1.4 Expansion Of Schooling: A brief glance

History of educational development of India is the narrative of achievements of few and missed opportunities for many. Education is deeply rooted in Indian culture. Independent India, constitutionally, in principle departed from the tradition of considering education as 'privilege' and made education a legal right of every child.

Country has made progress in terms of increasing the primary education attendance rate and expanding literacy to approximately three-quarters of the population in the 7-10 age group, by 2011. At the primary and secondary level, India has a large private school system complementing the government run schools, with 29% of students receiving private education in the 6 to 14 age group. As per the Annual Status of Education Report (ASER) 2012, 96.5% of all rural children between the ages of 6-14 were enrolled in school. This is the fourth annual survey to report enrollment above 96%. Another report from 2013 stated that there were 229 million students enrolled in different accredited urban and rural schools of India, from Class I to XII, representing an increase of 2.3 million students over 2002 total enrollment, and a 19% increase in girl's enrollment. While quantitatively India

is inching closer to universal education, the quality of its education has been questioned particularly in its government run school system.

1.4.1 Primary Education

The Government of India lays emphasis on primary education, also referred to as elementary education, to children aged 6 to 14 years old. To make it success, the Constitution has also banned child labour in order to ensure that the children do not enter unsafe working conditions. The District Education Revitalization Programme (DERP) was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system. 85% of the DERP was funded by the central government and the remaining 15 percent was funded by the states. The DERP, which had opened 160000 new schools including 84000 alternative education schools delivering alternative education to approximately 3.5 million children, was also supported by UNICEF and other international programmes. This primary education scheme has also shown a high Gross Enrollment Ratio of 93–95% for the last three years in some states. Significant improvement in staffing and enrollment of girls has also been made as a part of this scheme. The current scheme for universalization of Education for all is the SarvaShikshaAbhiyan which is one of the largest education initiatives in the world. Enrollment has been enhanced, but the levels of quality remain low.

1.4.2 Secondary Education

Secondary education covers children aged 14 to 18, a group comprising 88.5 million children according to the Census, 2001. The final two years of secondary is often called Higher Secondary (HS), Senior Secondary, or simply the "+2" stage. A significant feature of India's secondary school system is the emphasis on inclusion of the disadvantaged sections of the society. A special Integrated Education for Disabled Children (IEDC) programme was started in 1974 with a focus on primary education but which was converted into Inclusive Education at Secondary Stage. Another notable special programme, the Kendriya Vidyalaya project, was started for the

employees of the central government of India, who are distributed throughout the country. The government started the Kendriya Vidyalaya project in 1965 to provide uniform education in institutions following the same syllabus at the same pace regardless of the location to which the employee's family has been transferred. The quantitative expansion, however, implanted different 'kinds' of schools. The economic logic of universal schooling and quality perspective in school education arrived at the conclusion that it is difficult to make education accessible to every child by governmental agencies alone. The consequence of this conclusion logically culminated in opening up of school education to different players-public, private, mixed, NGOs, international agencies and so on.

1.5 Types Of Schools

1.5.1 Private Schools

According to current estimates 29% of Indian children are privately educated. With more than 50% children enrolling in private schools in urban areas. The balance has already tilted towards private schooling in cities and even in rural areas, nearly 20% of the children in 2004-05 were enrolled in private schools .

The data shows that most of the middle-class families send their children to private schools, which might be in their own city or at distant boarding schools. At such schools, the medium of education is often English, but Hindi or the state's official language is also taught as a compulsory subject. Pre-school education is mostly limited to organised neighbourhood nursery schools with some organised chains. Many privately owned and managed schools carry the appellation "Public", such as the Delhi Public Schools, or Frank Anthony Public Schools. These are modeled after British public schools which are a group of older expensive and exclusive fee-paying private independent schools in England. Private schools often provide superior results at a multiple of the unit cost of government schools. However, others have suggested that private schools fail to provide education to the poorest families, a selective being only a fifth of the schools and have in the past ignored Court orders for their regulation.

In their favour, it has been pointed out that private schools cover the entire curriculum and offer extra-curricular activities such as science fairs, general knowledge, sports, music and drama. The pupil teacher ratios are much better in private schools (1:31 to 1:37 for government schools) and more teachers in private schools are female. There is some disagreement over which system has better educated teachers. According to the latest DISE survey, the percentage of untrained teachers (parateachers) is 54.91% in private, compared to 44.88% in government schools and only 2.32% teachers in unaided schools receive inservice training compared to 43.44% for government schools. The competition in the school market is intense, yet most schools make profit. However, the number of private schools in India is still low - the share of private institutions is 7% (with upper primary being 21% and secondary 32% -*source : fortress team research*). Even the poorest often go to private schools despite the fact that government schools are free for example A study found that 65% of schoolchildren in Hyderabad's slums attend private schools.

1.5.2 International Schools

As of January 2015, the International Schools Consultancy (ISC) listed India as having 410 international schools. ISC defines an 'international school' in the following terms "ISC includes an international school if the school delivers a curriculum to any combination of pre-school, primary or secondary students, wholly or partly in English outside an English-speaking country, or if a school in a country where English is one of the official languages, offers an English-medium curriculum other than the country's national curriculum and is international in its orientation." This definition is used by publications including The Economist.

1.5.3 Home Schooling

Home schooling is legal in India, though it is the less explored option. The Indian Government's stance on the issue is that parents are free to teach their children at home, if they wish to and have the means. Former Human Resource Development Minister KapilSibal has stated that despite the RTE

Act of 2009, if someone decides not to send his/her children to school, the government would not interfere.

1.5.4 Open And Distance Learning

At school level, National Institute of Open Schooling (NIOS) provides opportunities for continuing education to those who missed completing school education. 1.4 millions students are enrolled at the secondary and higher secondary level through open and distance learning. In 2012 Various state government also introduce "STATE OPEN SCHOOL" to provide distance education. Substantial expansion in the number of schools at different stages during the period of 6th to 7th AISES growth in number of schools is 25.40% (Vishal D. Pajankar and Pragati V. Pajankar 7th AISES, NCERT, 2005)

However on the contrary to policy pronouncement and directive, school system has not only become un-common but has slowly evolved into a breeding ground of inequalities and at the same time, competitive schooling while under mining programme pedagogical prescription, burdening the children with leave loads physical as well as cognitive.

1.6 Expansion of School Opportunities: Nature

Due to concerted efforts by successive governments, a lot of progress happened in of school education. In last two decades, particularly after the launch of Sarva Shiksha Abhiyan lot of expansion of schooling has taken place in the country. This is the reason why, the visible progress in the critical indicator- primary education, is witnessed today. Abundance data on elementary school generated by various agencies- government, non-government, and international- reveal the fact of visible expansion of schooling facilities and opportunities to all the children.

However, during the same period of last two decades two developments took place in the field of school education, particularly elementary education

One being the tremendous and visible expansion of schooling opportunities where school made inroads to nook and corner of the country;

The second being, the emergence and institutionalization of, what Anil Sadgopal terms, 'multi-layered' school system in India. The parallel and paradoxical developments in elementary education not only created unequal and differential dual/ multiple system of education, it potentially undermining the social objective of school education.

Looking at this paradoxical process in education, Karlekar, Malavika, 1983 observed that, 'the growth of education has been highly uneven in independent India, and this has been a source of increasing anxiety among planners and policymakers'.

In a different context, Waugh, E (1937) in an enlightened manner in one of his novels notes that, "We have class of schools, you see, into four grades: Leading School, First-rate School, Good School, and School". Though the social context of this observation is different, it completely reflects the present state of unequal and multi-layered Indian schooling. In the similar vein De Souza. A (1974) says that in India, the major distinction is between fee-paying schools that are very expensive and government schools where the charges are nominal. The best schools are not only expensive but also very difficult to get into, and here the status and 'personality' of the parent counts as much as the aptitude of the child.

In this connection, Ramachandran Vimala (2007) observes that 'India created parallel structures of education governed by different norms and playing by different rules. The education system, got more differentiated i.e. public, aided, and private; formal and alternative; permanent, transitional institutions coexisting with institutions of excellence. The poorer and the more disadvantaged were pushed into schools with poor facilities, teachers and overall learning environment. This gave rise to a new trend of 'Hierarchies of access', whereby, paradoxically, the democratization of access to schools, was accompanied by a reaffirmation of a child's caste, community and gender in defining which school she or he attends. School, therefore, is no more an agency of equality and social justice; rather it is progressively evolving in to an agent of status and quo and inequality and injustice.

1.7 Policy Formulations and Practices: A critical view

Policy directives have been in favour of establishing common school system and neighborhood schools. Successive commissions and policies and also curriculum framework documents speak the language of equality; however, the practices went in the diametrically opposite direction. This visible contradiction reminds us when Jawaharlal Nehru says on the eve of independence, 'the spirit of the age is in favour of equality, though practice denies it almost everywhere'. This statement more befitting to the system of education as the system is plagued with gross inequalities.

It is taught in the courses of education that education is primarily and necessarily a normative act. It functions within the normative framework to realize the same framework by inculcating values that emanate from that framework among students. The normative framework that 'governs' policies and practices in modern India is the Constitution. The normative framework of Indian Constitution enshrined thereby ensured Justice-social, political and economic- to its entire people. To realize this enshrined normative framework, Indian state consciously built various institutions. Education is one of the chief institutions. However, in light of empirical evidences and emerging policy formulations it is clearly evident that the normative dimension in education and the role of education in realizing the normative framework is undermined. Therefore, the nature of school education appears to have following characteristics.

- ✦ Highly unequal school system that has not only totaken firm roots, but also heading towards itsstrengtheningand legitimization;
- ✦ Provision of common space-learning and sharing- in school system will further, at faster pace, be thrown out;
- ✦ The humanistic notion of common school system not only become part of history but also will be looked at as single most threat to quality in schools;

This is the major weaknesses of the existing educational system. Good education, instead of being available to all children, or at least to all the able

children from every stratum of society, is available only to a small minority which is usually selected not on the basis of talent but on the basis of its capacity to pay fees. The identification and development of the total national pool of ability is greatly hampered. The position thus undemocratic and inconsistent with the ideal of an egalitarian society.

The policies that are pursued by the governments for last two to three decades are openly allowing diversified school system in the country. This can be seen when the government pushes for Public-Private- Partnership and Voucher plans. Interestingly, these policies are pushed forward with an argument that these policies would pave the way for 'freedom of choice' to the poor parents for quality schooling. There are multiple interpretations and could be many more interpretations in waiting regarding the role of Public Private Partnership, Voucher Plans and other similar initiatives in universalization of elementary education.

But, the issues that need attention in this scenario are how multi-layered school system:

- i. Provide equal opportunities to all?
- ii. Offer fair chance to make school choice by people of different strata?

These questions need to be answered, hence this study.

1.8 Pedagogical Orientation of Schools

Along with the policy formulation, in the course of time, many pedagogical interventions were brought into make classroom more child centric and classroom learning more enjoyable and meaningful. In the process, Yashpal committee advocated "learning without burden" –both physical and curricular.

These policy directives of Systemic, pedagogic reforms have been in the documents and seminar debates for last couple of decades. NCERT undertook a detailed study of the problem of curricular load and made a critical analysis of the syllabus. It constituted Working group published a report named "curriculum load at school level-A quick appraisal" In 1984 on

the basis of different studies and stated nature of the problem and identify the basic causes of the perception of curricular load.

SarvaShikshaAbhiyan, the flagship programme of the government, and RTE Act-2009 made it mandatory to make school accessible to every child within walking distance of one kilometer. This is because of the understanding that a shorter distance from home to school means shorter travelling time and also reduces transport cost. Less baggage means more joyful life to a child.

In the light these promulgated policies there is a need to investigate into the school practices vis-à-vis socio-economic factors of school choice and distance travelled by children to reach their school and baggage carried. Hence, this small descriptive study is undertaken.

1.9 Statement of the Problem

Policies and Practices of Schooling :Socio-economic Factors of School Choice and its linkages to Distance Travelled and the Baggage Carried to Schools by V Class Children in Bhopal-A Study

1.10 Need Of The Study

The variables taken in the study influence the health, ability to learn and study habits of the students therefore it is felt necessary to study the distance travelled and baggage carried by them. Economic growth and privatization of education increases multiplicity in schools which liberalise choices of schools to parents for their ward. But in our constitution and various policies enacted talks about equity and equality of opportunity learning without burden, common schools system with neighbourhood school because of choice create burden on children, harmony inequality in school expanded. Choice depends on SES. It also provide better opportunities for choice of school as in RTE (2009) right of children is to free and compulsory education till the completion of elementary education in neighbourhood school. Stronger ties between school means better co-operation in raising and educating child. This is also to make sure school are located in the environment and area which is conducive for effective teaching-learning

.It should be away from noisy and hazardous environment. Most important in the consideration the distance travelled by children to get school every day, long distance make parents worried about safety of the child ,child become fatigue and also loss interest in class. Awakening very early in the morning makes them showing illinterest towards school. They may develop stress of it. Carrying heavey schoolbags means curricular as well as physical load. But it is made compulsory by schools that they have to carry several textbooks and notebooks during class. Sometimes school baggage carried by students is heavier than childs body weight. According to voll and Klint (1977) schoolbags weight should10% of the body weight of child. As per the Yash Pal committee report learning should be without burden and size of the school should be less. Due to books and textbooks students hindering in natural learning, comprehensive learning and just promoting rote memorization for examination purpose only.So it is feel necessary to study status of distance and baggage to school difference between policies and practices.

1.11 Significance Of The Study

This study helps us to understand about necessity parental choice of school according to socio-economic status and distance travelled and baggage carried to school by primary school. It also helps in reforming various policies and norms so that gap between practices and policies should be overcome for effective teaching learning process.

1.12 Term Defined

School is an institution for education children.Any institutional at which instruction is given in a particular discipline.The term school refers to pre university institutions and there can most part be devidedin to preschools nursery,primary and secondary schools.(UK)

Choice involves mentally making a dication ,judging the merits of multiple options and selecting one or more of them.Achoice says BarySchwatz (2004)‘ is excessively numerous options may lead to confusion regret of the alternative not taken and indifference is an unstructured existence’.The choice depends on quality –judgement through quality joint and separate evaluation.Large set choice sizes discourage individual from making a choice

opines Iyenger and Lapper. While greater the choice has potential to improve a persons welfare sometimes there is such a thing as too much choice.(wormwood luskandArunachalam).

Social choicesaysAmartyaSen (2008)'is theoretical framework for analysis of combining individual opinion, preferences interests or welfare to reach a collective dicision or social walfare in some sense'.Social choice theory depends upon the ability to aggregate individual preferences in to a combined social welfare function individual preferences can be modeled in terms of an economic utility(utilitarian).According to Kenneth arrow's monograph, social choice and individual values- how social values from set of individual ordering would implimented under the comstitution means least from each social choice corresponds to feasible set of laws passed by vote.

School choice is a term or label given to a wide array of programs offering students and their families alternatives to publicly provided schools, to which students are generally assigned by the location of their family residence. In the United States , the most common—both by number of programs and by number of participating students—school choice programs are scholarship tax credit programs, which allow individuals or corporations to receive tax credits toward their state taxes in exchange for donations made to non-profit organizations that grant private school scholarships. In other cases, a similar subsidy may be provided by the state through a school voucher program. Other school choice options include open enrollment laws (which allow students to attend public schools outside of the district in which the students live), charter schools, magnet schools, virtual schools, homeschooling, education savings accounts (ESAs), and individual tax credits or deductions for educational expenses.

Socioeconomic status (SES)

SES the term means any group of person coming closer to other on continuum of occupation, education, income,caste,culture.Chapin(1928) has offered most widely used definition of this term the position that an individual or a family occupies with reference to the prevailing average standard of

cultural possession effective income material possession and participation in group activity of the community.

It is evaluated as a combination of factors including income level of education and occupation. It is a way of looking at how individual or family's fit in to society using economic and social measure that have been shown to impact individuals health and well being (Elizabeth Boskey Phd updated feb 06, 2009). Santrode (2004) defined it as the grouping of the people with similar occupational, educational and economical characteristics. Woolfolk (2007) calls it is the relative standing in society based on income power background and prestige. It is an economic and sociological combined measure of a person's work experience and of an individual's or family's economic and social position in relation to others based on income, education and occupation. When analyzing a family's SES, the household income, earners education, and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Socioeconomic status consists of following categories-education, occupation, income, caste and religion to describe the three areas a family or an individual may have. When placing a family or individual into one of these categories, any or all of the three variables (income, education, and occupation) can be assessed.

In present study, choice of school due to multiple layers of school has been taken in terms of distance travelled and baggage carried to schools and parental socioeconomic status in terms of their caste, religion, occupation, education, income. However choice could be determined by social status of parents.

1.13 Objective Of The Study

There are various policies of schooling but it is difficult to study all of them at a time. Therefore, present study is undertaken with limited objectives.

Leading objective of this study is

1) To study gap between policies and practices,

In terms of following objectives

✓ To study the Socio Economic Factors of school choice

- ✓ To study the distance travelled to school by 5th class children.
- ✓ To study baggage carried to school by 5th class children
- ✓ To study the difference between distance travelled and baggage carried to school by 5th class children of English and Hindi medium school students.

1.14 Research Questions Of The Study:

The study is carried to find answers to the following questions:

- ⚡ What is the link between socio economic status of parents and the choice of school?
- ⚡ What is the Distance Travelled travelled by 5th class children?
- ⚡ What is the Baggage Carried by 5th class children?
- ⚡ Is there any difference between Distance Travelled and Baggage Carried to school by class 5th children of English and Hindi medium school students?

1.15 Delimitation Of The Study:

This study is limited to

- 1) Limited sample is taken for the study. This is one of the limitations.
- 2) Only Physical load of the baggage is considered for the study. The important dimension of cognitive load of burden is not considered in the study. This is, in fact, big limitation of the study.
- 3) Limited socio-economic factors are considered in the study and their intersection is not considered. Not considering their intersection is another limitation.

1.16 Structure Of The Dissertation

The dissertation is organized into following chapters.

Chapter 1-Introduction

Chapter 2-Review of related literature

Chapter 3- Methodology

Chapter 4- Data Analysis and Interpretation

Chapter 5-Summary, Major findings and Conclusion

Bibliography