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EQUAL OPPORTUNITY

Siliguri B. Ed. College



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HUMAN RIGHTS AND EQUAL OPPORTUNITY

Edited volume of the lectures delivered by the scholars and contributors at Siliguri B.Ed. college during 2013-15 in the area of Human Rights and Equal Opportunity with the support from the UGC

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Siliguri B.Ed. College

P.O.Kadamtala, Dist. Darjeeling, Pin-734001 June 2015

HUMAN RIGHTS AND EQUAL OPPORTUNITY:

Edited volume of the lectures delivered by the scholars and contributors at Siliguri B.Ed. college during 2013-15 in the area of Human Rights and Equal Opportunity with the support from the UGC

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FOREWORD

It gives me an immense pleasure to pen a few words as prologue to our college publication on Human Rights and

Equal Opportunity'.

This publication includes the Lectures delivered by eminent scholars of this State of West Bengal, invited articles from senior and junior researchers, and the faculty members of this institution. It is very satisfying to see that the content covers areas of understanding of the focal concept and at the same time the areas for achieving the same.

The whole project was supported by the University Grants Commission (UGC) of India. And this publication is also supported by the same fund. This college takes every step to implement the UGC initiatives and visions. The publication on 'Human Rights and Equal Opportunity' is another effort of this college to exercise research and review activities for the achievement of quality and excellence.

I personally appreciate the good look and value inner beauty of each article of this book. I congratulate all the contributors and the members of the Editorial Board for bringing out this academic document.

With the best wishes and expecting a continuous flow of upcoming publications of quality from this institution,

> Dr. Bibhuti Bhusan Sarangi Principal Siliguri B.Ed. College

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Equal opportunity: A Constitutional Character for providing space to the socially exploited Committees

Prof. (Dr.) Ananda Gopal Ghosh
Formerly Professor
Dept. of History
North Bengal University

'Equality of status and of opportunity.....'
preamble, The constitution of India.

Equal opportunity, Employment, Empowerment, Social justice, Inclusive policy, Equity Studies, Inclusion, seclusion and several other socio political oriented vocabularies or Social Scientists, sympathizers of the socially exploited classes and the leaders of the deprived communities since the eighties of the past century. Before that all these obsolete terminologies were stored in the lexicography but used neither politically nor socially and academically so loudly. It was the Mandal Commission which opened-up the Pantora's Box of Equal Opportunity, Honestly speaking, like many other promises of the makers of the Constitution of India, the 'equality of status and opportunity' was sleeping is the pages of the constitution of the Indian Republic. Now, it is the most hot bed vocabulary of the polities as well as research arena. This change is not accidental one rather timely one. In the immediate and distant past, we have seen such type of changes. Actually time and social needs are acted as instrument for such changes. But neither the historians nor the social scientists succeeded to predict the birth of such changes. This is still a matter of intellectual puzzle. After the birth of the event, the historians as well as the social scientists have tried to search the root causes of the event through their research methodology and experiences. Be that as it may, like the Gender Inequality, Ethno-linguistic identity and Communal Harmony, the question of Equal Opportunity is becoming a house-hold vocabulary of the twenty-first century from the Panchayet to Parliament, from education to employment to empowerment etc. Because the tempo of social, economic and political changes are extremely rapid. Changes which took centuries in the past is now taking few years only due to the

boundless technological innovation. Let me come to highlight another pertinent question directly connected with the issue.

The pertinent question is that there is a long-distance between equality and Equal opportunity. The word Opportunity sometimes carried a negative meaning. It means opportunity in one-stage become an instrument of opportunism and opportunistic at another stage. It is inevitable. In every positive manner we found elements of negativeness. It means, with the passage of time the core issue of idealism is diluted and digressed. If anyone meticulously studies the past positive social and intellectual movement he will find this picture. Whatever may be, in the present canvas the Equal Opportunity is used as an instrument for uplifting the condition of the socially exploited communities in the field of education. Because it is an important charter of the constitution of the Indian Republic and it is in this historical backdrop and constitutional obligation, I will explain the different facades of the equal opportunity. Needless to say, it is not place to rehearse the history of the incredible India's the most obnoxious, much talked, much hated caste- hierarchy or Varnashrama. But the question of equal opportunity is directly connected with the existence of the caste cauldron on Varnashrama. Family speaking, Varnashrama was innovated as well practised to deprive equal opportunity to the socially exploited communities. Let me now come to that point.

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Much have been said, much have been written and much have been discussed about the centuries- old Varnashrama. But nobody told for what reason, such type in-human practice had been continued century after century? Professor Bipan Chandra, a leading Marxist Historian of the late post-modern India has rightly stated that this caste-system is prevalent not only among Hindus but also among Sikhs, Christians and Muslims. How it was happend? While the Islam strongly advocated and practised the Principle of social equality, the Christianity discarded the idea of social inequality is their homelands and abroad. But in India, their profounder and preachers were influenced by the varnashrama rituals and social stratification. It is really a historical paradox? Does it means that the Bharatiya Varnashrama was more powerful, rational and logical than the social equalitarian ideals of Islam and Christianity? Very Very

complex issue. But is the name of complexity and sensitivity the social scientist, the rationalists and the exponents of anti-caste should not avoid a thorough and comprehensive dimension on the Varnashrama. The writer of the present essay may be kindly excused by both the protagonist and antagonists of the socially exploited communities. My humble suggestion is to re-look at the Varnashrama system both from the historical outlook and social reality. Simply, on the pretext of inhumanity of the system, the intellectuals can't avoid critical analysis. Each and every body is against it, but the paradox is; the system is existing covertly and overtly even today. In such situation, it is an urgent need to re read the strengths, if any, of the Varnashrama. Otherwise, simply by burning books on Varnashrama it is difficult to wipe-out the system from the mental structure of the protagonists as well as the practioners of the Varnashrama.

Any way, keeping in mind the constitutional charter of the Indian Republic, many academic and non-academic Governmental and non-Governmental, intellectual, social and humanitarian organizations, institutions, Associations have sprang-up in different nook and corner of India. But what is surprising is that all such organizations had emerged in the eighties of the last century. The constitution of India was effective in January, 1950. During this long periodic from 1950 to 1980 why we do not found any originations of government and non-government who had expoused the cause of the socially exploited communities as well as charter of the constitution of India? The silence of the government as well as the intellectual on the charter of equal opportunity of the constitution of India should also bring into the discussion of today. Why they remained silent on this vital issue of Indian society during the vast thirty years i.e. 1950 to 1980?

It appears from the history of the foundation of the different governmental and Academic Bodies that all have emerged in the post-Mandal Commission period. The University Grants Commission, an apex body of higher education had opened-up an Equal Opportunity Cell of the North Bengal University . It has been organizing seminar every year. The writer of the present paper was invited by the Convener of the Equal Opportunity Cell of North Bengal University for delivering the key-note address on 13.09.2014. The one-day seminar was attended by Prof. Samita Manna, Hon'ble vicechancellor of Sidho-Kanho-Birsa University, Prof.Debi

Chatterjee, Jadavpur University. The president of the seminar was Professor Somenath Ghosh, Vice-Chacellor of North Bengal University. Dr. Samar Biswas, Co-ordinator, Equal Opportunity Cell, gave the welcome address. Calcutta University has opened a Centre for the study of Social Exclusion and Inclusive Policy. This centre had organised a national level seminar on 'Social Exclusions and Needed Actives' on 26th and 27th March at Vasisthanagar, Bakshirhat, Coochbehar in collaboration of the Vasistha Institute form North Bengal and North East Developmental Studies, Coochbehar. The writer of the present paper was at that time an advisor of the institute (now president). He talked on the issue thoroughly. Siliguri B.Ed. College, Sibmandir, the lone college of the North Bengal University have arranged a series of invited lectures on equal opportunity during 2013-14. The Principal and also the Co-ordinator of that event. Dr. Pranab Krishna Chanda had invited the author of the present paper to deliver the first lecture in that series on equal opportunity. However, another centre form equality studies was founded by Hansh Mander, a social activities at New Delhi. Hundreds of organisations are there. I mention the names of only few whom I know.

By incorporating the noble principle 'Equality of status and opportunity', the makers of the post-Independent India had ushered a new era in the social structure. In other words we can say without any reservation that this principle ultimately had hastened the process of social democracy is India. It was the long cherished dream of Baba Saheb Bhimraoji Ahmedbakar, the chairman of the Drafting Committee of the constitution of India. In different occasions he stated it emphatically that without social democracy, the political democracy will be turned into a mockery. Any way the implementation of the preamble of the constitution 'equality of status and opportunity' is a very difficult one. It is for this reason long before Kabiguru RabindraNath once stated that the change of heart and outlook of the 'Forward community' was most important. Legal enactments are definitely important instruments but the psychological change is equally important. For implementing the Equal opportunity Principle, the Government adopted the protective discrimination system in education, employment and empowerment. In general every where the equal opportunity have been facing serious challenge from the principle of Merit, Merit was compromised is the pretext of social justice and equal opportunity. Professor Andre Beteltt, a front rank educationist of present day India wrote an article is Annanda Bazar Patrika entitled, 'Samajik Ba Rajnaitik Daittyer Dohai Diye Uchhashiksher Matha Bisarian Deben Na' He earnestly supported the expansion of higher education against the socially exploited community but not at the cost of excellence. He stressed the need to strike a balance between expansion and excellence. The same kind of tune was reflected in the unites of Professor Igbal Narain, an eminent social scientist and a former Vice Chancellor of the North Eastern Hill University. He is the staunchest Champion of the principle of equal opportunity in education. He suggested that the merit should be uplifted and the government should introduce certain measures for enriching the merits of students of the socially exploited communities. In the name of equal opportunity, the merit should not be compromised or sacrificed. Under any circumstance the question of merit should not be undermined. It does not mean the promotion of meritocracy. It is an acknowledged fact that merit, efficiency and skill are today's vehicles for getting and availing better opportunities in the port-globalization era. The corporate section is gradually extending their Tantalus. The public section in gradually squeezing not only in employment but also is quality education. So, a new challenge is emerging to the upholders of equal opportunity. It will be very much difficult on the part of the government for exerting pressure upon the corporate sector for extending the principle of equal opportunity. Time will say the last words, not we. The course of history is like snake and river. The people can neither control it nor predict it; only Clio the modern of History can predict.

Acknowledgment: Needles to say without the recurrent request of duo, ex-principal and currently the Registrar of the West Bengal University of Teachers' Training, Education Planning and Administration, Dr. Pranab Kumar Chanda and the present senior most teacher of Siliguri B.Ed. College, Dr. Nita Mitra, Associate Professor, it was not possible on my part to complete the write up. I extend my heartiest debts to the duo. God bless them.

An Equitable Approach to Teaching and Learning

Prof. Saktipada Patra

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India, as Amartya Sen says, 'has a terrible record in social asymmetry or 'remarkable societal inequality'. Sen reminds us that Nehru, in his speech on the 'Tryst with destiny' delivered on 14 August 1947, talked not just about freedom from British rule but also about the grand vision of independent India. He wanted to remove the barriers of class stratification and their far-reaching effects on inequality and deprivation in economic, political and social spheres. In India the contributors to inequity are many - caste, gender, region, religion, community, and so on.

Equity and Equality

In India we find diverse disparities. Some are rich but most are not. Some are educated and others are illiterate. Some have great opportunities, but others lack them. Naturally, when Nehru spoke of the 'task ahead' he included the ending of all inequalities in order to achieve economic progress and equality. As a result right to equality became the cornerstone of human rights in Indian Constitution. Article 14 states that "the state shall not deny to any person equality before the law and equal protection of the laws within the territory of India". The Article 15 goes to much more specific details "The state shall not discriminate against any citizen on grounds of religion, race, caste, sex, place of birth or any of them be subject to any disability, liability ... " It is clear that equity does not refer to equality in the sense that everyone is the same or achieves the same outcomes. It suggests that difference in outcomes should not be owing to differences in wealth, income, power or possessions. Equal rights and privileges do not ensure equality, for groups and individuals still remain far apart from each other. Some develop fast and others left behind. But if opportunities are not distributed fairly there will be an underutilization of talent. It implies that some people will not be able to develop their skills and abilities with

consequent loss not only to them but to society generally. So all should have a reasonable opportunity to develop their capacities and participate fully in society.

It is expected that democracy can realize the concept of welfare state where everyman can claim the right to food, to education and employment. But what we see is really disheartening. There is gross economic disparity between the rich and the poor. Political democracy has granted people voting rights, but it snatched away the right of economic equality. The 'task ahead' remains largely unaccomplished. Political equality does little to guarantee the cause of social and the economic equality.

Education and the Underprivileged

In India, we often come across a large number of underprivileged people. They are economically and socially in an unfavourable situation compared to the rest of the population on account of their poverty and low social status, they are denied the privileges available to the upper classes. They include the poor, the ethnic minority groups such as the SCs and STs and the refugee immigrants. Poverty is common to all of them. Most of the opportunities in life are denied to them. While speaking of poverty we should remember Mother Teresa's message: "We think sometimes that poverty is only being hungry, naked and homeless. The poverty of being unwanted, unloved and uncared for is the greatest poverty".

Poverty signifies deprivation. It involves poor access to public services such as clean drinking water, sanitation, health care and education. A large section of population of our country is disadvantaged and marginalized. To this section belongs SCs, STs, women, minorities and physically challenged persons. The deprivation results in dehumanization and humiliation. After independence various provisions were made in the Indian Constitution for the eradication of social disparities. A number of measures - both protective and developmental - were initiated by the government. In the constitutions there are provisions for reservation in government services, in admission to educational institutions and in several other areas. Caste-based reservation cannot deliver genuine social justice. Babasaheb Ambedkar introduced reservation for SCs and STs for only a period of ten years. He found it necessary to overcome the initial difficulties created by untouchability. He knew that the solution lay through education. That is why our constitution enshrined democratization as one of the main objectives of education. It anticipated the democratic expansion of education to serve social and economic upward mobility.

Unfortunately our education system is based on the privileged culture. The textbooks, the teaching methods and the system of examination are more suitable for the middle and upper class students. The medium of instruction is often the language of the privileged group. The culture, life and learning styles of the underprivileged are hardly taken into consideration. For the underprivileged learners there lies a wide gap between the home and the school. They have low self-concept and naturally they have low motivation. Their parents hardly encourage them to learn. They have low cognitive abilities. Their environment lacks the richness required for the development of such abilities. People from dominant cultures have negative attitudes towards unprivileged learners. This contributes to their low self-esteem.

Universal Primary Education and Social Justice

As has already been noted, reservation cannot deliver justice. Amartya Sen distinguishes between 'well-being' and 'agency'. The 'well-being' aspect means working towards better treatment for the underprivileged. But it makes them passive recipients. They should be made active agents of change so that they can transform their own lives. We should look upon them as harbinger of major social change. It could exploit India's most precious natural resource which is human talent. The Right to Education Act has become law. The World Bank is contributing to the Sarva Siksha Abhiyan, a project to deliver free universal primary education to all children in India aged between 6 and 14 years. Delivering free universal primary education is to deliver genuine social justice. It is a genuine affirmative action to lift the poor masses instead of the caste-based reservation.

With the Right of Children to Free and Compulsory Education coming into effect, every child has been guaranteed the fundamental right to eight years of quality education - one that helps them to acquire basic literacy and numeracy, enjoy learning without fear, and feel valued and included irrespective of where they come from. We have seen promising developments. The government's budget for Sarva Siskha Abhiyan has nearly doubled from Rs. 12,825 crore in 2009-10 to

27,258 erore in 2013-14. Over 3.5 lakh schools were opened in the last decade. 99 percent of India's rural population have a primary school within a one kilometre radius. Eleven million more children are now enrolled in elementary schools from 2009-10 to 2011-12.

Still there remains much to be done in order to achieve quality education with equity for every girl and boy across India. Eight million children remain out of schools and the integration of these children into an age-appropriate class remains a challenge. Millions of children drop out of school before completing the full cycle of elementary education.

The Law and the Private Schools

Section 12 (I) (C) of the Right of Children to Free and Compulsory Education Act, 2009 insists that every private school must reserve 25 percent of classroom seats for children from poor or disadvantaged families in the neighbourhood. This may open the door for at least one million eligible children each year. In the past three years private schools have continued to use every trick to deny children their rightful admissions. Often eligible parents from marginalized families do not know that their children are entitled to eight years of free education in private schools.

Education for the Children with Disabilities

The law also supports the entry of children with disabilities (not "disabled children" as they are children first and the disability happens to be one of their many characteristics). These children have historically been excluded from mainstream education. The Right of children to Free and conpulsory Education Act 2009 suggests that India has ratified the United Nations Convention on the Rights of Persons with Disabilities which mandates equal rights, outlines non-discrimination in the context of disability and inclusion. Persons with disabilities are equally valued members of society. How will they learn to live together, respect differences and diversity and realize each others strengths and weaknesses if our schools are not inclusive? We should join hands to make schooling a life of happy experience for all children, acknowledging diversity as enriching humanity and a normal aspect of society.

Equity implies fairness, justice, impartiality and equal opportunity for all. Every student should have an equal

opportunity to participate in all aspects of the educational process, including learning facilities, resources, and curricular programmes. Providing equitable opportunities for all students implies:

- 1. Each learner is unique.
- 2. All students can learn.
- There is enormous diversity among learners, and this diversity should be respected and accepted.

Positive Changes in Education

To make the present system of education useful for the underprivileged learners positive changes should be made in different important areas in education.

It is found that the current textbooks are biased in favour of the privileged class. Such biases should be removed as far as practicable. Most of the textbooks are difficult and are packed with too much information. They should be interesting and enjoyable for the underprivileged learners who have low motivation.

The prevalent methods of teaching are also based on dominant and privileged culture. In selecting methods of teaching the learning styles of the underprivileged learners should be taken into account. The learning environment should be conducive to learning. There must be a variety of learning styles included in the teaching - auditory, visual and kinaesthetic. Methods such as oral reading, recitation, group-work, role-play, peer-learning can be effective in case of underprivileged learners. Language used by the teacher should be non-discriminatory and appropriate. Assessment must be fair and should not discriminate against any learner. Underprivileged learners benefit from being members of heterogeneous groups. They should be allowed to talk with able learners, working alongside those who are successful - learning social skills; learning how to ask questions - in short, learning how to learn.

The Role of Teachers

The role of teachers is very important. The teacher can implement the changes. He should look for the students' positives and take them into confidence. One of the most significant factors that impedes full participation of underprivileged learners is lowered expectations. Lowered expectations of the teacher, combined with lowered expectations

of parents, can contribute to the problem. The teacher should be a facilitator of learning. He should create a human climate in the classroom. He should be generous in giving the learners feedback. They need his help most. Scaffolding or structured support should be given, whenever necessary, especially at the initial stages. Their errors should be tolerated. Instead of public correction, the teacher should choose a time and place where he can correct their errors privately. He should ensure that the teaching resources are accessible for all learners. At the same time he should find out whether learners require additional resources to help them access information.

Equity strategies are planned, systematic and focused on the core of teaching and learning process. They ensure that every student has an equal opportunity to participate in all aspects of the educational process. Such instructional practices promote positive images of diverse groups and a strong commitment to an equitable approach to teaching and learning. They will make schools child-friendly, where all children from diverse backgrounds are welcomed, treated kindly, and encouraged to actively participate in learning. More positive attitudes and expectations towards children from the most deprived and marginalised communities are needed, without which inclusive education will remain a distant dream. We will not know how many outstanding scientists, writers, artists, or teachers are lost because a significant number of people are not able to obtain the necessary learning:

"Full many a gem of purest ray serene The dark unfathom'd caves of ocean bear: Full many a flower is born to blush unseen, And waste its sweetness on the desert air." (Gray's "Elegy written in a Country Churchyard")

Learner in new hope for the love of education

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INTRODUCTION:

"A global perspective of education includes keeping pace with the 21st century and the global trends, enhance learner's ability to understand his/her status and position in the community and the world, develop understanding how we all are interconnected and how we can bring about transformations as well as the individual's responsibility in this change process."

From the above mentioned paragraph we can understand that curriculum aims at making children capable of becoming active, responsible, productive, and caring members of society. They are to be made familiar with the various practices of the community by achieving the relevant skills and ideas. Ideally, education is supposed to encourage the students to analyze and evaluate their experiences, to doubt, to question, to investigate in other words, to be inquisitive and to think independently.

The revised National Curriculum Framework (NCF) opens with a quotation from Rabindranath Tagore's essay, Civilization and Progress, in which the poet reminds us that a 'creative spirit' and 'generous joy' are the keys in childhood, both of which can be distorted by an unthinking adult world. Referring to the foreword of Professor Yash Pal in National Curriculum Framework - we have bartered away understanding for memorybased, short-term information accumulation. This must be reversed. We need to give our children some taste of understanding, following which they would be able to learn and create their own versions of knowledge as they go out to meet the world of bits, images and transactions of life. Such a taste would make the present of our children wholesome, creative and enjoyable; they would not be traumatized by the excessive burden of information that is required merely for a short time before the hurdle race we call examination. The document

suggests some ways of getting out of this self-imposed adversity. Achieving some degree of success in this area would also signify that we have learnt to appreciate the capacity for learning and the futility of filling up children's memory banks with information that is best kept as ink marks on paper or bits on a computer disc. Education is not a physical thing that can be delivered through the post or through a teacher. Fertile and robust education is always created, rooted in the physical and cultural soil of the child, and nourished through interaction with parents, teachers, fellow students and the community. The role and dignity of teachers in this function must be strengthened and underlined. There is mutuality to the genuine construction of knowledge. In this transaction the teacher also learns if the child is not forced to remain passive. Since children usually perceive and observe more than grown-ups, their potential role as knowledge creators needs to be appreciated.

Epistemological and Pedagogical shift from Behaviorism to Constructivism:

Education plays a vital role in influencing the social, political, cultural and economic growth of a nation. With the implementation of Sarva Shiksha Abhiyaanprogramme (SSA) and the Right to Free and Compulsory Education Act (2009) there has been a huge increase in the enrolment of children in the school all over India. Enrolment alone cannot meet the SSA goal of 'Universalisation of Quality Education' reiterated in the 2013 National Policy for Children which aims to: 'Promote affordable and accessible quality education up to the secondary level for all children' (Article 4.6). Teachers play an important role in meeting the demands for quality education as they are actually responsible for better student achievement. The Twelfth Five Year Plan: Social Sectors states that while the four main priorities for education policy will continue to be access, equity and governance. Government will place the greatest emphasis on improving learning outcomes at all levels (Section 21.14). The National Curriculum framework (2005) highlighted that: 'the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation'.

In pursuance of the National Policy of Education (NPE) 1986

and Plan of Action (1992) major steps were taken by the Central Government to enhance the capacity of teacher education institutions. Nearly 430 District Institutes of Education and Training were established by 1997-98, along with the National Council of Teacher Education (NCTE) in 1995. Following its founding NCTE developed a Curriculum Framework for Quality Teacher Education in 1998, and a revised National Curriculum Framework on Teacher Education in 2009. This Framework tries to ensure that teacher education courses are aligned with the epistemological and pedagogical shift from behaviourism to constructivism (with its emphasis on hands-on, experiential, collaborative learning) envisaged in the 2005 National Curriculum Framework and develop teachers as facilitators of learning. The 2009 Right to Education Act also attached great significance to the role of teachers in reforming elementary education:

The teaching and learning process faces challenges in different ways. According to NCTE (1998) teacher is the most important element in any educational program. He plays a central role in implementation of educational process at any stage. The level of achievement of learner is determined by teacher competence. So the quality of education basically depends on the quality of teachers. Kothari commission has very rightly said, "The destiny of India is being shaped in its classrooms." As the population in India is growing very rapidly day by day the need of well qualified and professionally trained teachers will also increase in the coming years. So lots of efforts should be made to improve teacher education. Teacher education is a continuous process and its pre-service and in-service components are complimentary to each other. Education is instrumental in the preparation of teachers who can in their practice ensure transformative learning, where teacher and learner, learner and learner are co-constructors of knowledge. The John Dewey Project on Progressive Education grounds its work in Dewey's assumption that the aims of education should be oriented towards preparing young people to be full and active participants in all aspects of democratic life. The skills and dispositions needed to actively participate in all aspects of democratic life include: the ability to think critically, a sense of efficacy, a

commitment to compassionate action, and a desire to actively participate in political life by engaging in local decision-making processes, lobbying, voting, etc., as well as the basic need to be able to read, write and do arithmetic. Moreover the Aims of Education are sensitivity to others' well-being and feelings, together with knowledge and understanding of the world, should form the basis of a rational commitment to values. Learning to learn and the willingness to unlearn and relearn are important as means of responding to new situations in a flexible and creative manner. The curriculum needs to emphasize the processes of constructing knowledge. John Dewey, Ivan Illich, Bell Hooks, Paulo Freire, and many others have said that popular education, collaborative learning, problem-posing education, and many other alternative approaches to education draw upon the assumption that learners learn best when they take on a responsibility for their own learning. One such pedagogical approach that requires such a responsibility and seeks to link participatory forms of learning to life beyond the narrow confines of the classroom is "service-learning."

The alternative paradigm to terminal assessment is continuous assessment:

In the school as social organization is getting complex day by day, due to population

explosion in schools, expansion of school programmes and resources, increased pressure

on the school to respond to the needs and expectations of the society. So, the education

system of India is examination oriented and this has persisted since the beginning. All

teaching and learning is centered on passing final examinations. This challenge is

compounded even further by the fact that students' promotion or selection to the next

level is based on students' grades. Teachers and students equally do alot to prepare for

the final examination. Students are encouraged to exercise rote memorization of facts and

cramming of information rather than acquiring problemsolving skills. In this article paper presenter protest against final examinations by students in India is the perfect

opportunity for students to point at the unfair and risky final

assessment in their schools.

It is clearthat such examinations merely represented the performance of the moment and

not the efforts made throughout the year. Students insisted on the risk that even the best-

prepared student could have a problem on the day of the examination and came out in

favour of continuous assessment in order to reduce the pressure on the school to respond

to the needs and expectations of the society. The alternative paradigm to terminal

assessment is continuous assessment which advocates repeated assessment of students

Continuous assessment is considered as panacea to change the instructional process.

Continuous assessment acknowledges that a change in assessment process results in a

change in instructional process, since it enables teachers to assess students' performance

at each stage of instruction to provide them on-going feedback so that they can become

self-critical. Teachers and students also had a positive attitude towards continuous

assessment and they assumed that they would practice it in the teaching learning process

to promote students' intellectual, emotional, physical and social interaction skills.

Comprehensive and Continuous Assessment helps the students to learn continuously

rather than cramming all at the same time thus hindering the performance. It helps the

teacher to identify how much the students have learnt and also a very good tool for

improving the students' achievement.

Conclusion:

Education today has a far greater responsibility than it has ever

before. It has to meet the demands of a dynamic world which change its characteristic every day. Assessment is an integral part of instruction. Assessment affects decision about placement, advancement, instructional needs, and curriculum and in some cases finding. Today's students need to know not only the basic reading and arithmetic skill but also skills that will allow them to facea world that is continually changing. They must be able to think critically to analyses and to make inferences, changes in the skill base and knowledge.

Inclusive Education For The Exclusions : a Challenge

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Abstract

In the field of education, the term 'inclusive education' is very common and popular to all. Inclusion is necessary to those who are somehow excluded from the main stream i.e. educational, social and economic system. So, they should be included with the help of inclusive education. To prevent the problem of exclusions, several measures are taken. At the same time some steps are taken to rectify the problems of exclusions. Gender-based, class-oriented, economic problem centric, Physical disability based, mental-retardation-centric problems etc. can be overcome or minimized, if suitable measures are taken. The role of both central and state Governments, mass-media and common people are also important. Side by side proper implementations of different Govt. projects and programmes can help to eradicate various forms of exclusions from the society.

KEY WORDS- Inclusive education, Inclusion, Exclusions, Gender-based, Class-oriented, economic-problem centric, Physicaldisability, mentral retarded, minimize, implement, eradicate

Introduction:

All children learning together in environments that provide special services, supports and supplements for all children as needed and are guided by well trained professional (teachers)"—Cayllaro et. al. 2000

Inclusive education means disabled and non-disabled children and young people learning together in regular schools/other educational institutions of the local community with appropriate network of support. In present context, in different sectors, of education and society, inclusiveness are given more importance and efforts are made to minimize isolations and exclusions. In this article efforts are made to highlight the concept of inclusion and several strategies are discussed to remove the problems of exclusions from the educational institutions and from the society.

Characteristics of inclusion

The characteristics of inclusion are discussed below-

- Inclusion in education involves the process of increasing the participation of students and reducing the exclusions from their cultures, curricula and communities of local school.
- Inclusion involves restructuring the culture, policies and practices in schools.
- III. Inclusion is concerned with learning for all.
- IV. All students have a right to an education in their locality.
- V. Inclusive education is human rights issue.
- VI. Inclusion in education is one aspect of inclusion in society.

Good practices for inclusion

Following good practices are found during inclusion, like-

- 1. A commitment to the principle of inclusion.
- 2. Putting inclusive education on a human rights platform.
- 3. Ensuring redistribution of the major resources.
- Informing parents so that they make better judged decisions.
- Obtaining the child's views with age appropriate discussion.
- Making heads, teachers, managers, policy-makers and politicians aware of the issues.
- Ensuring disabled children's education is not a lower priority than others are.

Inclusive education for whom?

Inclusive education is necessary for following personnel, like

- For the girls, third-gender/trans-sex.
- ii. For socially backward classes-SC/ST/OBC-A&B.
- iii. For economically backward classes-BPL,
- iv. For physically disabled- Blindness, low-vision, leprosy cured, hearing impaired, locomotor disability, specific learning disability, hemophilia, speech & language disability, thalassemia, chronic neurological affected

person.

- v. For mental retarded- Mental illness, Cerebral palsy, Autism.
- vi. For the students residing at remote areas, far off from the capital cities/metropolis.

Strategies to be followed for Inclusive Education A-Recommendations for girls' Education.

The CABE Committee (2004) recommended the following measures-

- In every educational institute there must be female teachers and female attendants.
- In every primary school there should be a child care centre.
- The primary school must be extended at least upto class VIII.
- The courses of study for girls must be the same at all levels and in all subjects.
- The girl students need to be given special attention and support ensuring their physical security and comfort on the road to school, on the buses or other available transport and within the school.

 ECCE (early child care education) programme is to be implemented in all schools.

 The education for girls upto the age of 18 years should be made free and compulsory.

Incentives offered for promotion of girls education.

B. RECOMMENDATIONS FOR SOCIALLY BACKWARD COMMUNITY (SC/ST/OBC-S)
Sarva Siksha Abhiyan or (SSA) recommends the following interventions.

Engagements of community organisers from SC/ST communities.

Provision of special teaching support as per need.

Training programmes for motivation for schooling.

- Ensuring sense of owner ship of school committees by SC/ST communities.
- Monitoring attendance and retention of children from weaker section regularly.
- Provision of Hostels, separate for girls are to be made.
- Involving community leaders in school management.

- Free text books to all girls, SC/ST children upto class
 VIII. Mid day meal programme to be continued.
- Incentives like uniforms and scholarships to be funded.
- At least 50% teachers to be appointed should be woman.
- Important schemes for SC/ST students.
- Rajiv Gandhi National Fellowship scheme for M. Phil & Ph. D studies.
- Centrally sponsored scheme for Hostels for SC/ST boys and girls.
- iii. Centrally sponsored schemes for coaching and allied assistance for SC/ST and OBC-s
- iv. Post Matric Scholarship scheme for SC students for studies in India.
- v. Dr. Ambedkar National Merit Scholarship Scheme.
- vi. Dr. Ambedkar Medical Aid Scheme.
- Scheme of National Overseas Scholarship for SC candidates for pursuing higher studies abroad.
- C. Measures for economically backward classes-For the upliftment of economically backward people following steps should be taken, like-
 - Implementation of mid day meal programme.
 - Distribution of free text-books.
 - Introduction of no retention policy.
 - Flexibility in time table.
 - · Parents teacher meeting.
 - Awareness generation programme.
 - D Measures for improvement of physically disabled.
 - Treat the students with dignity and respect.
 - Speak to the students directly.
 - Draw attention to students strength and achievement.
 - Promote social interactions in the class room.
 - Integrate every students.
 - Encourage independence.
 - Encourage peer collaborative work.
 - Be committed to inclusive practices.

Measures already taken for the development of physical impairment are given below-

- Establishment of Rehabilitation Council of India (RCI) in 1986-1992 (statutory status)
- b. District rehabilitation centre to provide comprehensive

rehabilitation services in rural areas.

c. Scheme of Assistance to Disabled person for purchase

/fittings of aids and appliances.

 Indian spinal injuries centre to provide comprehensive rehabilitation management services to persons with spinal injuries.

 Artificial limb manufacturing corporation of India, Kanpur to promote the availability of artificial limbs.

f. Establishment of National institute of Orthopedically Handicapped (NIOH), National Institute of Hearing Handicapped (NIHH) National Institute of Visually Handicapped (NIVH) etc.

g. National Handicapped Finance and Development Corporation (NHFDC) to promote economic

employment of disabled person.

 Implementation of PWD (Persons with disability) Act, 1995.

E. Measures of improvement for Mental Retarded (MR)

- National trust for the welfare of persons with autism, cerebral palsy, MR and Multiple disabilities.
- b. Establishment of NIMH
- c. Guidance and counselling to children with MR.
- d. Guidance and counselling to parents.
- e. Systemic physical exercises to develop the neuropsychological skills.
- f. Teachers should repeat the instructions.

F. Measures to eradicate the problems in remote areas.

- Development of transport system-rails, road, waterway etc.
- Development of communication telephone, mobile, internet etc.
- Provision of electricity.
- Special emphasis in Govt. policies and attitudes.
- Mass awareness.

Administrative initiatives for the exclusions-

Following administrative measures are taken to minimize or to control the exclusions, like-

- a. Establishment of RCI (1992) -To control, organize and upliftment of Special Education throughout India, Rehabilitation Council of India or RCI was established in 1992.
- b. Enactment of PWD Act, (1995)-The persons with physical or mental impairment can enjoy the different benefits so that they can develop themselves. For this purpose Persons with Disabilities (PWD) Act was enacted in 1995.
- Enactment of NT Act, (1999)-National Trust Act for the welfare of Persons with Autism, Cerebral Palsy, Mental Retarded and Multiple Disabilities was implemented in 1999.
- d. SSA- 2001-Sarva Siksha Abhiyan or SSA a popular programme for the spreading and increasing of literacy and for the spreading of mass awareness to education, this project was launched in 2001..
- e. UNRPD- 2007-United Nations Conventions on the rights of Persons with Disabilities or UNRPD was starting its functioning from 2007.
- f. RTEA- 2009, effective on 1" April, 2010.-The concept Education is a right and it is for all and the Government should be careful for free, compulsory and universal education, Right to Education Act or RTEA was announced in 2009 and it became effective from 1". April, 2010.
- g. NHFDC.-To render financial assistance and for the improvement of Impaired persons, National Handicapped Finance and Development Corporation or NHFDC was formed..
- ALIMCO-Artificial Limbs Manufacturing Corporation has started its functioning to assist the orthopedically impaired persons.

CONCLUSION

The term Inclusive Education has various connotations. It is not only meant for special education. But it is equally meant education for the socially or economic backward persons. At the same time, in inclusion, there should be no discrepancy in education regarding gender, religion, caste, creed etc. The

concept of exclusions must be removed from the locality, educational institutions and elsewhere. Some positive initiatives are found in both Govt. and private sectors. At the same time mass awareness is increasing regarding eradication of exclusions and improvement & spreading of Inclusion in education.

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How to create a power point presentation or ppt

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Introduction:

Power Point is a software package designed to create electronic presentations consisting of a series of slides. PowerPoint uses a graphical approach to presentations in the form of slide shows that accompany the oral delivery of the topic. This program is widely used in business and classrooms and is an effective tool when used for training purposes.

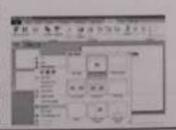
Power Point is one of the simplest computer programs to learn. It is the number one program used worldwide for presentations. Anyone can create stunning presentations that look like they were designed by a professional.

How to make a PowerPoint Presentation

- ♦ Open Microsoft PowerPoint (Go to Start Programs Microsoft Office Microsoft PowerPoint).
- When PowerPoint starts, you will see a window like this one.
- Move your mouse to the rectangle that says Click to add title, click once, then start typing your title of the topic.
- Move your mouse to rectangle that says Click to add subtitle, click once, then start typing (Name, designation, organization name etc.).
- Move your mouse to left end of the toolbar at the top of your PowerPoint Window and click to New Slide.

A new slide will appear. You can select from a variety predesigned layouts.

 To easily put pictures, graph, chart, table, picture with caption, comparison etc. in your slide, you should choose (click on) one of the



many choices from slide layout.

(i) Right click on new slide and choose layout option.

(ii) Click on your choice which is compatible with your work and make your slide as you plan.

How to Inserting pictures in a slide?

- Move your mouse to the Insert Menu and click once to activate the menu.
- ◆ InsertPicture From File. Or
- InsertClip Art choose a picture.

Inserting pictures (from Internet):

♦ The fastest way to get pictures in your work is to cut & paste a picture from the internet.

To copy a picture

- Select a picture with a high pixel count.
- Click once on the picture you want. Once it is selected then click on "Edit" in the tool bar then click on "Copy".
- Minimize the Internet Browser (click on the minus sign in the upper right hand corner).
- Click on MS PowerPoint on the bottom status bar. It will open fully.
- Click on the PowerPoint slide. Click on "Edit" in the tool bar then click on "Paste".
- The picture will be somewhere on your slide. Then you can position it and scale it as needed.

Inserting a Sound File

- Click on New Slide in the Common Tasks window or New Slide from the Insert menu. The short cut is Ctrl+M.
- Click on audio/music under insert option. Choose a suitable sound from file.
- Choose whether or not you want the sound to play automatically or when you click it. You can further customize the order in which objects are played or





displayed on your slide by going to custom animation under the Slide Show Menu.

Inserting a Movie

 To insert a movie select Movie/video from the Insert menu and choose Movie/ Video from file or Gallery or clip art video.



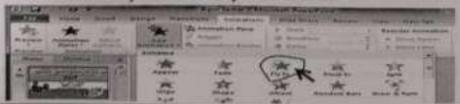
Transitions

- Transitions between slides will make the show look more professional. The Transition you choose (e.g.: Box) will precede the slide.
- Choose the effect and speed you want for the transition. Choose whether or not you want to advance each slide with the mouse or automatically. You can also have a sound effect between slides. Then, click Apply for the current slide or Apply to All for every slide.



Adding Animation

- Go to Animations Click the button "Add animation." Click "Entrance".
- ♦ Click on "Effects." Click "Fly In."
- Click under where it says "Direction:" for the direction the picture will enter from.
- Click "Play" to see what you have done.



- To add more effects you can click on "Slide Show"
 "Slide transitions" and add another effect
- Also under modify transition you can add a sound effect.

Viewing the Slide Show

- Select Show from the Slide Show menu. Or press the keyboard key F5.
- Click the Slide Show button at the bottom left of the screen to view the presentation



To end the Slide Show

◆ Press Esc (ESCAPE) KEY to return to the window.

To save the presentation

Go to File menu. Move down to SAVE AS. A dialogue box appears. Click on the arrow to the right of the save as.

Click on the down arrow. Choose drive location. Name your file. Click the SAVE button.

Conclusion:

The very nature of PowerPoint is to add visual components to a live presentation or speech, including animation, graphs, charts, pictures, colors and more. But to make the information accessible to everyone, it's important to make sure that PowerPoint presentations are readable, navigable, and understandable. Color contrast and font selection are important in making a presentation accessible to people who have low vision or color-blindness. Fonts should be large and easy to read, and there should be high contrast between the background and text. Make your 1st or 2nd slide an outline of your presentation. Follow the order of your outline for the rest of the presentation. Only place main points on the outline slide. Use a color of font that contrasts sharply with the background. Use backgrounds such as this one that are attractive but simple.

A STUDY ON THE STATUS OF EQUAL OPPORTUNITY TO B.ED. PROGRAMME THROUGH DIFFERENT MODES

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1. INTRODUCTION

It has been pointed out by almost all the great educators that the ultimate target for capacity building is learning how to learn. This is the best form of capacity building. Possibly Dewey (1852-1959) was the first to view the teaching-learning of capacity building with an experimental and scientific attitude. In this world which is changing so fast no one can expect to be lucky enough to meet a problem whose solution has been taught in the school previously. But one thing remains the same; the art of solving a problem. And the art of solving a problem involves learning how to learn in a new situation.

The next important land mark in this direction was due to the UNESCO Commission for Education in the Twenty-first Century held in 1996(UNESCO, 1996). The declaration of the Commission was: Learning-The Treasure Within. The four pillars for the declaration were-

- · Learning to know.
- · Learning to be.
- · Learning to do.
- · Learning to live together.

Building of teaching capacity is supposed to come through the B.Ed. Training programme. A B.Ed. training programme faces a twofold challenge.

On one side it has to meet the demand of the large number of teachers. There is no way out. In Indian context the latest thrust in this direction comes through the Right of Children to Free and Compulsory Education (RTE) Act, 2009. This has put into an overwhelming increase in demand (e.g. as highlighted by Verma, 2007) for trained teachers and the colleges offering B.Ed. training programme through Regular mode cannot satisfy the demand. The governments are gradually depending more

and more on the ODL mode.

On the other hand it must maintain quality. A teacher of the twenty first century is always prone to face a new problem situation. S/he must learn how to learn in a completely new situation. Apart from the skills that a teacher achieves during the period training her /his attitude towards the context, philosophy, art and technology of the training programme itself is one of the most important contributors for her/his success.

From the experience of the work place it appears that the coexistence of achievement and attitude towards the training programme itself for a teacher may not be obvious. If it is not, one must take the steps to ensure the desired attitude.

The task becomes more complicated when one aims to offer equal opportunity to all concerned. As stated earlier, one of the ways that has been identified is to live with both the modes of instruction simultaneously, namely the Regular mode and the ODL mode.

This study presents the results of a survey of the present status of equal opportunity that can be accessed in this context in the adjacent hilly and adjacent plain areas of the *Darjeeling-Sikkim Himalayas* near Siliguri of West Bengal.

2. DELIMITATION:

- The study is delimited to the trainees for teaching at secondary level only.
- The study is delimited to the trainees of colleges (offering B.Ed course through regular mode) and study centres of the IGNOU (offering B.Ed. course through ODL mode) of the hilly and adjacent plain areas of the Darjeeling-Sikkim Himalayas. Thus, the conclusions drawn from this study may be valid for the trainees of the region of North Bengal only. Applicability of these conclusions to other regions requires separate studies.
- Observations with respect to the categories backward classes (S.C. and S.T.), other castes, male and female, hilly and plain area etc. has been done for the trainees of ODL mode only.

3. RESEARCH DESIGN:

The study is Descriptive in nature and it is following the Survey (quantitative) Design and Correlational Design.

Population of the study is the trainees of the adjacent hilly

and adjacent plain areas of the Darjeeling-Sikkim Himalayas near Siliguri of West Bengal.

The parameters involved are Attitude and Achievement.

Variables to be measured and the corresponding tools and techniques are:

- With respect to the parameter, Attitude the corresponding variable to be measured is 'Attitude score'. Selfmade opinionnaire (standardized) has been used for collection of data with respect to Achievement score.
- With respect to the parameter, Achievement, the
 corresponding variable to be measured is 'Achievement
 score'. Usually the achievement tests are conducted by the
 universities and their scores are made available through their
 academic records. Data/information on achievement of trainees
 of Regular and ODL mode has been collected from those records.

4. ANALYZING AND INTERPRETION OF DATA

It has been mentioned earlier that the ODL mode has been introduced to give opportunities to a larger number of students to take part in the Teacher Education Programme, in this study the B.Ed. programme. In the following the data has been presented graphically to see how far the candidates from the hilly areas and backward classes could take advantage of the programme through ODL mode.

In general, the following observations can be made.

The distribution among different categories (with respect to S.C. /S.T. category and other caste category) goes by the Government Rules and Regulations. But, the distribution among the geographical regions (hills/plains) is open to the demand of the locality and the accessibility of the study centre offering service to the trainees of the ODL mode.

- · With this background it is interesting to note that:
- In the Hills the participation of female candidates is much higher in comparison with their male

4.1: S.C. and S.T. candidates (Malc)

Hill (In%)	Plain (in%)	A
45	55	Onks e Plain (Inks)

4.2: S.C. and S.T. candidates (Female)

Hill (in%)	Plain (in%)		m Hill (in/6)
56	44	10	= Plain (in%)
	144		

4.3: Other caste candidates (Male)

Hill (in%)	Plain (in%)		
38	62		# Hill (in%)
	To be the same	A	= Plain (in%)

4.4: Other caste candidates (Female)

Hill (in%)	Plain (in%)	
49	51	m Hill (in%)
	1 11/1 201	= Plain (in%)
	DESCRIPTION OF THE PERSON NAMED IN	

4.5: Candidates of Hill areas (S.C. and S.T.)

Male	Female	m Male
(in%)	(in%)	(in%)
36	64	= Female (inth)

4.6: Candidates of Hill areas (other castes)

Male (in%)	Female (in%)	■ Male (in%)
38	62	≡ Femal e (in%)

4.7: Candidates of Plain areas (S.C. and S.T.)

Female (in%)	■ Male (in%)
54	■ Female (in%)
	(in%)

4.8: Candidates of Plain areas (other castes)

■ Male
(in%) Female (in%)

counterparts.

This is true for the candidates from the S.C./S.T. category.

This is also true for the trainees from the other castes (general and OBC).

The participation of female candidates from S.C./S.T. category is much higher in the Hills than in the Plains. In contrast, the participation of female candidates from other caste category (general and OBC) is slightly lower in the Hills than in the Plains.

With the above two observations one can very well conclude that:

The ODL mode of instruction (at least in our area of investigation, namely the in the area of teaching capacity building) is providing a significant level of opportunity to the women of the backward class category (S.C./S.T.) of the hilly region under study.

5. Results of inferential statistical analysis:

- There is significant level of difference between attitude of trainees of Regular and ODL mode towards teacher education.
- There is no significant level of difference between the attainments of the trainees of Regular and ODL mode in the theory papers of the teacher education programme.
- There is significant level of difference between the attainments of the trainees of Regular and ODL mode in the teaching practical paper of the teacher education programme.
- There is no significant correlation between the variables S, and S, (i.e. level of achievement in teaching theory papers and attitude towards Teacher education for the trainees of Regular mode).
- There is no significant correlation between the variables S₂ and S₃ (i.e. level of achievement in teaching practical papers and attitude towards Teacher education for the trainees of Regular mode).
- There is no significant correlation between the variables S, and S, (i.e. level of achievement in teaching theory papers and attitude towards Teacher education for the trainees of ODL mode).
- There is no significant correlation between the variables S_s and S_a (i.e. level of achievement in teaching practical papers and attitude towards Teacher education for the trainees of ODL mode).
 - There is no significant level of difference between the

- attitudes of the trainees of ODL mode (S.C. and S.T. category) with respect to hilly and plain areas.
- There is no significant level of difference between the attitudes of the trainees of ODL mode (other category) with respect to hilly and plain areas.
- There is no significant level of difference between the attitudes of the trainees of ODL mode of the hilly area (S.C. and S.T. category) with respect to gender (M/F).
- There is no significant level of difference between the attitudes of the trainees of ODL mode of the hilly area (other category) with respect to gender (M/F).
- There is no significant level of difference between the attitudes of the trainees of ODL mode of the plain area (S.C. and S.T. category) with respect to gender (M/F).
- There is no significant level of difference between the attitudes of the trainees of ODL mode of the plain area (other category) with respect to gender (M/F).

6. CONCLUSIONS.

- One should place the ODL mode and the Regular mode at the same level of quality so far as the theory component is concerned. The teaching practical component of Teacher Education through ODL mode, like B.Ed. through IGNOU, needs to be considerably improved in order to assure that the Teacher Education programme, like B.Ed., in the two modes (Regular and ODL) is equivalent. One should think of strategies that ensure flexibility in the curriculum for Teacher Education irrespective of the mode of instruction-Regular or ODL.
- The ODL mode of instruction (at least in our area of investigation, namely the in the area of teaching capacity building) is providing a significant level of opportunity to the women of the backward class category (S.C. /S.T.) of the hilly region under study. Also, the absence of significant level of difference in attitude towards the Teacher Education programme among the categories and location (hills/plains) indicate an indirect evidence that the service through

ODL mode is more or less uniform in quality among the categories and location (hills/plains).

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EQUAL OPPORTUNITY: SOME CONCEPTUAL PROBLEMS

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The concept of 'equal opportunity' is frequently used in our day to day discourse. A conceptual clarity of this expression is imperative before we try for a society which will be permeated with equal opportunity irrespective of any variable that divides our society thus hindering equal opportunity.

Oxford dictionary tells us that the word 'equal' has been derived from the Latin word aequalis which means 'even', 'level' etc. and the word 'opportunity' had its origin from a Latin word and is usually explained as "a combination of circumstances

favorable for the purpose".

In spite of frequent and popular use of the expression of 'equal opportunity' some recent questions raised about it make us feel that a relook at the concept is needed. For example, Prof. Amarty Sen in his Tanner Lecture on Human Values delivered in 1979 at Stanford University asks: "Equality of what"? There he talks about three types of equality (utilitarian equality, total utility equality and Rawlsian equality) and shows that all the three have many limitations and even a combination of these three cannot make an adequate theory. Prof. Sen in the same lecture introduces the concept of "Basic Capability Equality": a person being able to do certain basic things.

Prof. Sen's Basic Capability Equality perhaps gives us a strong point to address the issue of main obstacles in building up basic capabilities. Indian society has absorbed within it multifarious hues. Among the important variables that created these hues are religion, caste, class, ethnicity, language and gender. On account of the classifications made on the basis of the said variable all are not equally placed. Privileged few are placed at the upper end of the spectrum and enjoys various facilities whereas others are deprived of many basic facilities. Whereas the former group considers it as their birth right the latter group

undergoes many ordeals and need to snatch these rights through a long fight. This inequitable circumstance calls for a redemption. And it is this that necessitates initiatives for equal opportunity policies and measures. The buzz word 'inclusion' is used to bring these marginalized groups within the mainstream.

We have seen the origin and literal meaning of 'equal opportunity'. From this we can understand this much that we all need a level-playing field. However, it does not give us enough conceptual clarity. In order to have this let us take some help from John Baker. Baker in his Arguing for Equality opines that equality is a complicated notion and thus it is not possible to give a satisfactory definition of it. He finds it preferable to think of equality not as a single principle, but as a group of principles which forms the central belief system in the notion of egalitarianism. The principles of egalitarianism are:

- 1. Equality of basic needs
- Equal respect
 Economic equality
 Political equality
- Sexual, Racial, Ethnic and Religious Equality

Equality of basic needs: It is the right of a person to have his basic needs fulfilled. It is indefensible to allow affluence for some while others face deprivation.

Equal respect: Egalitarian philosophy opposes any form of degrading treatment or degrading living standards. Respect expected by the privileged and powerful sections is denied and all hierarchies based on social positions are questioned.

Economic equality: Egalitarians oppose enormous gap in income and wealth both within countries and between countries. They seek equality in democratic control of production and the right to safe, dignified and engaging work. Disagreeable and boring works should be shared equally, or persons performing these should be adequately compensated.

Political equality: Political equality is not merely granting the right to vote or contest for office. It demands something more such as greater democratic participation in government, industry, education, social services and family life. To be precise it seeks freedom from arbitrary use of power by a handful and freedom from oppression, and positively they demand more individual empowerment.

Sexual, Racial, Ethnic and Religious Equality: Espousers of egalitarianism are against any man-made difference in treatment of people on account of their gender, sexual preference, skin colour or spiritual beliefs. It is opposed on account of the fact that racial and religious segregation, discrimination on the basis of gender and other variables such as caste, class etc. lead directly to negative differences in wealth, power, etc.

However the moot points are:

Whether these ideologically excellent principles of egalitarian philosophy are implemented within the myriad of social, economic, cultural, familial and political systems developed over the centuries.

Is equality humanly possible in development planning? This is a debatable point given the fact that individuals have different physical needs, different capacities, and different attitudinal and

behaviour patterns?

In addition to the above many more questions come to the fore. For example, is it not self-stultifying to talk about cultural equality? As national resources are unevenly distributed and redistribution of it is a near impossibility, why and how to talk about equality? Can all work be equally valued in a wider system, which is sustained by definitions based on differences? While taking policies and measures for ushering an age of equality, are we not creating a new sort of inequality? These are some of the theoretical questions that keep on haunting the mind of thinkers.

From one perspective, it can be shown that the concept of 'equality' is actually one of the strands of the concept of justice. When justice is explained as fair shares, it, though not immediately, but still in the long run eye for equal shares. This equality is sought as a matter of right. When we say that we need to promote equality for women, what is actually intended is that it should have the recognition and protection by law. It is true that nature has endowed us unequally, e. g. we are unequal in

terms of capacities, physical strength and so on. But still when we clamour for equality we actually seek removal of arbitrary and unjustified inequality imposed on us. Thinkers point out three considerations which are usually emphasized in the right to equality: they are right to equal consideration, right to equal opportunity and right to equal satisfaction of basic needs. D. D. Raphael beautifully explained and examined these points critically.

While discussing the issue Kathleen Lynch talks about the notion of equality continuum. Her notion illustrates strategic policy positions with regard to equality. These policy positions

can be stated thus:

1. Equity policies: It seeks to promote a form of apparent

fairness and is largely aspirational.

- Liberal Policies: It addresses the direct sources of discrimination by removing obstacles to goods, services and institutions. The underlying assumption is that all people start from the same position and can compete on an equal basis if there are no obvious barriers.
- 3. Radical policies: It is a technique to aid the disadvantaged and address direct sources of discrimination, followed by policies, which challenges hierarchical structures. A radical strategic approach to equality involves the use of quotas and preferential access policies targeted at under-represented groups. That preferential treatment is variously termed as 'positive discrimination, 'affirmative action' or 'sponsored motivation'.

Kathleen Lynch's notion answers the attempt made by University Grants Commission from its eleventh plan which mandated the creation of an Equal Opportunity cell in higher education institutions. Under this Cell we find institutions taking up programmes for awareness generation for equal opportunity, supplementary support for skill development as well as enhancing employability of students and to speed up legal redressal in the event of violation of equal opportunity.

INDIA'S STAND IN PROMOTING EQUAL OPPORTUNITY

India is a signatory to three key international initiatives in

securing the Right to Elementary Education- 1) Universal Declaration of Human Rights(1948), 2)International Covenant on Economic, Social and Cultural Rights(1966), and 3) Convention on the rights of the Child(1989).

The Indian Constitution has recognized the importance of education for social transformation, and is committed to social justice. In its Preamble it answers to secure liberty of thought, belief, faith and worship and equality of status and opportunity, and to promote amongst the people a feeling of fraternity, ensuring the dignity of the individual and the unity of the nation. The oft-cited constitutional provisions/ safeguards in this regard are Articles 21(A), 25, 38, 39, 41,45, 46, 51A (k) etc. The spirit underlying these articles and principles is that all man are equal and there should be no discrimination on the basis of caste, creed, sex and the like.

ILLUSTRATION OF ONE VARIABLE

Among the factors that stand on the way of providing equal opportunity one important variable is caste. It haunts the mind from the time of birth to death. On 10th September, 2014 the Rajasthan High Court had asked the Jaipur Municipal Corporation to end the practice of maintaining crematoriums on the basis of caste. Caste is indeed like a virus. It is not to be regarded as merely a rural phenomenon. Even the urban slums are organised around caste. We are incapable of speaking to our interlocutors as equals: we speak either as superior or inferior. The Constitution bans untouchability but not caste. Untouchability is viewed as culpable but not its foundational underpinnings, i.e. caste. The basic idea of caste is the social and religious sanction of inequality. It reinforces the belief that a child's birth should legitimately determine whether and where he/she can study, the limits to his/her wealth, his/her social status, and which livelihoods are opened and barred to him/her. It is considered opinion of many that India will transform, and caste will end, only when all children- regardless of their parents' social standing and wealth- can access the same quality education, in mixed and egalitarian classrooms.

In its one report UNESCO stated that higher education was not a luxury, but essential for survival. In line with this we find the commitments of our governments to bring a sustainable change in higher education system commensurate with the objective of inclusive growth. With the concept of inclusive

growth is added quality assurance.

Higher education is indeed a sine qua non for sustainable development. It is one of the strongest tools that make the mankind productive, progressive and powerful. It creates various professionals, statesman, politicians, thinkers, teachers, and above all most importantly the noble human beings. It is the tool for bringing about durable social harmony and other developments. In spite of all these platitudes the scenario around us is not very encouraging.

Though efforts have been taken to substantially increase the number of higher educational institutions the pace of efforts could not match with needs and expectations. Further, the quality maintenance in the existing as well as upcoming institutions is indeed a will-o-the-wisp for the following reasons:

POOR INFRASTRUCTURE FACILITIES: There is no gainsaying the fact that institutions with better infrastructures always remain a step ahead. Infrastructure of an educational institution generally refers to the availability of material and human resources which are highly essential for providing quality education, smooth administration and effective evaluation. The human resources include the teaching and non-teaching staff. The college building, class rooms, library, laboratory, art gallery, auditorium, sports and game equipments etc are material resources. It is noticed that large number of institutions in this area lack essential material resources like well equipped, updated and techno based library, laboratory and workshop.

To make the students and staff updated and refresh their knowledge, there is no facility of journals, magazines even the leading newspapers.

THE INADEQUACY OF FACULTY POSITION: The situation is often discouraging. Sanctioned positions of faculty are not only inadequate, even the sanctioned positions remain vacant for a long time due to various reasons. It is a known fact that adequate and excellent faculty members are the strength of an

educational institution.

How can a student expect quality education from these educational institutions where there are no better infrastructural facilities, maximum teaching posts are vacant and where inexperienced, temporary appointed guest faculties are the only source of teaching and guiding student. That is why particularly in rural areas, the students are unable to do well in competitive examinations even in academic spheres. Even the good faculties do not like to work in these areas as they do not get better facilities what they get in big cities of the state. So the students in this area fail to come in contact with the variety of teachers for getting quality education and career counseling for better future. In this respect we find variation of opportunities between higher education institutions in this region, in the state and also in the country.

If to draw out the latent talent is the main aim of education, higher education institutions of rural area fail to do so on account of its failure to give students adequate exposure for unleashing their inner talents. Students here seldom get chance to participate in seminar, debate, discussion, brainstorming session, writing for journal etc which may bring out their inner potentialities.

Again, on account of inadequate number of teachers existing teachers find it difficult to attend various courses meant for faculty members who can make them updated, refreshed, innovative and skilled. This is another way of our failure to give students equal opportunity in relation to other places.

Some other reasons which create inequality of educational opportunities include: difference in economic status of parents/guardians, gender disparities, regional imbalance, physiological difference, difference in home conditions, socio-cultural differences, non-availability of adequate opportunities, difference in mental and physical abilities and so on.

These are some of the factors that stand on the way of providing equal opportunity. The list may be elongated but our efforts should be directed to turn these disadvantages to our advantage.

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Advocating 'Gender Equality' Through the Formation of a Regional College Library Consortium in North Bengal

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Keyword: 'gender equality', 'women empowerment', academic women's network'.

Abstract: This paper aims to present a proposal for advocating 'gender equality' and facilitating 'women empowerment' especially for the college girls and teachers of North Bengal through the formation of a local library consortium among the colleges of North Bengal. It discusses 'women empowerment', 'gender equality', women education', 'women studies' and 'academic women's network'. The present status of women colleges of North Bengal are focused after surveying 5 women colleges out of 8 present.

1. Introduction: "The main culprit would seem to be the comparative neglect of female health and nutrition; specially but not exclusive during childhood. There is indeed considerable direct evidence the female children are neglected in terms of health care, hospitalization and even feeding," (Amartya Sen, 1999)

The disparity between the men & women is present all over the world. In India, still today, the women are in a pitiable condition. Anyone may disagree with the above statement by observing the favourable situation of a very few percentage of women who are mostly from urban and educated background. But they are exceptions. The sex ratio, in India, has been always in favour of men. There have been gradual decreases in sex ratio since 1901. Only in 1981 female ratio was slightly increased; it was 934 (f) per 1000 (m). According to Census 2001, the sex ratio was 933 females per 1000 males i.e. less than 1981. Census 2011 shows

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the sex ratio 940 females per 1000 males. In West Bengal, it is 947 (f) per 1000 (m). Earlier Census reports tell us that there were villages with no girls in some part of Rajasthan.

One of the main reasons of this low sex ratio is neglect towards 'female literacy'. According to Census 2011, the literacy rate of female is 65.46% whereas that is of male is 82.14%. In West Bengal, the female literacy rate is 71.16% and male literacy rate is 82.67%. The worst picture is in Rajasthan where the literacy rate of female and male are 52.66% and 80.51% respectively.

The other reasons are early marriage of girls and socio-economic status of women. Again, lack of education is the cause behind the deprived socio-economic status of women. Rural Indian women constitute 75% of the female population. Maximum percentage of these women participate in agricultural activities like sewing. weeding, etc. that has been considered as supplementary work. So the women neither get recognition nor the wages for these activities. Besides the agricultural activities, they also participate in different unpaid jobs of family firm and do not hesitate to be employed in any kind of work including domestic labour for family earning, but it is very common to see that they don't get respect & decision making power inside the family. When the matter of decision arises of cutting budget from family, the female becomes the first victim; their educations are stopped, foods are not given properly. So, it is clear that there is discrimination or inequality in India in every sector (health, education, etc.) and facilities on the basis of gender.

Women are expected to carry all the burden of home management, child bearing along with the extra load of education & career even in today's high tech generation. Women's roles at workplace being seem as secondary to her role as homemakers and nurturer that obstruct women's career paths. UGC identifies, "The participation of women in key university committees and decision making process continues to be low. which is one of the major factors leading to under representation of women in management position." In family also maximum women are not in decision making processes.

In addition to these, there is increasing violence against women throughout the country. Even in urban & educated family violence occur. Women have to face violence both within their

family and outer world from their infancy. They don't know when & how to face it.

Women Empowerment & Gender equality: 'Women Empowerment' has generally been understood as strengthening women's ability to control and master their own lives and situation; increased decision-making power, etc.

'Gender equality' means that both men and women should have the same rights and be equal before the law. (Bakshi, p.18) In addition to legal guarantees it also ensures that these legal rights to be implemented in practice. In that sense 'gender equality' is also about to make ensure 'equality of opportunity' by passing through all the barriers of the path such as social, cultural, economic, etc. It implies that none should be resisted from getting opportunities in learning, working, participating in politics, community or in family on the basis of their sex.

'Gender equality' also demands that men's and women's contributions to the family, society and community should be valued equally. It should not like today's situation that women's unpaid work and experience earned in home management are not valued at all in the broader work area. Men should also be allowed to take different female specific jobs like nursing, secretariat, kindergarten teaching, etc.

3. Women Education & Women Studies: In 1986, National Policy of Education, India wrote, "Education will be used as an agent of basic change in the status of women. In order to neutralize the accumulated disadvantages of the past, there will be a well conceived edge in favour of women. The national education system will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, training and orientation of teachers, decision makers and administrators."

The 73st and 74st constitutional amendments guarantee women a minimum one-third representation in all local bodies & all chairpersons. In 1984, the sex discrimination Act which ensures removal of discrimination in the work place, education institutions, etc on the basis of sex and in 1986 the Affirmative

Action Act (Equal employment opportunity for women) has been passed. Equal Employment Opportunity offices are also established in various countries including India (Jawaharlal Nehru University). A cell was established in response to the UGC to strengthen machinery for implementation policies. UGC provides separate scholarships for higher education to a single-girl child and for Post-Doc studies to unemployed PhD holder women.

Still today, Women's participations are found poor in higher education especially higher education managerial posts. According to UGC, "global scenario indicates, men outnumbering women at about five to one at middle management level and about twenty to one at senior management level. The Indian scenario is somewhere inbetween with ten to one at senior management level." To meet the challenge UGC introduces the scheme "Capacity building for Women in Higher Education". It aims to bring change from within the system by developing sensitivity/awareness/motivation as well as management skills to women academicians and administrators.

Women's Studies or feminist studies explore politics, society, media and history from women's and /or feminist perspectives. It was first born as an academic unit in the late 1960s in the US academy. The first accredited women's studies course was held in 1969 at Cornell University. Now Indian Universities also have such courses. In mid- 1970s the women's movement in India started and the Indian Association of Women's Studies (IAWS) emerged which was registered as a membership based organisation in 1982. The SNDT Women's University, Mumbai set up the first university research centre for women's studies, in 1974. The Centre for Women's Development Studies (CWDS) was established on 19th April, 1980 by a group that was involved in the preparation of the first ever comprehensive Govt. report on the 'Status of Women in India' entitled 'towards equality'. The group were later associated with the women's studies programme of the Indian Council of Social Science Research (ICSSR). Since 1984-85, CWDS began to receive an annual maintenance grant from the ICSSR and became recognized as one of the research institutes supports by ICSSR.

4. Academic Women's Network: One of the reasons for the less percentage of women representation in higher university or other managerial positions is their lack of information support on employment, promotion, research, scholarships, conference, and other opportunities and also on other important aspects. Due to various informal cultural norms and after bearing all the responsibilities of home management and child rearing, women have little time to spend for collecting information on various important academic aspects, formulating strategies and implementing them, those are essential to get advance in career.

Hence the importance of Academic Women's Networks which have came forward to support them and provide easy access to all the necessary information, advice & counselling and training needed by them to enhance their performance. There are a large number of Academic Women's networks throughout the world. As for examples, Association of Commonwealth Universities Women's Network, Network of Women in Higher Education in the Pacific (NetWHEP), Professional Women's Development Network (PWDN) in England, etc.

In India, Indian Association for Women Studies, the country's premier Association with members from diverse fields such as scholars, teachers, activists, policy makers, professionals has been working for women. Since 2008 CWDS has housed the financial base of the IAWS as a long term arrangement. From then, CWDS continued to be actively involved in the outreach and expansion of the IAWS, especially in the northern region. The secretariat of the IAWS shifted to the CWDS since 2011. They organised workshops, seminars, national conferences, etc. time to time in different places of India. CWDS committed to focus on issues of discrimination and enhancing gender equality, through lobbying with and against the state and its policies, forming common platforms with other organizations and civil society institutions and assisting in campaigns to bring about changes in public awareness. The centre has been actively developing many networks to carry on these processes. It has been the members of networks of women's organizations and women's studies Associations on a range of issues. The centre is a founder member of the Forum for Creches and Child Care Services (FORCES) network. The core vision of FORCES is that every child has the right to early childhood care and development including Crèches and child care services.

Knowledge Networking facilitates women empowerment by helping women to freely share their experiences, concerns and knowledge, develop their capacities, expertise, overcome social, cultural & all other barriers, participate in economic & political life and improve their quality of life.

Already there are some good practices started in India. India Shop, an e-commerce website in Tamilnadu has been designed to sell products made by rural woman's cooperatives and NGOs. The Dhan Foundation and Swayam Krishi Sangam are using handheld devices and smart cards to improve micro-finance projects to empower poor women. Self-help groups of rural women in Andhra Pradesh are very much successful in marketing their products inside & outside the country. Jaipur Rugs Foundation (JRF) is a non-profit organization that catalyzes sustainable livelihood for people engaged in the entire carpet value chain by empowering them to establish collective enterprises through enhance artisanal and business skills. The JRF also concentrates towards educating the women, continued sessions are taken to teach the women how to read and write; mobilizing them to be able to use cell phones/mobiles. The agendas of the foundation also include bringing consciousness about health issues, aspects of hygiene and family living, cleanliness and environment shaping, talking upon issues like family planning, monetary keepings, life skills, building communication skills and managerial aspects of the weaver.

5. Women's Colleges in North Bengal: There are only 8 colleges exclusively for women out of 97 colleges in North Bengal. In a few number of colleges women cell are there. These cells also have limited functionality. Among 42 librarians present in total 49 colleges surveyed of North Bengal, only 10 (23.8%) are women. Number of women Principals or Teacher-In-Charges is 8 (16.32%). The data proves the less representation of women in administrative positions. 5 among 8 women colleges are surveyed. They are all Arts college. There is no scope of studying Science & other subjects. Actually only in P.D. Women's college, Jalpaiguri, there is Science faculty. This

picture clearly indicates gender discrimination and attitudes of underestimating women's capabilities and choice. 2 colleges i.e. Southfield College, Darjeeling and Thakur Panchanan Sheel Mahila Mahavidyalaya, Coochbehar have 'Women's Study' as a course. But all these women colleges except North Bengal Women's B. Ed. College i.e. a private college are situated in urban region; whereas we know that the rural women need more & more exclusive opportunities for them. There are mainly two reasons of the fact that the rural family prefer mostly women's institutions for their girls. One reason is, in general, rural area is lacking in number of colleges & courses of studies. Due to social norms and family barriers they are in maximum cases not allowed to go for study to a distant college. The other reason is also found quite common that they are not allowed to study with opposite sex in young ages.

Data related to the Women's colleges surveyed:

Callege	Library Books	Ref. Books in library	Journal Titles	PC in lib.	Xerox	Software used in lib.	LAN	Internet	Web site	Number of Students	Computer awareness of students
TPMM	Around 20,000	Below 500	1	1.	3	No	Y	Y	Y	2800	min
Malda Women's	Above 20,000	Below 5000	24	3	E	Book	N	Y.	Y	2500	sat
NBWBEd	Below 10000	Below 500	nil	1	1	No	N	Y	У	100	min
Siliguri Mahila	Below 10,000	13clow 2000	8	1	1	No	N	Y	Y	2000	ant
Southfield	Above 20,000	Below 500	14	6	2	SOUL2	Y	Y	Y	550	sat

Y=Yes, min=minimum, sat=satisfactory

It is found that except one college resources of every college is sufficient up to a minimum level. IT infrastructure of the college libraries is not good except Southfield College. This college has a reasonable size of collection of CD/DVDs. They provide 4 computers with internet connection for the students. No college has e-resources such as journals or reference books, etc. as the part of library collection. Computer awareness of the students is minimum in 2 colleges and satisfactory in 3 colleges.

6. Proposal: The proposal is to form a regional library consortium among the colleges of North Bengal with the primary aim of all type of resource sharing (both printed and electronic). The name of the consortium will be North Bengal College Library Consortium (NBCLC). The primary benefit that the colleges including these women colleges would gain is a huge resource support. The advance technology which yet to be opted in these libraries can also be availed such as online resources like e-books, e-journals, online reference sources, etc. Secondly, the infrastructure would be developed and improved Whereas students are not getting advance services like eservices would be possible.

Thirdly, we have seen in the rural areas there is no women college (general degree). The facilities & infrastructures of the rural colleges are also very poor. So, providing support to the rural women who are mostly compelled to study in these

colleges. NBCLC would work nicely.

In many rural areas there is also problem for internet connection that can be overcome through the regional network as connectivity would be built up at the first stage of the formation of the consortium.

The women community would be highly benefited if an academic women's network can be formed under the consortium. Primarily the women's colleges (especially where there are women's study centre) would have to take the initiatives to build the network. Later, any woman from any member colleges can be the member of the network and take advantages. The target should be each & every women from these colleges.

This network would advocate the women community of all the colleges, aware them regarding women's law, rights, etc, guide them to prepare themselves for the advanced study, competitive examinations, career, etc. They would be trained to enhance their skill in various vocational and career oriented fields and also to be self-employed. Information related to college girls and teachers concern would be provided through the network. Thus hopefully it can act for gender equality and facilitates women empowerment a lot.

7. Conclusions: The periods, girls spend in colleges, is considered vital period of their career and life. Maximum girls in rural areas leave their study before, during or after the college life. So, it is a moral duty of all concerned to aware them about their rights, opportunities, laws in support of them or to protect them and preparing them for the future life. It will be easier to reach the total women community of the colleges of North Bengal and help them through the proposed consortium NBCLC.

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Elementary Education and Social Disparities: Indian Experience

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Education has the power to change lives. It broadens people's freedom of choice and action, empowering them to participate in the social and political lives of their societies and enabling them with the skills they need to develop their livelihoods. Education

can be a path to greater social mobility.

Illiterate people suffer a heightened risk of poverty, insecure employment and ill health which contribute to those people in a state of marginalized and underprivileged in economic and social status. Acute and persistent deprivation in education suffers a high price for societies and for individuals. Marginalization in education is a crucial factor in the widening of social and economic inequalities. For the SC and ST people education should be a driver of equal opportunity and greater social mobility and breaking the cycle of poverty. Education can play as an efficient instrument that can expand opportunities and building inclusive societies and rests a foundation for persistent economic growth. Indian society has long been diversified along the axes of caste, ethnicity and religion. Not surprisingly, this inequality is reflected in educational attainment too. While the 83rd constitutional amendment recognizes education as a fundamental right of all Indian citizens, disparities continue to be asserted between the various castes.

In India, Post-independence education policies has been provided equal opportunity to all sections of the society and recommended various measures to help the education system achieve this goal. The Indian Constitution has also provided many safeguards for socially disadvantaged groups, i.e. SC, ST and religious minorities. Various provisions made in the five year plans related to ensuring equal opportunity for all, reflected a translation of the principle of equity and social justice. In line with the constitutional mandate, attempts have been made by the government to introduce different policy measures in education,

including approaches like positive discrimination supported by anti-discrimination law, welfare provisions in the form of scholarships, hostels etc. targeting SC/ST and girls. These initiatives are part of a broader strategy of poverty reduction and

This paper critically examines the contemporary reality of schooling of children belonging to Scheduled Caste and Scheduled Tribe communities who have been historically excluded from formal education – the former due to their subjugation under caste feudal society and the latter due to their spatial isolation and cultural difference and consequent marginalisation by dominant society. Expansion and democratization of the education system was required, the two primary egalitarian objectives of which were the universalisation of elementary education and the educational "upliftment" of disadvantaged groups. This paper will review the present educational status of the disadvantaged people related to elementary education.

Scenario of SC and ST people in Elementary Education

Drèze and Sen (2002), shows that there is an increased demand for education among the Scheduled Castes and Scheduled Tribes. According to 2001 Census data, Scheduled Tribes children are 8.97% of the total youth population and Scheduled Caste children consist of 17.4% of the total youth population. In the 6-11 year age cohort, Scheduled Caste children account for 23 million and Scheduled Tribes children for 12 million. In the 11-14 year age cohort, there are 13 million SC children and 6 million ST children. In this section, we draw the development in literacy rates of Scheduled Caste and Scheduled Tribe children in schools.

Literacy Rate:

Official data tells that the literacy rate of ST rural males which was only 38.4percent in 1991 has risen to 57.4 per cent in 2001 and that of ST rural females has raised from 16.0 percent in 1991 to 32.4 per cent in 2001. The literacy rates of ST urban males and females were slightly higher in 1991 (M-66.6, F-45.7%). They have risen to 77.8 and 59.9 per cent. The ST urban male and female literacy rates were lagging behind the non – ST rates by

17 and 21.8 per cent respectively by 1991. These distances have decreased gradually to 9.8 and 16 per cent by 2001. Thus, though their literacy rates have increased a good deal, they are lagging behind those of non-SC/ST considerably still. The ST rural male and female literacy rates were lagging behind those of non-SC/ST by 20.3 and 7.5 per cent in 1961. This distance, instead of decreasing over the decades, has increased gradually to 25 and 19.3 per cent respectively by 1991. This distance has now decreased to 16.9 and 17.8 respectively by 2001. This seems to be due to greater increases in the literacy rates in non-SC/ST and ST rural males. In Rural areas ST males as well as females lag behind even SC males and females by 7.5 and 3.4 per cent respectively in 1991. In 2001, SC rural female literacy gain was 18.1 over 1991 whereas ST rural female literacy gain was only 16.4. In Rural areas ST males as well as females lag behind even SC males and females by 3.7 and 5.2 per cent respectively in 2001. However, in urban areas, the ST males as well as females are more or less at par with their SC counterparts in 1991 as well

Thus the objective of bringing SCs/STs in literacy has still remained unfulfilled though there is a slow but steady progress

Table-1: Literacy gains during 1991-2001 among various demographic categories

Category/census year	2001**	** 1991*	Gain
Rural Female ST	32.4	16.0	16.4
Rural Female SC	37.6	19.5	18.1
Rural Female Non-SC&ST	50.2	35.4	14.8
Rural Male SC	53.7	46.0	7.8
Rural Male ST	57.4	38.5	19.0
Urban Female SC	57.5	42.3	15.2
Urban Female ST	59.9	45.7	14.2
Total Literacy	64.8		
Rural Male Non-SC&ST	74,3	63.4	10.9
Urban Female Non-SC&ST	75.2	67.5	7.7
Urban Male ST	77.8	66.6	11.2
Urban Male SC	77.9	66.5	11.4
Urban Male Non-SC&ST	87.6	83.4	4.2

Calculated from Census 2001 PCA

Selected Educational Statistics 1999-2000, MHRD In general, literacy rates for Scheduled Castes are better than those for Scheduled Tribe populations.

Table-2: Comparative Literacy Rates of all social groups, SC and STs Population (in percent)

Caluprysonius	3561	[1971	(1981	1991	2001	2911
pear	%	14	76	15	15	76
Total population	28.2	34.45	43.57	52.13	54.54	12.99
RT	4.53	11.36	14.35	29.60	47.10	58.39
Gap (ET Bost held)		18.15	19.88	22.61	18.28	14.83
SC SC	16.27	1447	21.34	37.41	54.69	66.87
Cap(SC Stott brial)	18.83	19.78	22.19	14.8	16.15	6.92

Source: Registrar General of India

Literacy gap of ST population, has increased between 1971 to 1991, falling thereafter to a little above the 1971 level. Table: 2 illustrate a comparison between the literacy rates of the Total population and the STs and SCs, from Census 1961 to Census 2011. Literacy Rate of the Scheduled Tribe Population in India has increased from 8.53 percent in 1961 to 58.96 percent in 2011, while the corresponding increase of the total population was from 28.30 percent in 1961 to 72.99 percent in 2011. During 2001 to 2011 literacy rate increased by 11.86 percentage points for STs and 8.15 percentage points for total population. Literacy rate increased by 11.38 percentage points from 2001 to 2011 for SCs and 8.15 percentage points for total population during the same period. LR has however, all along been lower both for males and females STs as compared to SCs and Total Population (Table 2.). Male - female gap in literacy rate decreased from 24.41 percentage points in 2001 to19.18 percentage points in 2011 for STs and for the total population, it declined from 21.59 percentage points in 2001 to 16.25 percentage points in 2011. For SCs, this gap decreased from 24.74 in 2001 to 18.71 in 2011. (Table 2).

School Attendance:

Demographic and Health Survey (DHS) illustrate that the primary school attendance rate has increased by more than one percentage point annually since the starting of the decade. In 2000, 76 percent of all children of primary school age (6-10 years) were in school. By 2006, this value had increased to 83 percent. The attendance rate of girls has increased by 9 percent over the 2000-2006 periods and the attendance rate of boys by 6 percent. School attendance rates also rose in urban and rural areas, and across all household wealth quintiles. However, close to 17 percent of all children of primary school age continue to be out of school.

Boys (%)	Girls (%)	Differences
72	63	9
65	53	12
77	70	7
75	67	8
	(%) 72 65 77	(%) (%) 72 63 65 53 77 70

Source: Computed from Census of India, 2001

Marginalized groups such as the scheduled castes (SCs) and scheduled tribes (STs) persist to fall out of the circle of schooling. Additionally, there are remarkable gender differentials in school attendance among children 6-14 years belonging to SC, ST, and rest of India. The gender differential is most marked among the ST communities—a gap of almost 12 percentage points.

Enrolment

Enrolment is a necessary condition for obtaining literacy in a formal system but not sufficient to attain literacy. Higher enrollment leads to higher literacy rates provided dropouts do not increase at the same rate. Annual Status of Education Report (ASER) data depicts that enrolment in primary classes (I-V) has increased to 13.52 crore from 13.34 crore in 2009-10. In upper primary schools (class VI-VIII), enrolment has gone up to 5.78 crore from 5.44 crore. Girls' enrolment in primary classes has remained unchanged at 48.4% and 48.39% in upper primary classes (2009-10). Enrolment of SC students in primary/upper primary classes has fall marginally to 19.06% from 19.81% (2009-10). Girls form nearly 49% of the overall SC enrolment. In case of STs' enrolment, there is a small change of 10.7% from 10.93% (2009-10). Girls continue to account for half of ST enrolment. There is a similar decrease in upper primary classes as well. During the year 2013-14, the number of ST children enrolled as percentage of total enrolment in elementary education was 10.63 per cent while the share of ST population in

the total population was 8.66 per cent in 2011 (Census 2011). And within the same period the number of SC children enrolled as percentage of total enrolment in elementary education was 19.72 per cent while the share of SC population in the total population was 16.6 per cent in 2011 (Census 2011). The overall increase in enrolment in primary, upper primary and elementary education during the period 2000-01 to 2013-14 was 18.6 million, 23.7 and 42.3 million respectively (see table-4). The enrolment at the upper primary education has been increasing steadily with more children moving from primary to upper primary stage of education. Similarly the share of SC and ST enrolment in the total enrolment in Primary, Upper Primary and elementary classes reveals increasing steadily during the period 2000-01 and 2013-14 with more children moving from primary to upper primary stage of education, MHRD, GoI data depicts that between 2000-01 and 2013-14, the enrolment of SC children in primary, upper primary and elementary education increased by 5.1 million, 6.2 million and 11.3 million correspondingly (see table-4).

Between 2000-01 and 2013-14, the enrolment of ST children in, primary, upper primary and elementary education increased by 3.7 million, 3.4 million and 7 million respectively(see table-4). Whether the total enrolment of ST children in primary education has enhanced by 109.7 per cent during the period 2000-01 to 2013-14(see table-4).

Table-4: Enrolment in primary, upper primary and elementary education all social groups, SC and STs children) (2000-01 to 2013-14) (in Millions)

YearLevel	milevel PRIMARY		PRIMARY UPPER PRIMARY		ELEMENTARY				
SC 57	ST	ALL	SC	ST	ALL	SC	ST	ALL	
2900-01	21.2	11.0	113.8	0.7	3.1	42.9	27.9	14.1	156.8
2013-14	26.3	14.7	132,4	12.9	6.5	66.5	39.2	21.1	198.9
fectures.	5.1	3.7	18.6	62	3.4	23.7	11.3	7	42.1

Source: Statistics of School Education, 2007-08, MHRD, Gol; Educational Statistics at a Glance, 2011, MHRD, Gol; Statistics of School

Gross Enrolment Ratio (GER):

Gross Enrollment Ratio (GER) for any stage (Different Classes) is defined as percentage of the enrolment in that stage to the

estimated child population in the respective age group. The gross enrolment Ratio at the primary and upper primary levels improved significantly between 1950-51 and 2013-14, from 42.6 to 101.4 in the case of primary levels and from 12.7 to 89 1 for upper primary levels. (EFA Review Report 2014). The GER for STs in the elementary stage of education has improved considerably from 1990-91 to 2011-12). The GER for ST girls improved from 60.2 in 1990-91 to 100.6 in 2011-12. Overall the GER of STs was more pronounced as compared to other social groups.GER has increased from 80.4 in 1990-91to 101.8 in 2011-12 for all STs and from 78.6 in 1990-91 to 97.4 in 2011-12for total population. From 2003-04 to 2007-08, the gross enrolment ratio was higher for STs than SCs and Total population, both for male and female. The GER for SC girls improved from 63.5 in 1990-91 to 114.9 in 2011-12. Overall the GER of SC has increased from 82.5 in 1990-91 to 108.5 in 2011-12(Table-5).

The increase in GER was substantially higher for SC girls in primary (37.4.4percentage points) than that for SC boys (3.8 percentage points) during (1990-91) to (2011-12) period. The increase in GER in upper primary education was higher for SC girls (55.5percentage points) than that for SC boys (21.1percentage points) during this period (Table-5). Between1990-91 and 2011-12, the Gross Enrolment Ratios (GERs) for ST children in primary, upper primary and elementary education have registered steady increase (Table-6). Between1990-91 and 2011-12, the GER (ST for boys in primary education has increased by 7.6 percentage points. While the GER for girls of ST in primary education increased by 34.2 percentage points during this period (table-6). The GER (ST children) in upper primary education increased by 34.8percentage points during the period 1990-91 to 2011-12 The GER for boys increased by 22.9 percentage points, while the GER for girls increased by 47.4 percentage points during this period (Table-6)

The data in the Table shows that the GER for STs in the elementary stage has improved considerably from 1990-91 to 2010-11. The GER for ST girls improved from 60.2 in 1990-91 to 10.6 in 2010-11. GER of STs was more prominent as compared to other social groups from 2003-84 to 2010-11, the

GER was higher for STs than the SCs and the total population. both for male and female. The GER of ST children as compared to the all categories Children at different stages of education as per Statistics of School Education 2010-11, MHRD is shown in graph below:

Table-5: Gross Enrolment Ratios in primary, upper primary and elementary education of (SC children) (1990-91 to 2010-11)(%)

Year/Level	PRIMARY		UPPER PRIMARY		ELEMENTARY		
	BOYS	GIRLS	BOYS	GIRLS	BOYS	GIRLS	
1990-91	125.5	86.2	68.7	35.8	100.6	63.5	
1995-96	109.9	83.2	71.4	44.5	109	78.5	
2000-01	107.3	85.8	76.2	53.3	97.3	75.5	
2005-06	126.3	110.2	81.0	65.1	109.5	93.7	
2011-12	121.7	123.6	89.8	91.3	109.8	114.9	

Source: Statistics of School Education, 2010-11, MHRD, Gol; and U-DISE, NUEPA

Table-6: Gross Enrolment Ratios in primary, upper primary and elementary education of (ST children) (1990-91 to 2010-

Vmr/Level	P	RIMARY	UPPER PE	UMARY	ELEMENTARY		
ARREST	BOYS	LOIRLS	BOYS	GIRLS	BOYS	GIRLS	
1990-91	125.4	81.4	53.9	26.7	90.6	60.2	
	115	10.2	373	35.0	105.7	75.1	
1995-98	III (MOI)	55.5	72.3	47.7	102.5	73.5	
2000-01	116.0	100000	77.5	64.0	111.0	100:6	
2005-06	131.4	120	76.8	74.1	103.0	100.6	
2011-12	317.8	115:6	70.0	(2)1	10000		

Source: Statistics of School Education, 2010-11, MHRD, Gol; and U-DISE, NUEPA

Drop-out

It is a significant indicator reflecting lack of educational development and incapability of a known social group to complete a specific level of education. Drop-out rates for All India from class I to V decline steadily over the years from 42.6 in 1990-91 to 24.9 in the year 2008-09. Analogous decline in the dropout rates of ST population was observed from 1990-91 (62.5) to 2008-09(31.3). General picture of Drop-out rates for all India depicts that it has been steadily falling from 1990-91 to

2007-08 . However, dropout rates are significant lower in the Classes I - V than the higher classes (Ito X). After the implementation of Sarva SikhaAbhiyaan dropout rates have been diminishing over a number of years for Scheduled Castes and Scheduled Tribes, and has been particularly evident. During the period 2001-02 to 2008-09 the overall drop-out rate for elementary level (Class I-VIII) has been decreased by 12.3 percentage points. During the period 2001-02 to2008-09, the overall drop-out rate for SC students at primary stage (Classes 1-V) declined by 18.5 percentage points. In general drop-out rate for SC students at the elementary stage (Classes I-VIII) decreased by 12.8 percentage points during this period. Within the period 2001-02 to 2008-09, the general drop-out rate for ST students in primary education (Classes I-V) declined by 21 percentage points. For the ST students in elementary education (Classes I-VIII) the over-all drop-out rate declined by 10.4 percentage points through this period. There has been a steady decline in dropout rates in primary education since 2009-10. Between 2009-10 and 2012-13, the annual average drop-out rate in primary education declined to 4.7 per cent. The annual dropout rate was higher in Class I (5.4 per cent) and in Class V (6.4 per cent). The dropout rate, though diminishing from year to year still remains a major challenge. (Source: Statistics Of School Education)

Table-7: Dropout rates (%) for SC, ST and all category Children in Primary (grades I-V) and Elementary (grades I-VIII) elementary level

	Elementary			Primary			
Year/level	SC	ST	All	sc	ST	All category	
2001-02	60.7	68.7	54.6	45.2	52.3	34.9	
2002-03	59.9	68.7	52.8	41.5	51.4	31.5	
2003-04	59,4	70.1	52.3	36.6	48.9	29	
2004-05	57.3	65.9	30.3	34.2	42.3	25.7	
2005-06	55.2	62.5	48.8	32.9	39.8	25.7	
2006-07	53.1	62.5	45.9	35.9	33.1	25.6	
2007-08	52.5	62.5	42.7	30:1	31.3	25.1	
2008-09	47.9	58.3	42.3	26.7	31.3	14.9	

Source: Statistics of School Education, 2010-11, MHRD, Gol;

At an early age a large number of Scheduled Caste and scheduled Tribe children leave school due to economic pressure. However, this is not the only reason that children disappear from school. Reminiscences of humiliation can also play a significant role in the decision to leave; the poor quality of education is another important factor that leads to lower retention.

PROBE, 1999 has found that the majority of students from Scheduled Caste and Scheduled tribe communities study in government schools that are poorly-equipped such as the number of teachers, infrastructure and school environment are not well developed. Inequity against under-privileged groups is widespread, and takes various forms.

Out-of-school children

A child is identified as 'out of school' if the child is either not enrolled or has been absent for more than two months or has discontinued studies from the schools. The country had the uncertain distinction of having the largest number of illiterates and out of school children in the world, 30% of the world's adult illiterates (300 million) and 21.87% of out-of-school children. At least 24 million children in the age group 6-14 were out of school of which about 60% are girls; about 121.3 million were adult illiterates in the age group 15-35 of whom about 62% are women (P.R.Panchamukhi, 1989). Now situation is improved due to successful implementation of Sarva Sikshj Abhiyaan's flagship programme. India has met its goal of universal primary education and as per the findings of the 'Education for All (EFA) Global Monitoring Report 2015' by UNESCO, it has declined the number of 'out of school' children by more than 90%. Indeed, "India is expected to be the only country in South and West Asia to have an equal ratio of girls to boys in both primary and secondary education,"(UNESCO). Children out of school; primary in India was last measured at 1387374 in 2011, according to the World Bank. As a result of the increase in primary school attendance, the number of children out of school fell by almost one third from 30 million in 2000 to 21 million in 2006 (see Table 8).

This pattern could be observed for boys and girls and for residents of urban and rural area also.

Table-8: Decline of out of school children (million) in India during (2000-2006)

uring (2000-2006)	VI.T.	Female	Urban	Rural
Year/gender/region	Male	Luman	-	I West Was
2000	13	16.4	5	24.5
2000	0.5	11.2	3.7	17
2006	9.5	11,500		
Change2000to 2006	-3.5	-5.2	-1.3	-7.5

Source: India MICS 2000, India DHS 2005-06.

According to official figures, for instance, in 2000, there were an estimated 35 million children out of school across India.5 million children between 6-11 years and another 30 million between 11-14 years. The number of out-of-sc, ool children has declined steadily since 2001. Presently there has been a decline in the percentage of out-of-school children across gender and all social categories such as Scheduled Castes, Scheduled Tribes. We observed from the official figures that there was a significant decrease in the out of school ST children which reduced from 9.54% of the estimated ST population (1.73 crores) in 2005 survey to 5.60% of estimated ST child population (1.90 crores) in the current round of study. The results of the surveys conducted in 2005 and 2009 indicated that the percentage of outof-school girls to total girls in the age group 6-14 years decreased from 7.9 per cent in 2005 to 4.6 per cent in the year 2009 . The percentage of out of-School SC children to total SC population in the age group 6-14 years decreased from 8.1 per cent in 2005 to 5.9 per cent in the year 2009; the percentage of out-of-school ST children to total ST population in the age group 6-14 years decreased from 9.5 per cent to 5.2 per cent during this period. (Ministry of Human Resource Development (MHRD), Government of India, 2005 & 2009). The number of out-of schoolchildren in the age group 6-14 years was estimated at 32 million in 2001 (Census 2001). This represented 28.2 per cent of the population in the age group 6-14 years in 2005-06. MHRD estimated the number of out-of-school children at 13.45 million during the year 2005-06. According to this survey, the number of out-of-school children accounted for 6.94 per cent (4.34 per cent

in urban and 7.8 per cent in rural areas) of the total number of children in the age group 6-14 years in 2005-06. The IMRB survey conducted in 2009 indicated that the number of out-of-school children declined from 13.45 million in 2005-06 to 8.15 of out-of-school children to total population in the age group 6-14 years has decreased from 6.94 per cent in 2005-06 to 4.28 per cent in the year 2009-10. Out-

CONCLUSION:

Despite of aggregate improvements in education levels, clear inequalities in basic education prolong to persist. Disparities between regions (states) and across gender, caste, class, religious groups; and other marginalized sections of society continue to present the biggest challenge for policy makers and educationists. The targets for 2015 adopted in the Dakar Framework for Action—including universal primary education—will not be achieved unless governments step up their efforts to reach the marginalized.

Different studies found that the amalgamations of some factors perhaps help to resolve the problem of retention of a child in the school, namely: the income of the household, parental education, parental motivation, teacher absenteeism and attitude, home environment and school environment. Parental motivation, in ability to understand the medium of instruction, opportunity cost of time spent in school (particularly for girls), large seasonal migration, that these causes behind the increase number of out-of-school children continues to be several millions.

In conclusion we can say that access, equality and quality are the triangle to remove social disparity in education and socially inclusive activity is the foremost concern today. I think access of schooling is not only thing to enhance educational status of SC, ST community. That should also be followed by quality education that can enhance retention of child. Innovative pedagogic material and adequate environment is essential to engage children in education. As hunger is more dangerous than illiteracy, the policy maker need to sort out and prioritize area specific problems. There is a strongly need to implement proper inclusive plan to alleviate the poverty to arrangement of stable

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earning through land reform, extension of irrigation, small scale earning through land provision of basic amenities for mere survival of the victim.

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EDUCATIONAL TECHNOLOGY-HAVES AND HAVE NOTS.

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Education is a life long process and it can be obtained through various media and methods. Technology helps us to receive education and utilize our knowledge in the best possible way to adjust and survive in this world. Usually the people make use of technology but are not aware of it. It is common to the teachers and learners in a formal system and the administrators implementing such technologies. The birth story of educational technology is not very old. Even in the nineteenth century educational technology existed in the form of educational toys and other learning tactics. The beginning took place in 1950 from America and Russia and now it has reached to England, Europe and India.But to what extent the people of India,in particular, have been able to use technology is a big question.

Due to the vast population of our country most of the people are not in a position to get a single meal per day and not even proper clothing or shelter. Then how can we imagine them having access to technology. Recently we are talking about 'Sarva Shiksha Abhiyan' (SSA) to provide compulsory education to all students upto the age of 14 years. To achieve this a lot of effort has been taken by the Government in the form of policies like compulsory enrolment ,mid-day meal and stationary materials free of cost and also no-detention policy. But Educational Technology has not been much emphasized upon and no one from the group of teachers is eager to apply technologies in education. This is a common scenario although exceptions exist.

Before implementing new technologies the policy makers and curriculum planners must be clear whether the previous common technologies have been made accessible to all the people in general and learners of various institutions in

particular and quality control is available or not. To determine the perception of the public regarding the impact of educational technology the following objectives can be kept in mind:

To know what the public feel about the impact of technology on society

To know what they feel about the impact on education or teaching and learning.

To know what are the benefits they receive from mass media or communication technology.

4. To know what are the difficulties they face while accessing

the Computer Technology. To know whether the curriculum and courseware is suitable for the students belonging to schools and higher learning.

Four perspectives can be taken into account to ascertain the implementation of educational technology. They are:

- 1. Modes of education- Formal, Non-formal and Informal.
- 2. Types of educational institutions-Government and Private.
- 3. Learners and common people.
- Urban and rural locations.

1. At the formal level technology is implemented in the form of teaching aids and teaching methods like lecture, demonstration, laboratory depending upon the topics and needs of learners but here again the difficulties are the diverse needs of learners which has to be evaluated and then methods to be applied in a group situation but individualized. Only the average child is adjusted well to the classroom environment but the problem arises in case of gifted and slow learners whose needs deviate from the group and teachers usually do not even realise this. All are getting opportunities but who in what way should also be the concern.

At the Non-formal level preparation of self-instructional materials should be done in such a manner to supplement the role of a teacher and should be based on programmed learning method for their self evaluation and feedback. But most of the times audio-visual media is not used effectively at the various distance mode learning centres which is also an essential requirement beyond study materials and manpower is also not sufficiently available for utilizing them. Sometimes these learners cannot reach the standard of achievement of recipients of formal education.

Informal education is received by all the people irrespective of place, age, gender and background through mass media like radio, television, newspapers and internet on computers. But some follow them blindly instead of verifying the authenticity of information. It is because they may have not been guided by their guardians or experienced persons,

2. Private institutions usually provide better infrastructure facilities due to larger amount of fees charged from students who mostly belong to moderate to high socio-economic status compared to Government schools who have to depend on the existing funds and comprising of mostly the rural community students. As a result the former has more access to technology than the latter. At present Computer-Assisted-Learning has been made compulsory for all the schools but updated softwares and devices along with personnel to effectively use CAL is the major requirement to help the learners in following the recent trends and imparting knowledge in the best possible manner.

3. Learners who belong to any educational institution are habituated in accessing technology but the common people inspite of mass media options are not aware of the various technologies like multimedia for example projectors. They lag behind in their skill developments and learning of concepts through such media. So some awareness campaigns can be organized by the institutions to allow the community people to participate and at the same time maintain a healthy school-

community relationship.

4. Urban settings are suitable for the implementation of technology. There are several facilities like uninterrupted power supply and sufficient skilled manpower. Rural people may have the aptitude to learn and use these technologies but other privileges are not found like reputed institutions or constant power supply or skilled personnel to assist in using the audiovisual tools. These limitations should be removed by giving equal facilities to all the geographical locations. Some indispensable barriers will be remaining forever but effort has to be taken so that no more people feel the need of migrating from villages to towns for want of facilities and a better standard of living. Challenge should be to improve the situation by focusing on the same location. Otherwise backward areas will remain so forever

Some of the opportunity-based problems are as follows:

Students' social background is a shortcoming for imparting education through electronic media.

Sometimes language problem is a barrier for learning

through technology.

3. Government is still unable to provide more number of

computers.

4. Mobile technology is still unavailable in interior areas whereas in a city even the school children carry mobiles with them.

5. Sometimes electronic media is used frequently instead of the teacher's duty to teach a lesson by explanation, board work, using charts, picture, models and other illustrations. Balance should be maintained between the role of a teacher and use of media.

6. Alongwith ICT today's learner needs value education because accessing the internet and being online they are becoming introvert with moral degradation in some cases, Hence educational technology should be integrated with all forms of education and not merely knowing how to use technology.

7. Selection and organization of content matter should be properly done by the teachers while delivering the material through multimedia like teleconferencing, slide projectors,

radio, video recordings on television etc.

All teachers are not equally efficient for this purpose.

8. Proper administrative facilities are not found for ICT. Local area networking (LAN) facilities are not always available in the schools or other workplaces. That is why internet may not be comfortably accessed.

9. Computerised postal and banking services are not found in villages. Mobile banking, online bill payment are still a dream for these village people. Technology should reach to every

corner of the world.

10. Libraries may vary in their store of reference books, journals, magazines, encyclopaedias and newspapers. Each and every library should be rich enough to cater to the needs and interests of various categories of learners because it is a form of Information and Communication Technology.

Conclusion:

Technology is very essential for the awareness of the public and to make the teaching and learning effective. Everyone should be given the facility to access the Information and Communication Technology whether from knowledge aspect or to keep oneself updated in today's world. At present there is a lack of modern techniques in remote schools and colleges. Even the teachers and staff are unable to apply technology in their classrooms and other academic work. They should be trained to use this as efficiently as possible and this will bring about a sense of achievement in both students and teachers. Students will develop the eagerness to learn and the public can develop confidence and power of judgement in their day to day lives.

Female Infanticide and Female Foeticide: Denying A Girl's Right To Live

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ABSTRACT

In science, technology and other fields, though India is making rapid progress, but still India is developing and for this one strong reason is its treatment to the fairer sex. Female infanticide and female foeticide are clear instances of this discrimination against girl child. Son preferences, parents neglect of girl child, illegal abortions, poverty, dowry, illiteracy, ignorance, misuse of modern technology and many more cultural, social and socio economic causes are responsible for this. One section of Indian society is following the western culture is trying to be liberal in their thoughts, but a large chunk of Indian population are still possessing orthodox views and thoughts. However all these crimes against girl children are putting serious impact on the society. Consequently India's overall growth and development are being affected.

Key words:-Fairer sex, female infanticide, female foeticide, causes, consequences.

INTRODUCTION

In contemporary society worldwide, the issues of female infanticide and female foeticide, simply the murder of children because they are girls is of growing concern. Murder of girl child may be caused before birth due to sex selective abortions of female foetus. It continues also beyond birth in the form of lack of adequate nutrition, health care, education and maternal care. According to child mortality data, a large number of female children are not been able to reach the age of five.

Female infanticide indicates the crude method of eliminating girl babies after birth by means of poisoning, throat splitting, starvation etc. in some cases girl children are disposed of often in garbage dumps. When in the family there is preference for son, and a girl baby is born, the mother and the newly born baby are and a girl baby is both, any medical care and attention. Female ill-treated offen without and interest of foeticide is based on sex determination leading to the practice of foeticide is based of actuses by prenatal diagnostic techniques Availability of ultrasound techniques which are capable of Availability of an unborn child is responsible for widely prevalent heinous evil of female foeticide. Neglect and abandonment for the girl children are because of culture, tradition, religious beliefs and social attitudes. These can be summed up as causes for female child murder, may be before they are born or after they are born.

CAUSES

There are a number of causes behind female infanticide and female foeticide,. These can be listed as follows:-

- CULTURALLY- The prevalent culture of India is made dominated, where there is an age old fascination for boys. The society puts pressure on the pregnant mother to give birth to a boy only. Under this situation, a mother suffers from guilt and pressure if she fails to give birth to a boy child. However the pressure is often so steep that they are rejected y their husbands and communities as whole. There is a belief prevalent in India's culture that the son is responsible for lighting his parent's pyre. So, out of this belief of nirvana, there is growing preference for a baby boy in our society.
- SOCIO-ECONOMIC In our society there is an age old belief that men are bread winners' ad women therefore must be reliant on them economically. For that reason a parent with baby boy is going to achieve better status in the society than a parent with baby girl. The latter is often considered as a curse and liability. Another social cause is bride's dowry for thinking girl child as a burden as this dowry may cripple financially a poor family. Because of this dowry, many daughters' parents may undergo through a period of debt. So, women are considered as a financial burden in our society. The feeling persists in our society that if we raise a daughter then we are watering someone else's

fields. On the other hand if a mother gives birth to a baby boy, her family feels that it is a blessing as a boy after marriage also is expected to continue financial and emotional support to his family. Consequently the parents think that it is worthwhile to spend money on a boy rather than spending money on a girl, which is nothing but a failed venture, wastage of time, effort and energy as in our society girls are looked down as "other's wealth".

Among social factors, illiteracy and poverty are also worth of mentioning for killing girl child. Much effort is necessary in this regard through education and improved living conditions. The custom of dowry, though banned in India in 1961, still it prevails and the caste system which can only debase the texture of Indian society, though abolished, still prevalent.

So, in our society female child is a curse because of economic hardship and social stigma. A traditional belief that a girl is less valuable than a boy may persist because of cultural, social or economic reasons but the main reason which is there in the attitudes of the society is the disrespect towards women's rights and attitude of ignorance towards them.

There is a common belief that in rural areas the picture of female infanticide and foeticide are more prevalent. But, the surprising fat is in educated, in urban areas and in metropolitan cities, killing of girl child especially in the womb are mostly common. 2011 Census showed that there are fewer girls in cities (902 per 1000 boys, aged 0-6) than in villages (919 per 1000 boys, aged 0-6). So, it is a matter that needs to be paid grave concern that educated urban people are more inclined to sex determination tests. People intellectually understand the real problem of decreasing girl child in India, but when it comes to their personal issue, they showed indifferent attitude and often go with their own logic.

TECHNOLOGY-Another reason for rapid elimination of girl child from India is the introduction of of girl child adding. Rather, we can say the misuse of ultrasound technology. Sex determination is a of ultrasound to both doctors and patients. During pregnancy the pregnant mother has to undergo pregnancy and purpler of times, but either doctor or patient or both need to understand that if they are looking for the unborn child's sex, they are doing the wrong things. To prohibit sex selection and to prevent misuse of technology to control preconception and prenatal sex determination, the Government of India enacted the act entitled Pre-Conception and Pre-Natal Diagnostics Techniques (Prohibition of Sex Selection) Act, 1994. (PCPNDT Act). Since then the act has been amended in 2003. However despite these laws, the girl children are still declining because of mind-sets. So, in order to implement the laws effectively, it is necessary to change the mind-set of the people from exclusion to inclusion, from inequality to gender equality. It is important to address the issue through the medium of art, music, theatre, informal conversations, writing etc.

PRESENT UPDATES

Obviously time has now come when we the people should raise our voice against these crimes in our society. The frequency of female foeticide in India is assumed to be an estimation derived from its high birth sex ratio, that is the ratio of the boys to girls at birth. The natural ratio is assumed to be between 103 and 107 and any number above it is considered as suggestive of female foeticide. According to 2001 Census, Census Bureau, Government of India, the sex ratio in the 0-6 age group in India has risen from 102.4 males per 100 females in 1961, to 104.2 in 1980 and to 107.5 in 2001. According to 2011 Population Census, Government of India, the sex ratio has risen to 108.9 in 2011. The situation is really alarming. The child sex ratio is significantly higher in certain western and particularly north western states such as Punjab, Haryana and Jammu and Kashmir (as per 2011 Census, 118, 120 and 116 respectively). In the

western states of Maharashtra and Rajasthan, 2011 Census found a child sex ratio of 113, Gujarat at 112 and Uttar Pradesh at 117.

According to 2011 Census of India for population count in the 0-1 age group, 18 states namely India (sex ratio boys per 100 girls, 109.9), Jammu and Kashmir (128.4), Haryana (119.7), Punjab (117.6), Uttarakhand (114.2), Delhi (114.2), Maharashtra (114.1), LakShadweep (114.0), Rajasthan (113.7, Gujarat (113.2), Uttar Pradesh (111.1), Chandigarh (111.2), Daman and Diu (111.1), Behar (110.3), Himachal Pradesh (109.6), Madhya Pradesh (108.3), Goa (107.6), Jharkhand (107.5), Manipur (107.2), had birth sex ratio higher than 107 implying excess males at birth and/ or excess female mortalities after birth but before she reaches the age of 1.

Amartya Sen compared the birth sex ratio in Europe (106) and United States (105) with those in Asia (107+) and argued that the high sex ratios in East Asia, West Asia and South Asia may be due to excessive female mortality. Sen. pointed to research that had shown that if men and women receive similar nutritional and medical attention and good health care then females have better survival rates.

Not only this, but also sex selective abortions, gender biasness, significant differences in gender violence and access to food, health care and immunizations between male and females are to be eradicated from the society and from our mind-set. Western Rajasthan is known to be one of the areas where the practice of sex selective abortions is common. Its sex ratio dropped to 883 girls per 1000 boys in 2011 from 901 girls to 1000 boys in 2001. As per the report of the newspaper, The Hindu, dated October9, 2012, entitling the issue, India Loses 3 Million Girls in Infanticide', female child population in India in the age group 0-6 years was 78.83 million in 2001 which declined to 75.84 million in 2011. Data from the 2011 population Census, provided by the office of the Registrar General and Census Commissioner of India, Ministry of Home Affairs, there are "about 7.1 million fewer girls than boys aged 0-6 years." This is due to "Prenatal sex determination with subsequent selective abortions of female foctuses."

As per 2011 Population Census of India, for the first time in 64

years (1947-2011), the number of girls (0-6years) in India has dropped down to 914 per 1000 boys. As per the Census survey of India 2001 and 2011, the sex ratio of India is 933 and 940 as against 1000. In the national capital Delhi, the statistics stand at 821 girls against 1000 boys in 2001 compared to 866 in 2011. Researchers suggest that in India "there are about 4, 00,000 sex selective abortions per year" (Skewed Sex Ratios at Birth, UNFPA, 2012). 2011 Census showed that there are fewer girls in UNFPA, 2012). 2011 Census showed that there are fewer girls in 1000 boys aged 0-6). Conclusion drawn after 2011 Census is "The decline in urban sex ratio was more than twice that is seen in rural areas."

UNICEF reported that 43 million of the estimated 100 million women world -wide, who would have been born if not for extraneous circumstances, including gender specific abortion, would have been Indian". So, about half of the missing female population is from India. Since sex selective abortions have increased throughout India, there is no one reason that fits all Despite the enactment of prohibitory laws intended to protect unborn girls, the truth is that in India selective abortion of female foetuses is a very real problem, one that has spread like an epidemic, engulfing the entire community.

According to British medical journal, 'The Lancet', (issue date, 9° January, 2006), over 10 million female foetuses (1 in every 25) have been aborted in India since 1994. The journal also reports that prenatal sex selection in India causes the loss of 5, 0,000 girls per year. A 2001 National Family Health Survey in India showed that post neonatal, mortality is 13% higher for females than for males.

CONSEQUENCES

All these instances can give rise to-

- More aggressions and organized crimes in the society.
- Rape and other forms of violence and discriminations against women.
- Kidnapping and trafficking of girls where girls will be considered no better than a commodity.
- More girls' marriage at a younger age; more girls drop out from education and increased mortality as a result

of early child bearing.

A situation where excess of young men will lead to an obvious bride shortage and also to the act of forced polyandry.

CONCLUSION

Thus we see that the extent of the phenomenon of female infanticide and female foeticide is so steep and growing increasingly that if not controlled, it can create a world- wide demographic imbalance. This will affect economy and society drastically. On reason is sex selective abortion which has dramatically increased in the last ten years and is giving rise to the phenomenon of killing girls. Such killing is denying the most basic right of females- right to be born and also is also responsible for silent victims. Psychologically it is also injurious to a mother who has been put under pressure to kill their baby girls as for the rest of the lives they cannot forget their offspring. All that requires is changing the mind-set of the people. Apart from this, more strong rules and regulations are required to fight against this human and demographic tragedy for minimising violence and discrimination against women to secure their basic right- right to life. We should keep in mind that without girls.....no society. The historical and traditional wrongs of a society need to be abolished. The skewed sex ratio needs to find a balance so that our country can progress. Every Indian woman needs to provide their fundamental rights, rights to education, health and empowerment. So the intentional killing of girl child either before birth or after birth has to be stopped by harsh laws. All these requite a change in the mind-set of the people. Otherwise we will not be able to see a better tomorrow.

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Equal Opportunity: Issue of Admission Through North Bengal University Centralised B.Ed. Cell -a case study

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Introduction:

Centralized admission process is aimed at providing equal opportunity to each and every aspiring candidate. Here we have reviewed such a Centralized admission process that was being followed in B.Ed. admission in the North Bengal for some years. Previously the colleges used to advertise separately. The trainees were found to purchase admission form all the Colleges. Further, for taking admission the trainees had to move from one college to another. Many a times it happened that more than one College conducted admission process on the same day. Eventually, the trainees lost their chance of exercising choices in one or more Colleges. Also, there was a need to control the unlimited fee structure in the Privately Managed Colleges. With this background the North Bengal Centralized B.Ed. Cell was formed so as to remove the above mentioned barriers to equal opportunities. For obvious reasons the collection of fees (official and unofficial) could not be controlled. But definitely, the trainees are now in a much better position to so far as exercising equal opportunity of making choices is concerned. However, at the same time, the process has endangered the Equal Opportunity from a different standpoint. This involves a promise of the constitution of India to ensure equal opportunity to the people from backward classes. This article deals with this issue and tries to suggest some steps which can be taken for overcoming the problem. It proceeds like this.

Identification of the contemporary and relevant Government Order in compliance with the directions

of the Constitution of India.

Mention of the admission procedure adopted by the Ħ. North Bengal Centralized B.Ed. Cell in that particular year.

iii. Elaborating how the procedure lead to a situation that did an injustice to the reserved category as a whole while the system appeared on the surface to do justice to individual reserved candidates.

It may be stated that here in this article the strategy adopted and not the positive intention of the concerned authority has been questioned. Rather, this case study aims to show how even a good intention can deprive candidates from equal opportunity due the limitations in the adopted procedure.

Recent Government Order protecting the requirement of the reserved category.

 Government of West Bengal has provided reservation
 22% for Scheduled Caste & 6% for Scheduled Tribe in case of admission to educational courses.

A separate merit list for Scheduled Caste & Scheduled
 Tribe candidates has to be prepared. SC & ST candidates
 qualified for general merit list will not be counted for reserved
 quota in admission.

 Seats reserved for SC remaining unfilled by SC candidates may be filled by ST candidates and vice versa.

 In case of non-availability of SC/ST candidates, seats can be filled by general candidates after obtaining permission from the prescribed authority. Prescribed authorities for the districts are the respective District Magistrates and for Kolkata, Commissioner and Joint Commissioner for Reservation.

2. The government has passed the higher Educational Institution (Reservation in Admission) Act, 2013 providing reservation to SC, ST, OBC-A and OBC-B in admission to Higher Education. According to this Act 22%, 6%, 10% and 7% reservation in admission have been provided for SC, ST, and OBC-B & OBC-A respectively. Along with the above some other provisions /directions have been mentioned. They are follows OBC-A: 07% and OBC-B: 10%.

 The University of North Bengal has set up a Centralized B.Ed. Cell in the academic session 2011-12 that is working centrally to monitor admission processes to B.Ed.

Course being taught at different colleges affiliated to the

University of North Bengal.

In case of pre-service training most of the reserved students are not able to get admission for training due to huge amount of admission fees in the private B.Ed. College as well as most of the reserved candidate having high percentage of marks (with respect to general category) took admission as a reserved category and reserved candidate loss their reserved seat as per reservation rules.

The reservation of different category (SC/ST/OBC) has not implemented properly because of some defected rules created by the centralized admission committee.

1. Unequal admission fees among Aided and Unaided (Private) B.Ed. College.

Uneven location of the different affiliated college under wide four district of North Bengal.

3. Lack Infra-structure of some aided and unaided (Private) B.Ed. College.

4. Different teaching-learning environment of different

colleges varying from excellent to extremely poor.

(From Direct observation of the Researcher) Most of case the reserved category has not taken admission as general category having highest percentage of marks or teaching experience with respect to the general category. For example a SC category candidate has got chance in the general counselling but he/she has not taken admission as a general category in the private B.Ed. college due to high admission fees as well as lack of infer-structure as a result the SC candidate go back to take admission as a SC category in the Gov. Aided College having higher percentage of marks or experience with respect to the general category. As the same time a general category candidates got opportunity to take admission in the same course having less marks or experience with respect to reserved candidates.

According to the reservation rules of our country a General Candidates cannot take admission having less percentage or experience compared with reserved categories. But the University of North Bengal has been violating the reservation

rules since session 2011-12.

Findings:

 Most of the students are interested to take admission in Gov. Aided B.Ed. College because of low admission fees and teaching-learning environment (Direct interview of Candidates by the Researcher).

by the Researcher).

2. As a result of the situation stated above a poor picture of 2. As a result of the state of trained teachers from the reserved category has come up. Atea trained teachers from the trained teachers in schools are given below.

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Some suggestion to remove these problems as follows:

- To ensure equal admission fees among Aided and Unaided (Private) B.Ed. College (providing half fee of quarter fee to the reserved candidates).
- 2. Improving infra structure all the college having affiliation under the University of North Bengal.
- 3. Ensuring equal teaching-learning environment to all the colleges having affiliation under the University of North Bengal.

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'শিক্ষায় সম সুযোগ'

ড. অরুণ কুমার বাঁড়ে অধ্যাপক শিলিগুড়ি বি. এড. কলেজ, দাজিলিং

সারাৎসারঃ

ভারতবর্ষের আর্থ সামাজিক প্রেক্ষাপটে শিক্ষা ক্ষেত্রে যে অসাম্য তার সমতা বিধান একটি গুরুত্বপূর্ণ বিষয়। ভারতবর্ষের শিক্ষা—সংস্কৃতি ঐতিহ্য রক্ষার জন্য সর্বক্ষেত্রে শিক্ষাকে অগ্রাধিকার দেওয়ার প্রয়োজনিয়তা দেখা দিয়েছে। আদি যুগ থেকে শিক্ষাকে ধর্মীয় দৃষ্টিকোন থেকে বিচার করে মৃষ্টিমেয় মানুষের মধ্যেই আবদ্ধ করে রাখা হয়েছে, তাই ভারতবর্ষের মত নানা জাতি, নানা ভাষা—ভাষী মানুষের কাছে শিক্ষা আজও অধরা থেকে গেছে। শিক্ষা ভারতবর্ষের প্রতিটি মানুষের কাছে পৌছে না দিতে পারলে, আখেরি ভারতবর্ষের সামগ্রিক অগ্রগতি ঘাটানো সন্তব নয়। সেই উদ্দেশ্য চরিতার্থ করার লক্ষেই শিক্ষায় সম সুযোগ দানের বিষয়টি আজ সর্বত্র আলোচনার মুখ্য বিষয় হয়ে দেখা দিয়েছে। এটি ভারতবর্ষের একটি বিরাট সমস্যাও বটে। প্রবন্ধটিতে এই সম্পর্কিত বিভিন্ন দিক তুলে ধরার চেস্টা করছি।

ভূমিকাঃ

"অশিক্ষা যাহারে রাখে ঢাকিয়া আধারে হিতাহিত জ্ঞান বল পাবে কি প্রকারে?"

শ্রী শ্রী গুরুচাঁদ ঠাকুর

ভারতবর্ষের সামাজিক, অর্থনৈতিক, রাজনৈতিক, সাংস্কৃতিক উন্নতি ঘটাতে হলে শিক্ষা ক্ষেত্র থেকে সমস্ত বিষয়ে প্রতিটি স্বাধীন নাগরিককে সমান সুযোগ দিতে হবে। আমাদের আলোচ্য বিষয় শুধু শিক্ষায় সম সুযোগ দান। যদিও এটা স্থাভাবিক গড়ে উঠবে প্রকৃত শিক্ষায় সমতাবিধানের মাধ্যমে।

শিক্ষায় সমসুযোগের প্রয়োজনীয়তাঃ

ভারতবর্ষে একটি স্বাধীন, সার্বভৌম, সমাজতান্ত্রিক ও গণতান্ত্রিক দেশ।
আমরা সংবিধানের মাধ্যমে রাজনৈতিক সমতা পেয়েছি কিন্তু সামাজিক, শিক্ষা
ও অর্থনৈতিক সমতা অর্জনে বার্থ। একমাত্র শিক্ষার মাধ্যমে এই বাকী বিষয়ে
সাম্য নিয়ে আসা সম্ভব। তার জন্য প্রয়োজন–

- ক, গণতান্ত্রিক মৃদ্যবোধের বৃদ্ধি ঘটানো।
- খ. সামাজিক নাাম বিচার প্রতিষ্ঠা করা।
- গ. জাতি, বর্ণ, ধর্ম, লিঙ্গ, নির্বিশেষে প্রতিটি গণতান্ত্রিক সাধারণ মানুমের কাছে সমান ভাবে শিক্ষা পৌছে দিতে রাষ্ট্রকে দায়িত্ব নেওয়া প্রয়োজন।
- ঘ. অশুসর এবং অনশ্রসর উভয় শ্রেণীর মধ্যে শিক্ষার মানের ব্যবধান যত সন্তব কমিয়ে নিয়ে আসা প্রয়োজন।
- মৃত্তিমেয় সংখ্যক মানুষ যাদের হাতে প্রচুর অর্থ তাদের জনাই কেবলমাত্র শিক্ষা, এই ধারনার পরিবর্তন করা প্রয়োজন।
- চ. সমাজের প্রতিটি শ্রেণীর মানুষের জনা একই মানের শিক্ষব্যবস্থা চালু রাখতে হবে। শিক্ষা ক্ষেত্রে যে অসাম্য সমাজে দেখা যায় তা দূরীকরণ করা অত্যন্ত জরুরী।
- সর্বস্তরে শিক্ষার সম সুযোগ দানের মধ্য দিয়ে জাতীয় সংহতী গড়ে তোলার প্রয়াস কার্যকরী করা প্রয়োজন।
- ভারতবর্মের সর্বত্র ক্ষমতাশালী ব্যক্তিরাই অর্থের দ্বারা উন্নত শিক্ষাকে
 করায়ত্ব করে নিচ্ছে। অন্যদিকে সমাজের সাধারণ মানুমের বিরাট একটা
 অংশ শিক্ষা পায়ইনা বললে চলে। মধ্যবিত্তদের মধ্যমানের শিক্ষা পেয়েই
 সন্তুই থাকতে হচ্ছে। এই যে শিক্ষা ক্ষেত্রে অসমতা এটা গণতন্ত্রর
 বিরোধী। এর নিরসন হওয়া উচিত।
- বা. সামাজিক এবং অর্থনৈতিক অগ্রগতি একই গতিতে হওয়া উচিত।
- ঞ. সমাজের প্রতিটি নাগরিককে এমনভাবে গড়ে তুলতে হবে যাতে তার।
 দেশের ও সমাজের যে কোন কাজের উপযুক্ত এবং সৃজনশীলতার
 অধিকারী হয়ে উঠতে পারে। এবং তারা যেন গণতান্ত্রিক মূল্যবোধের বৃদ্ধি
 ও বিকাশকে ত্বরান্থিত করতে সক্ষম হয়।
- গণতান্ত্রিকতার নিয়ম নীতি মেনে সঠিকভাবে প্রতিটি বাজিকে চলতে হবে। প্রতিটি বাজি যেন শিক্ষায় সমসুযোগ পায় সেই ব্যবস্থা করা অতি প্রয়োজন।
- প্রতিটি মানুষের চাহিদা অনুযায়ী শিক্ষার বাবস্থা করা প্রয়োজন।

শিক্ষার অসাম্যের কারণঃ

প্রথমতঃ ভারতীয় শিক্ষা ব্যবস্থার মধ্যেই এই অসামোর কারণ লুকিয়ে আছে। আমাদের শিক্ষা ব্যবস্থার মধ্যে কোন নিয়ন্ত্রণ রাষ্ট্রের বা কোন সংস্থার নেই। সরকারী এবং বেসরকারী কিংবা ব্যক্তি মালিকানার দ্বারাও আমাদের দেশের শিক্ষা নিয়ন্ত্রিত হয়। সূতারাং ভিন্ন ভিন্ন মানের শিক্ষা ভারতবর্ষে প্রচলিত। দিতীয়ঃ বর্তমানে আমাদের ভারতবর্ষে শিক্ষার উন্নয়ন এক এক রাজ্যে এক এক রকমের হচছে। সবচেয়ে বেশি বৈষম্য শিক্ষা ক্ষেত্রে দেখা যায় রাজ্যের সাথে বিভিন্ন জেলার। রাজ্যের শহরকেন্দ্রীক বিদ্যালয় ও কলেজের সংখ্যা বেশি ঐ রাজ্যেরই কোন কোন জেলার প্রত্যন্ত এলাকায় প্রাইমারী, মাধ্যমিক, উচ্চমাধ্যমিক এমন কি কলেজের অস্তিত্বই নেই, সুতারাং একই রাজ্যের সমস্ত শিশুরা ভিন্ন ভিন্ন শিক্ষা গ্রহনের সুযোগ পায়, কোথাও বা কোন রকম শিক্ষার সুযোগ নেই। উপরোক্ত বিষয়গুলোর জনাই শিক্ষা সমানভাবে ভারতবর্ষে উন্নতি লাভ করেনি।

তৃতীয়তঃ

একই অঞ্চলের সমস্ত শিশু সমান সুযোগ শিক্ষাক্ষেত্রে পাছেনা, কারণ যে সন্তান গরীব পরিবার থেকে আসে, সে সমস্ত শিক্ষার উপকরণ যথা সময়ে হাতের কাছে পায় না, অনাদিকে যে শিশু ধনী পরিবার থেকে আসে, বিদ্যালয়ে সে সবকিছু না চাইতেই পেয়ে যায়। অনাদিকে শিক্ষিত পরিবারের সন্তান পিতামাতার কাছেই অনেক কিছু শিখে নেয়, যার পিতামাতা নিরক্ষর তার পক্ষে সে সুযোগ অধরাই থেকে যায়। এই অসামা দূর করতে হলে রাষ্ট্রকে শিশুর পড়াশোনার সমস্ত দায়িত্ব নিতে হবে এবং তাদের সম স্তরে নিয়ে আসার চেষ্টা করতে হবে।

চতুৰ্থতঃ

অনাদিকে শহর কেন্দ্রিক শিক্ষা প্রতিষ্ঠান এবং গ্রামের শিক্ষা প্রতিষ্ঠানের মধ্যে বহু পার্থকা রয়েছে। গ্রামের বহু স্কুলে এখনও পযন্ত বৈদ্যুতিক সংযোগ নেই, অনাদিকে শহরের বিদ্যালয়ে কম্পিউটারের ব্যবহার পরিলক্ষিত হয়। শহরের বিদ্যালয় কিংবা কলেজগুলোর শিক্ষক ও শিক্ষার মান গ্রামের তুলনায় অনেক উন্নত। সেদিক থেকেও সমস্ত এলাকার শিশুরা একই মাসে একই মানের শিক্ষা গ্রহনে বঞ্চিত। এগুলোকে নির্মূল করার জনা বা সমতা থিরিয়ে আনার জন্য শিক্ষায় সমতা বিধানের নীতি গ্রহণ করতে হবে।

প্রথমতঃ

শিক্ষায় অসাম্যের অন্য একটি গুরুত্বপূর্ণ কারণ হল ভিন্ন ভিন্ন পরিবার ও পরিবেশে শিশুরা অবস্থান করে বলে। পরিবেশের দ্বারা মানুষ প্রভাবিত হয় একথাটি সকলের জানা। শিক্ষিত, সম্রান্ত, উন্নত পরিবার কিংবা পরিবেশের থেকে আসা একটি শিশু আর অশিক্ষিত, অনভিজান, অনুন্নত, পরিবার কিংবা বস্তি থেকে আসা একটি শিশুর মধ্যে স্থভাবতই অনেক পার্থক্য পরিলক্ষিত হয়।

এক্ষেত্রে অনুয়ত পরিবার কিংবা পরিবেশ থেকে আসা শিশুদের যদি সমান এক্ষেত্র অনুমত নামবান করিয়ে শিক্ষাগ্রহণে সাহাযা করা যায় অনেকটাই সামাতা ফিরে আসতে পারে।

অনা একটি অসামা দেখা দেখা যায় শিক্ষা ক্ষেত্ৰে সেটি বালক, বালিকার महेका গ্রহণ। শিক্ষিত অশিক্ষিত, ধণী-দরিম্র, শহর-গ্রাম প্রতিটি ক্ষেত্রে ছেলে ও এহন নিজা দেওয়ার বৈষমা। এই বিষয়টি অবশা অনেকটা মানসিকতার নেনালের উপর নির্ভরশীল। এটা বলতে কুষ্ঠাবোধ করবনা যে একই পরিবারের একটি ভলে ও একটি মেয়ে শিক্ষা ক্ষেত্রে সমান সুযোগ সুবিধা পায়না। এই মানসিঙ বাাখি দূর করতে না পারলে, ছেলে-মেয়ে শিক্ষার সম সুযোগ কোন দিনও भारतना ।

সপ্তমতঃ

ভারতীয় শাস্ত্র মতে শিক্ষাকে কুক্ষিগত করে রেখেছেন যুগ যুগ ধরে। সমাজের অভিজাত, স্মার্ত, বৈদিক, ব্রাহ্মণা শ্রেণীর মানুষজন ছাড়া সমাজের শ্রমজীবী, অবহেলিত, অম্পৃশা শ্রেণির মানুষজন শিক্ষা গ্রহণ করতে পারবে না। যার ফলে ধর্মীয় যাতাকলে নিষ্ণেপষিত হওয়া ছাড়া নিমুজাতির মানুষের কোন গত্যান্তর ছিল না। স্বাধীন ভারতের সংবিধানে এই জাতিকে শিক্ষা দেওয়ার প্রয়াস লক্ষ করা গোল। আজও সর্বজনীন, বাধ্যতামূলক শিক্ষা দেওয়ার স্লোগান সর্বত্র শোনা গেলেও সদিচ্ছার অভাব রয়েছে। তাইতো শিক্ষা ক্ষেত্রে সমতা আজও এলোনা। অতএব উন্নত বা অগ্রসর জাতির তুলনায় অনগ্রসর গ্রেণি বিশেষ করে তফশিলী জাতি, উপজাতিদের বিশেষ সুযোগ সুবিধা দানের মধ্য দিয়ে শিক্ষা ক্ষেত্রে সমতা নিয়ে আসার যথোপযুক্ত পদক্ষেপ গ্রহণ করতে হবে।

শিক্ষাক্ষেত্রে সমতা বিধানের জন্য গৃহীত পদক্ষেপঃ

ক, প্রথমেই শিক্ষা পদ্ধতিকে জাতীয়করণ করার পদক্ষেপ গ্রহণ করতে হবে। শিক্ষা কোন বেসরকারী সংস্থার দ্বারা পরিচালিত করতে দেওয়া যাবে না। একটি মাত্র সংস্থার মাধ্যমে সারা ভারতবর্ষের শিক্ষাকে নিয়ন্ত্রিত করতে হবে। সে দায়িত্ব প্রতিটি রাজ্যকে নিতে হবে, এও নিশ্চিন্ত করতে হবে যে প্রতিটি শিশু যেন একই ভাবের সুযোগ সুবিধা শিক্ষাক্ষেত্রে পায়। একই ধরনের শিক্ষা বিস্তারের মাধ্যমেই শিক্ষায় সমতা নিয়ে আসা সন্তব।

- ৰ, এর পরবতী পদক্ষেপ হল দেশের সর্বত্র 'Common School System' প্রথা চালু করতে হবে। শিক্ষায় সমসুযোগ দেওয়ার নিমিত্তে। 'Common School System' বলতে নিম্নলিখিত বিষয় সমূহকে বোঝানো হচ্ছে-
- ১. সমস্ত শিক্ষা প্রতিষ্ঠানে সবার জন্য উন্মুক্ত থাকরে।
- ২. শিক্ষা কেবলমাত্র বিত্তশালী শিক্ষিত পিতামাতার সন্তানদের মধ্যে সীমাবদ্ধ থাকরে না, এখানে গুরত্ব দেওয়া হবে শিশুর মেধা শক্তিকে।
- ৬. বিনা বেতনে শিশুদের শিক্ষার বাবস্থা করতে হবে এবং প্রতিষ্ঠান গুলোতে সকলের জনা সমমানের শিক্ষা গ্রহণের সুযোগ থাকতে দিতে হবে।
- গ. অঞ্চল ভেদে শিক্ষার বৈষমা সম্পূর্ণরূপে নির্মূল করতে হবে। অন্তত পক্ষে বৈষম্যকে সাধ্যমত কমিয়ে আনতে হবে। ভারতবর্ষের সমস্ত প্রান্তে শিক্ষায় অগ্রগতি ও শিক্ষার সমস্ত রকমের সুযোগ সুবিধে সমানভাবে বিস্তার করতে হবে। রাজ্য ও জেলার মধ্যে শিক্ষার বৈষম্য প্রাপ্তিক পর্যায়ে নিয়ে আসতে হবে। যে সমস্ত রাজ্যের মধ্যে শিক্ষার গুণগতমানের বৈষমা বেশি তা Minimize করতে হবে। শিক্ষাবিস্তারে গৃহীত Policy- র মধ্যে জেলা ভিত্তিক বৈষমাকে দুরীকরণ করার জন্য বিশেষ সুবিধাদানের সুযোগ রাখতে হবে। জাতীয় শিক্ষানীতির মধ্য দিয়ে শিক্ষায় সমতা বিধানের দায়িত্ব সরকারকে সম্পূর্ণভাবে গ্রহন করতে হবে। বিশেষ সাহায্যের ব্যবস্থা রাখতে হবে, অনুরত এলাকার শিক্ষাকে উন্নতির দিকে নিয়ে যাওয়ার জনা ৷
- ঘ. শহর এবং গ্রামীন এলাকার শিক্ষার বৈষম্যাকে যত সন্তব কমিয়ে আনতে হবে। গুণগতমানের সামা নিয়ে আসতে হবে। ছাত্র ভর্তির সময় অবস্থাসম্পন্ন পরিবারে না দেখে ছাত্রদের মেধানুযায়ী ভর্তি করতে হবে। যথোপযুক্ত শিক্ষা প্রতিষ্ঠান গ্রামীণ এলাকায় গড়ে তুলতে হবে। যাতে গ্রামের কোন ছাত্র–ছাত্রী বিদ্যালয়ের অভাব অনুভব না করে।
- শহর এবং গ্রামের বালিকাদের শিক্ষার প্রতি অধিকতর মনোযোগ দিতে হবে। মানব সম্পদের পরিপূর্ণ বিকাশের উদ্দেশ্যে শিশু বয়স থেকে পরিবেশ এবং অন্যান্য বিষয় শিক্ষাপোযোগী করে গড়ে তুলতে হবে। নারী শিক্ষা গ্রহণে পুরুষদের তুলনায় বেশি প্রাধান্য দিতে হবে। সমাজিক ন্যায় বিচারের উদ্দেশ্যে এবং পরিবার পরিকল্পনার জন্য নারী শিক্ষার গুরুত্ব অপরিসীম।

স্বাধীন ভারতে বিভিন্ন পঞ্চবার্ষিকি পরিকল্পনায় নারী শিক্ষার প্রতি বিশেষ ভাবে গুরত্ব দেওয়া হয়েছে। কোঠারী কমিসনে বিশেষ গুরুত্ব দেওয়া ইয়েছে নারী শিক্ষার অগ্রগতির জনা গৃহীত পদক্ষেপগুলো নিম্নে তুলে ধরা

- ১. নারী শিক্ষার জনা এবং তাদের অগ্রগতির জন্য বিশেষ প্রোগ্রাম গৃহীত নারা শিক্ষার অন্য সময়ের মধ্যে নারী-পুরুষের শিক্ষা বৈষমাকে দূর করা
- ২. বিশেষ নীতিগ্রহণ করতে হবে নারী শিক্ষার জন্য, এছাড়া আর্থিক সাহাযোর বাবস্থা করতে হবে।
- ৩. কেন্দ্রীয় ও রাজ্য সরকারকে যৌথভাবে বিশেষ নীতি বা পদ্ধতি গ্রহণ করতে হবে বালিকা (Girls) ও নারী (Women) শিক্ষার জনা। এক্ষেত্রে সরকারী এবং এবং বেসরকারী যে কোন ধরনের সংস্থার মাধ্যমে এই পদ্ধতি বা নীতির প্রয়োগে কতটা নারী শিক্ষার অগ্রগতি হল তা গৃহের বাইরে নারীদের ভূমিকা উল্লেখযোগ্য অবদান রাখতে পারে, তার

পরিবারের সমাজিক ও অর্থনৈতিক সমৃদ্ধিতে। অতএব নারী শিক্ষার যাবতীয় সমস্যা দূরীকরণের নিমিতে বিভিন্ন ধরনের কর্মশালার আয়োজন করতে হবে। গৃহের কাজ কর্মের পরে অবসর সময়ে যাতে বিভিন্ন সরকারী ও বেসরকারী সংস্থায় আংশিক সময়ের চাকুরী পেতে পারে সে দিকে নজর রাখতে হবে, পাশাপাশি পূর্ণ সময়ের চাকুরীর সুযোগ করে দিতে হবে।

 বিভিন্ন ধরনের বিকলাঞ্চ শিশুদের শিক্ষার জন্য সুবাবস্থা রাখতে হবে। বিশেষ করে যারা শারীরিক ও মানসিক ভাবে দুর্বল। একটু যত্ন সহকারে তাদের শিক্ষা দিতে পারলে অন্যান্য ছাত্র-ছাত্রীদের মতই ক্ষমতা সম্পন্ন নাগরিক হয়ে উঠতে পারে।

বিকলাঙ্গ শিশুদের জনা প্রথমেই যেটা করতে হবে, সেটা হল, তাদের এমন বিশ্বাষ অর্জনে সহায়তা করতে হবে যে তারা সমাজের যে কোন শিশুদের সাথে সামাজিক ও সাংস্কৃতিক ভাবোর আদান প্রদানে কোন বৈষম্য অনুভব না করে। বিশেষ ধরনের বিকলাঙ্গ শিশুদের আলাদা শিক্ষা প্রতিষ্ঠানের ব্যবস্থা করতে হবে এবং স্পেশাল শিক্ষকদের দ্বারা শিক্ষা দিতে হবে। আর্থিক সাহাযা লেওয়ার বাবস্থা করতে হবে– যেগুলো কোঠারী কমিশনে গুরুত্ব সহকারে উল্লেখ করেছেন।

 অনগ্রসর শ্রেণি বিশেষ করে তফসিলী জাতি উপজাতি সহ ধারা অবহেলিত, নির্যাতিত, পতিত, শিক্ষাগ্রহনের ন্যুন্তম সুযোগ সুবিধে পায় না তাদের প্রত্যেকে কাছে শিক্ষার দ্বার উন্মৃক্ত করে দিতে হবে। যারা সংরক্ষণের অন্তর্ভূক্ত রয়েছে– সঠিক ভাবে তাদের সমস্যা সমাধান করার চেষ্টা করতে হবে।

সরকারী আমলাদের কিংবা প্রশাসনের বা উদ্যোক্তাদের সদিচ্ছার অভাবে শিক্ষার শিক্ষার সুযোগ সুবিধা থেকে এখনও লক্ষ লক্ষ শিশুরা শিক্ষার আঙ্গিনা থেকে দূরে রয়েছে। প্রতিটি শিশুকে সংবিধানের নিয়ম মেনে দায়িত্ব সহকারে সমস্ত সুযোগ সুবিধা দিয়ে শিক্ষা ক্ষেত্রে এগিয়ে নিয়ে সমপর্যায়ভুক্ত করতে হবে। অনাথায় ভারতবর্ষের সামগ্রিক উন্নতি কোনদিনও সম্ভব নয়।

ভারতীয় সংবিধানে যে বিশেষ প্রেণির জন্য বিশেস সুযোগ দেওয়ার কথা উল্লেখ আছে তার যথায়থ মূল্যায়ণ করে সততার এবং সদিছার মাধামে সর্বস্তবে পদক্ষেপ গ্রহণে অঙ্গীকার বন্ধ হতে হবে। এছাড়া কোঠারী কমিশন থেকে শুরু করে ১৯৬৮ এর জাতীয় শিক্ষানীতি, ১৯৮৬ এর জাতীয় শিক্ষানীতি UGC-এর উচ্চশিক্ষার জন্য প্রদত্ত অর্থ-সবকিছুর সঠিক প্রয়োগের মাধ্যমেই সবার জন্য শিক্ষায় সমতা এনে দিতে পারে।

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Discrimination in Equal opportunity to the tea-garden Laborers; A case study of the Jalpaiguri and Darjeeling Districts in Post-colonial period.

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Tea plantation industry in India was originally initiated and developed by European enterprise. It was started on a commercial scale in India after the British monopoly of trade in tea with China was abolished in 1833 and wild tea plants, indigenous to Assam, were found in the early part of the 19th century. The initial capital to establish the tea industry was raised in United Kingdom and the typical unit of this industry took the form of public limited starling company. There companies employed agents or Secretaries in Calcutta to implement the policies and programmes formulated by the board of directors in London. The tea-industry which was thus mainly foreign dominated, particularly in ownership and management, gradually progressed with the passage of time. In Bengal commercial tea plantation was first initiated in Darjeeling hill under the British colony and today forms the major socioeconomic backbone of the local population. However for the introduction of tea in Darjeeling hill the credit goes to Dr. Arthur.D.Campbell. Soon after his appointment as Superintendent of Darjeeling, he began trial experiments in growing tea and also induced other Europeans to do so. This led to the establishment of the first tea plantations on a commercial basis in 1856 at Aloobari and at Lebong. In 1859 Dhutaria

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garden was started by Mr. Brougham and in between 1860-64 several gardens were established at Ging, Takdah, Phubsering by several gardens were established at Takvar and Badamtam by the the Darjeeling Tea Company and at Takvar and Badamtam by the the Darjeeling Tea Company and Lebong company. In 1874, the file and Gardens were only six such as Makaibari and Happy Valley Tea estates belonged to the Banerjee family of Kolkata; Tindharia and Jogmaya tea estates belong to the Pal Chaudhury family of Ranaghat Nadia, Arya tea estate belonged to the Royal family of Burdwan and Soureni tea estate to one Nepali contractor Bhagwati Charan Rai.

In Jalpaiguri Dooars, Mr. Haugton is said to have been the pioneer of tea industry and responding to his initiative Dr. Brougham opened a new tea garden at Gazoldoba. In subsequent years, tea gardens were also opened out at Bagrakote by Mr.North and Mr.S.Crewell. By 1881 the number of gardens had increased to 55 and the area under tea cultivation had increased seven times in 5 years. In this phenomenon, the Indian entrepreneurs did not lag far behind in investing tea industry. In 1877 Munshi Rahim Baksh received a grant for the development of the Jaldacca tea estate. Dr. Nilratan Sarkar, the famous Physician of Calcutta also received a grant of 800 acres of land at Kalabari. But being unable to run the Kalabari tea-estate, the ownership was transformed to late Mr. Tarinri Prasad Roy of the Jalpaiguri town Smt. Durgabati Sen, Smt. Sarojini Roy and Babu Kalimohan Roy also started a tea garden in 1878 at Altadanga but later on it was handed over to late Mr.Beharilal Ganguly. Thus we may see that many Indian entrepreneurs especially the Bengalis laid the foundation of various tea estates in both Darjeeling and Jalpaiguri districts in the colonial period. They did this for the spirit of nationalism and also for the purpose of earning as well as raising their status as tea garden owners.

The bright prospects of employment in the tea gardens in Jalpaiguri and Darjeeling districts welcomed large numbers of immigrant laborers, immigration thus reasonably exceeding emigration. The Permanent immigrants were mainly those who were employed in tea gardens of Darjeeling and Jalpaiguri and those who came almost entirely from Chotonagpur and the Santal Parganas. The Nepalise and Dhanger coolies numbering about 6000 thousands immigrated into Jalpaiguri during 187778 and were employed on Railways, roads and in tea gardens. They immigrated at the commencement of the Dhealthy season and had returned with their earnings before the rains set in and who were called Goold weather birds by the planters. The coolies employed on tea-estates who came to stay for a few years only but often remained for life. However, both Jalpaiguri and Darjeeling saw the immigration of labourers in connection with tea-cultivation. In the Sadar and Kumargram police stations as well as in Madarihat and Kalchini in Jalpaiguri district, the opening up of new plantations or the extension of tea cultivation invited the migration of laborers from outside. Considerable improvements in road communications in the district facilitated immigration. Into Darjeeling, likewise, particularly into the Sadar and Kurseong Subdivisions of the district immigrated laborers from outside, attracted by the opening up of new tea gardens or by the extension of tea-cultivation.

In those days, labour persecution was a very common matter in tea-plantation industry. It can only be compared with the labour persecution committed by the Britishers on the aboriginal inhabitants of Asia, Southern part of America. However, the tale of monstrous persecution in regard to the tea-garden labourers was first written down in detail by two great nationalist thinkers such as Ramkumar Vidyaratna and Dwarakanath Ganguly. The later was also said to have come at Jalpaiguri town in order to collect the news about the tea-garden laborers of the Dooars region. However, the then elite society of Bengal played a vital role in this regard by raising their voices against this labour persecution through various vernacular news daily such as □Sanjibani □. The English intellectuals, however, did not lag behind in this respect. They used to write articles times without number though various English news daily such as Rais and Rayat . This attempt, no doubt, originated a human atmosphere in England which main ends was to safeguard the interest or even to prohibit these inhuman practices on tea-garden labourers. Lord Rippon, the then Governorn of Assam to investigate in this field. However, its result went fully against the Indians. It was said that unless the protestors could not stand strong evidence in favour of their writings would be punished/penalized brutally. It undoubtedly jeopardized a large number of Indian tinkers to stay back from this horizon, excepting a few luminants such as Dwarakanath Ganguly, Ramkumar Vidyaratna. Their contribution in this field will always remain vivid in the history of the Indian tea-plantation industry.

It is a matter of deep concern that in spite of spending six decades of our independence, the standard of life of the teagarden labourers is still under a half-merged condition. Across the whole country, we cannot utter the name of a next labour intensive industry where lack-out, severe deaths from malnutrition are used to Lake Place regularly. In the tea industry the age of retirement is generally taking place at the age of 58 the age of retirement is generally taking place at the age of 58 whereas in other industrial sectors it is 60. It no doubts a different whereas in other industrial sectors it is 60. It no doubts a different tale of a different world. Moreover, we see to great surprise that tale of a different world. Moreover, we see to great surprise that the position of Sarva Siksha Mission, Medical condition is so pitiable as yet.

Thus attempts have been made here to how the tea-garden laboubers are being deprived comprehensively over the years to attain equal opportunity in flake of the present society. The very changes in their society and culture are also studied here. The facts presented in this paper are mainly gathered from the field-survey and relevant matters are collected from journal and gazetteers. The facts and findings of this paper can be used as document in sound planning for the document and upliftment of

the tea-garden laborers of the proposed area.

Problems in data collection occurred because the unions did not have always access to all the informed which I required. Moreover, there was fear amongst workers, staff members about giving information. Sometime, the workers also requested me to discard the information which I collected from the Assistant Manager and Head clerks of various gardens during my fieldsurvey, as it was all wrong information. However, I am profoundly indebted to the District Labour officers, panchyat officers for providing information relating to my study.

Wages for workers consists of a cash component and subsidised food grains. Rations therefore form an important part of their wages. Most of Rahimabad are getting only 50% of rations, while workers of Dheklapa Ramjhora are getting rations in an irregular way. In the tea garden area 30% land is as yet unusable from the tea-plantation where the management striving

to start eco-tourism. This attempt will definitely improve the economic standarity of the garden workers but various trade unions severally protests against this project. They argue that it has been said in 1939 Act that in such excess land hand craft industries would only construct. Moreover, the commencement of eco-tourism, according to them, will generate prostitution among the female workers in lure of money from the tourists. Hence, they are interested to start diary project in such except tea-lands through which the workers can get others avenues of income.

The standarity of the dwelling area of the workers (Coolie Line) is still deplorable. Houses have not been repair over the years. Compensations for house collapse are not provided perfectly. Workers of kathalguri T.E. stated that they had last received compensation 8 years ago in 2007. The Indira Gandhi Yojona till not succeed in the tea-garden area of the Terai-Dooars region, therefore the retired and non-permanent labours are not getting quarter in their gardens. Exceptions are there but not to a large extent. Drinking water is essentially a severe problem. It is the Panchayat, not the management that takes the responsibility for water supply in coolie line. The Sajal Dhara Scheme of Central Govt. till not succeed because the garden authority is not intend to carry the extra burdensome of electric bill for bringing water into gardens. In spite of this gloomy picture, some teagardens are providing electricity in labour lines at free of cost.

The state govt. in exchange of receiving educational cess (8 paisa /K.g) from tea-gardens took the responsibility to spread education by setting up primary schools in tea-gardens. But the attempt made by the Govt. is really ridiculous in this field. The result of Sarva Sikhsa Mission is still bad. In contrast of this, the ceaseless efforts of few N.G.O. \(\text{\textit{\text{\text{c}}}}\) & is really praiseworthy in this field. Some tea-estates provide tractors, vans to come to school but these are very little in number. This would mean that many children would be forced to stop their education.

Medical condition in the tea-producing area of Terai-Dooars is so pitiable. The medical reimbursements for the labourers and the staffs have been providing for years together. Due to the lack of M.B.B.S. passed doctors and other emergency facilities.

untimely death in case of pregnancy becomes a normal feature in tea-gardens. Even the pregnant women admitted in the medical college are receiving the money paid from the Govt. irregularly. However, at recent years the panchayat along with various unions put on their demands for starting schools up to VIII standard, demanding buses for better communication and for introducing Demployment State Insurance scheme for the labourers.

Barring a few relatively developed sections, the tea-laborer is the most backward section in West Bengal with low literacy and low access to economic and human resources. The gap between the relatively advanced section and the tribal population of tea gardens would surely increase at the high school and college levels of education. The gap in literacy among the tribal and total population was a mere 7 percent in 1931 but after years of planed development the gap has widened to 18 percent in 2001. Thus it is clear that like in other fields, the relatively backward tea-garden laborers cannot take the equal advantage of the state sponsored development initiatives. The same mechanism pulls back the tribal women; they have to confront a different set of objective condition and cultural standards in the present society. The widening gender gap reflects the overall backwardness of the tribal women and neglect with which they are treated over the years. However, in order to sustain the achievement we have to bring about qualitative change in the present day s condition in which the tribal laborers live. Linking education to employment can bringing some major changes in their life which would be able to self-sustaining and ever enriching.

Today both central and state government □s plan to provide urban facilities in rural areas is a welcome step. But instead of encouraging corporate houses to set up rural business enterprises, it would be better if loans and other facilities are extended to the unemployed tea garden youths to set up business enterprises like processing units, storages, grading facilities, fertilizer and pesticides distribution units, agriculture implement manufacturing in tea-garden areas. As an alternative these business units can be set up by local co-operatives. Finally, if the govt. intends to wipe out tea-gardens labourers woos and

revitalize tea garden economy, its policies and approach should be labour centric and not corporate centric. Like the Govt. has plans for urban economy, it should have vibrant plans for teagarden seconomy. We have had enough of urbanization of economy what we need now is ruralisation of economy.

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SARVA SHIKSHA ABHIYAN AS AN ICON FOR HUMAN RIGHTS TO EQUAL OPPORTUNITY AND ROLE OF PRIVATE INSTITUTION IN IT

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1. Background and Rationale of Study

One of the strategies leading to Equal Opportunity is Universalization of elementary education and Sarva Shiksha Abhiyan in India is an intensive and extensive effort in that direction.

Sarva Shiksha Abhiyan takes note of the fact that provision of elementary education is provided largely by the government and government aided School. There are also private unaided schools in many part of the country that provide elementary education. Poorer households are not able to afford the fees charged by the private school in many part of the country. There are also private schools that charge relatively modest fees and poorer children are also attending. Some of these schools are marked by poor infrastructure and low paid teachers. Government, local body, and government aided school would be covered under Sarva Shiksha Abhiyan, as is the practice under the mid day meal scheme and DPEP. In case private sector wishes to improve the functioning of a government, local body or a private aided school, effort to develop a partnership is made within the broad parameter of state policy in this regard. Depending on the state policies, DIETs and other government teachers training institutes are being used to provide resource support to private unaided institutions, the additional costs remaining to be met by these private bodies. At the time of the present study the chief investigator (PKR) was serving as an Assistant teacher in a reputed private school namely, Delhi Public School, Siliguri. It was thought that it would be great satisfaction to study about its contribution towards the cause of SSA.

2. The problem:

The study is related to Public private partnership as a component of the Sarva Shiksha Abhiyan (SSA). The project the study has been confined to a particular private school, namely the Delhi Public School, Siliguri. The research questions were formulated as stated below:

- What are the major characteristics of the families from which students are getting admitted in the DPS, Siliguri?
- What is the general opinion about the level at which the DPS Siliguri is contributing towards the cause of the SSA?
- What is the general opinion about level at which the DPS, Siliguri has the ability to contribute towards the cause of the SSA?
- What is the general opinion about level of which the SSA, Siliguri can contribute to the DPS, Siliguri in the perspective of the cause of the SSA?

Is there any difference between the opinions stated above?

3. Delimitation:

The study was delimited to guardian / student / management / teacher / non-teaching staff of DPS, Siliguri (i.e. persons within the DPS, Siliguri) and other educated persons (in Service/business) without direct involvement with the DPS, Siliguri (i.e. persons outside the DPS, Siliguri). In addition to that it was delimited to the collection of opinion with the help of three opinionnaires (self-made, not standardized) on (i) the actual contribution of the DPS Siliguri, (ii) the ability to contribute by the DPS, Siliguri and (iii) the scope of contribution by the SSA, Siliguri towards DPS, Siliguri in the perspective of the cause of the SSA. Finally it was delimited to the collection of students' feedback regarding their family background.

4. Methodology of the study:

The relevant data were collected with the help of a feedback sheet and there opinionnaires. The null hypotheses were tested

with the Median test.

5. Population of the study :

Guardians students, management staff, teachers, nonteaching staff of DPS, Siliguri (i.e. persons within the DPS, Siliguri) and other educated persons (in service or in business) residing in or around Siliguri without any direct involvement with the DPS, Siliguri (i.e. persons outside the DPS, Siliguri) constituted the population of the study.

6. Sample of the study:

The sample of the study comprised of 30 persons from guardians, students, management staff, teachers, non-teaching staff of DPS, Siliguri (i.e. persons within the DPS, Siliguri). They and 30 persons from educated persons (in service or in business) residing in or around Siliguri without any direct involvement with the DPS, Siliguri (i.e. persons outside the DPS, Siliguri). In each case the choice was at random giving consideration for availability.

7. Major findings of the study

- Most of the students who get admitted in the DPS,
 Siliguri are coming from Hindi speaking families which have temporarily or permanently migrated from other states to Siliguri. In majority of the cases the earning member of such families are the male member and most of them are involved in business.
- The DPS, Siliguri is already contributing towards the cause of the SSA. So far as the identified activities of the SSA. Siliguri are concerned
- The DPS, Siliguri has considerable ability to contribute towards the cause of the SSA.
- The SSA, Siliguri has much scope for contributing to the DPS, Siliguri in the perspective of the cause of the SSA.
- There is no significant difference between opinion of guardian / student / management / teacher / non teaching staff of DPS, Siliguri (i.e. persons within the DPS, Siliguri) and the opinion of other educated persons (in service / business) without any direct involvement with the DPS, Siliguri (i.e. persons outside the DPS, Siliguri) about the level at which the DPS,

Siliguri is contributing towards the cause of the SSA.

- There is no significant difference between the opinion (of guardian / Student / management / teacher / non - teaching staff of DPS, Siliguri (i.e. persons within the DPS, Siliguri) and the opinion of other educated persons (in service / business) without any direct involvement with the DPS, Siliguri (i.e. persons outside the DPS, Siliguri) about the level at which the DPS, Siliguri has the ability to contribute towards the cause of the SSA.
- There is no significant difference between the opinion
 of guardian / student / management / teacher / non teaching
 staff of DPS, Siliguri (i.e. persons within the DPS, Siliguri) and
 the opinion other educated persons (in service / business)
 without any direct involvement with the DPS, Siliguri (i.e.
 persons outside the DPS, Siliguri) about the level at which the
 SSA can contribute to the DPS, Siliguri in perspective of the
 cause of the SSA.
- There is significant difference between the opinions of guardian / student / management / teacher / non - teaching staff of DPS, Siliguri (i.e. persons within the DPS, Siliguri) about the level at which the DPS, Siliguri is contributing towards the cause of the SSA and the level at which the DPS, Siliguri has the ability to contribute towards the cause of the SSA.
- There is significance difference between opinions (O₁ and O₂) of other educated persons (in service/business) without any direct involvement with the DPS, Siliguri (i.e. persons outside the DPS, Siliguri) about the level at which the DPS, Siliguri is contributing towards the cause of the SSA and the level at which the DPS, Siliguri has the ability to contribute towards the cause of the SSA.
- There is no significant difference between the opinions (L and L) of guardian / student / management / teacher / non – teaching of staff of DPS, Siliguri (i.e. persons within the DPS, Siliguri) about the level at which the DPS, Siliguri has the ability to contribute towards the cause of the SSA and the level at which the SSA, Siliguri can contribute to the DPS, Siliguri in the perspective of the cause of the SSA.
- There is no significant difference between the opinions of other educated persons (in service / business) without any

direct involvement with the DPS, Siliguri (i.e. persons outside the DPS, Siliguri) about the level at which the DPS, Siliguri has the ability to contribute towards the cause of the SSA and the level at which the SSA, Siliguri can contribute to the DPS, Siliguri in the perspective of the cause of the SSA.

8. Discussions of results

Based on the opinions collected from persons having direct relations with the DPS and persons not having direct relations with the DPS one can conclude that the DPS, Siliguri is contributing considerably on some of the activities taken up by the SSA, Siliguri which come under the perview of normally expected activities of a school.

However, the DPS, Siliguri is performing poorly (even at zero level) in some other areas of the activities taken up by the SSA, Siliguri. Such activities are:

- To take steps so that free education is provided upto 14 years for normal child and upto 18 years for disabled child.
- To provide books, copies and financial support at the rate of Rs. 250 (Cash) per child annually for upper primary school.
- To provide special financial support for C. W. S. N. (Children with special needs) depending upon disabilities.

The general opinion is that the DPS, Siliguri has the ability to contribute towards the cause of the SSA much more than that what it is contributing now. At present there is no interaction between the DPS, Siliguri and the SSA, Siliguri, However there is ample scope for extending the help of the SSA, Siliguri (especially in the areas mentioned above) towards the DPS Siliguri.

9. Implications and conclusions of the study.

Within the limitations stated previously in the section one can summarise the implications and conclude the study as follows:

Most of the students who get admitted in the DPS, Siliguri are coming from Hindi speaking families which have temporarily or permanently migrated from other states to Siliguri. In majority of the cases the earning member of such families are the male member and most of them are involved in

business.

So far as SSA activities are concerned there is ample scope for private public partnership, e.g. between the DPS. scope for persons. Siliguri as observed in the present study.

The SSA, Siliguri can extend grants to the DPS, Siliguri for extending relief with respect to some of its

activities, as stated below:

To take steps so that free education is provided upto 14 years for normal child and upto 18 years for disabled child.

To provide books, copies and financial support at the rate of Rs. 250 (Cash) per child annually for upper

primary school.

To provide special financial support for C. W. S. N. (Children with special needs) depending upon

disabilities.

The DPS, Siliguri is having a strong administration which may help in the implementation of these activities. The under privileged or challenged section of the society may get access to the rich infrastructure of the DPS, Siliguri. If the govt, wants to have a better control over the grants then the DPS, Siliguri may be asked to identify eligible students to whom the grants may be directly provided by the SSA, Siliguri. The DPS, Siliguri may also be made aware of the public opinion that there is much room for improving its contribution towards the cause of the SSA. The DPS. Siliguri may contribute a portion of its earning towards the SSA as a relief towards meritorious students from weaker and challenged sections of the society and achieve a better social acceptance.

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This publication is an initiative of Siliguri B.Ed. College(with the support of the UGC), an institution of Teacher Education, located at a peaceful beauty of the foothills of the Himalayas in West Bengal. The college is recognised by the NCTE and affiliated to the University of North Bengal. It was accredited by the NAAC at B⁺ level in 2007. Steps are being taken for Re-accreditation within a short period.

Eminent scholars and researchers from the different parts of West Bengal came to this institution, exchanged ideas on the issues relevant to Human Rights and Equal Opportunity as highlighted by the University Grants Commission (UGC) of India. This book includes the printed form of the outcomes of those discourses. There have been some invited articles as well. All the contributions, in a united form, have given an overview of the concepts on Human Right and Equal Opportunity and some of the ways for achieving of the coveted goal.

