UNIT – VIII

ISSUES IN EDUCATION

Equalization of educational opportunities – SC/ST, OBC, Women, Handicapped and religious minorities – Universalization of education with respect to access, enrollment, retention and achievement – Ensuring right to education – under employment, unemployment and non-employability – digital divide – privatization in Education – Commercialization – Child labor and ensuring child rights – Malnutrition – Value Education – Environmental Education

EQUALIZATION OF EDUCATIONAL OPPORTUNITIES

The education commission observed “One of the important social objectives of education is to equalize opportunities enabling the backward or under privileged classes and individuals to use education as a level for the improvement of their condition. Every society that values social justice and is anxious to improve the status of the common man and ultimately all available talents, must ensure progressive equality of opportunity to all section of the population. This is the only general format for the building up of an egalitarian human society in which the exploitation of the word will be minimized.

**Equal opportunity does not mean identical education.**

There is no doubt that not two individuals are alike. They differ in taste, manners, attitudes and aptitudes, beliefs, etc. Any attempt to provide precisely some educational programmes and opportunities implies that the rich and poor should have equal access to the education systems and programmes without any hindrance. All material barriers should be moved. Caste, color or creed should not put any check on an individual to pursue course of education in accordance with his ability and aptitude.

The problem of inequality of educational opportunity may be considered at several levels and with reference to different sections of society as follows:

* Inequality that exists between one state and another.
* In a state the prevailing inequality between one district and another.
* In a district, unequal educational opportunity in different areas.
* Inequality of educational opportunity between boys and girls and
* Inequality of educational opportunity that now prevails between the different sections of society; advanced castes vs. scheduled castes and scheduled tribes; upper and middle classes vs. lower classes; economically better off class vs. poorer section, etc.

**Causes of inequality of educational opportunity:**

On the basis of the experiences reported in the different states, the following causes which now tend to create inequality of educational opportunity may be listed:

* Varying economic conditions. Some states are economically advanced while others are lagging behind.
* Social and psychological reasons, e.g. Apathy towards girls’ education, particularly in socially backward groups of people.
* Varying literacy levels in state s, districts and localities.
* Existence of inaccessible and isolated small habitations particularly in hilly and forest areas.
* Varying occupational opportunities prevailing in different areas.
* Lack of suitable and adequate accommodation for running schools.
* Dearth of suitably qualified teachers, particularly women teachers and teachers for tribal areas.

**The Education commission 1964-66 has mentioned the following causes:**

1. **Lack of educational facilites :**

There are many places and areas in the country where primary, secondary or collegiate institutions do not exist and children residing there do not have the same opportunity as those who have those facilities in the neighborhood. There are, at present, glaring imbalances of education development in different parts of the country. The educational developments in the states show wide differences even among the districts.

1. **Poverty of a large section of population:**

Children coming from the poor sections of the community do not have the same chance to study in the neighbourhood of an educational institution as those who came from richer ones.

1. **Differences in the standards of educational institutions:**

Differences in the standards of school and colleges lead to educational inequality. Students coming from rural educational institutions do not compete well when admissions to professional courses are made on the basis of selection of tests.

1. **Differences in home enrolments:**

A Child from a rural household or an urban school having illiterate parents does not have the same opportunity which a child form and upper class home with highly educated parents have.

1. **Disparity in education of boys and girls:**

One to the conservative nature of the Indian society there is a wide disparity between the education of boys and girls at all stages and in all sectors of education.

1. **Disparity due to advanced classes and backward classes:**

Another factor that has to inequality of opportunity in education is the existence of different types of classes, i.e. Advance, classes and backward ones.

1. **High private costs of education:**

The private cost of education required for textbook, co –curricular activities etc. have increased very substantially in recent years and these amounts to exorbitant tuition fees. The parents are required to incur heavy expenditure for this purpose.

**Ways and means of reducing inequality of opportunity in education:**

1. **Tuition Free Education.**

School education is completely free in advanced courtiers and our country should also gradually work towards a stage where all education should be tuition fee.

1. **Reduction in other costs.**

It is fact that parents are required to incur heavy indirect costs on the education of their children. These indirect costs include costs incurred by parents on text books, supplied uniforms, co-curricular activities etc.

***Free Text-Books at the primary stage:***

It is therefore, very essential that at the primary stage, a programme of providing free text books shou ld be given very high priority and introduced immediately.

***Book Banks.***

A Programme of Book Banks should be developed in secondary schools and in institutions of higher education.

***Grants for purchase of Books.***

The Top 10 percent of the students in educational institutional should be given small grants annually for the purpose of books which need not necessarily be text-books.

**3) Scholarships.**

There should be an adequate programme of scholarships so that the best use is made of the available talent.

**Two kinds of Scholarships:**

Scholarships for those who have to stay in the hostels those should cover all direct and indirect costs of education. (i.e. tuition fees, books, etc. and living costs)

* ***National Scholarship:***

As against the present provision of, present the target to the reached should be to cover 5 present of such students by 1975-76 and 10 percent of such students by 1985-86.

* ***University Scholarships:***

The target to be reached should be to cover about to present of the enrolment at the under graduate stage and 20 percent of such enrolment at the undergraduate stage by 1977.

# *Scholarship for study in abroad*

A national programme for award of scholarship to enable some of our best talented persons to go abroad for further education or training in research is also needed.

***Loan Scholarship:***

A Comprehensive programme of National Loan scholarship should be undertaken and a National Loan scholarship Board may be set up for administering this programme.

**4) Transport Facilities:**

Adequate transport facilities may be provided in the rural areas so that students are encouraged to attend educational institutions.

**5) Day Study Centers and Lodging House:.**

A large number of day study centre at the secondary and university stages should be provided for students who do not have adequate facilities for study at home, lodging have i.e., places where students can stay throughout the day, and even at might but go home for food may also be provided.

**6) Earn And Learn Facilities:**

As a supplement to the programme of scholarship facilities for students to earn and pay a part of their expenses should be provided on as large a scale as possible.

**7) Special Facilities for Girls:**

Special incentives may be provided to the girls.

**EDUCATION OF THE BACKWARD SECTIONS OF THE SOCIETY: (SC/ST, OBC,WOMEN, HANDICAPPED AND RELIGIOUS MINORITIES)**

Special investigations regarding important aspects of spread of education among the tribal and their effects may be carrier out. The education commission has stressed this point as, ‘the education of the backward classes in general and of the tribal people in particular is a major programme of equalization and of social and national integration. No expenditure is too great for the purpose’.

**ADMISSION POLICY:**

There is a great need to introduces are egalitarian element in admission to institutions so that students coming from rural areas are not handicapped due to language or some other factors.

**SPECIAL ASSISSTANCE TO BACKWARD AREAS OF STATES:**

At the national level, it should be regarded as the specialty of the government of India to secure dualization of educational developments in different states. The necessary programmes for this, including social assistance to the less advanced states should develop.

**MEETING THE NEEDS OF SLOW LEARNERS:**

In the ordinary; classes, where instruction is traditionally geared to the need of the average child, dull have to work under a great hardship. Many need individual attention, special, remedial help and probably also a modified curriculum to suit their rate learning. In some educationally advanced countries special school have been established for this category of children. Such feasibility may be explored in our country in big cities. Special classes in ordinary schools can also be held very profitable. Such as treatment is likely to be effective for their emotional and social development also. Guidance and counseling services have an important role to play in the education of such children.

**COMMON SCHOOL SYSTEM:**

A common school system of public education should be involved in place of the present system which divides the management of schools between a large numbers of agencies whose functioning is inadequately co-oriented. It should be maintained at an adequate level of quality and efficiency so that no parents would ordinarily feel any need to send his child to the institutions outside the system such as independent or unrecognized schools. Such a step will be very helpful towards elimination the segregation that new takes place between the schools for the poor and underprivileged classes and those for the rich and the privileged ones the existing ‘caste’ system will largely disappear.

**WOMEN’S EDUCATION**

Problem of women’s education in India attracts our attention since conservative traditionalism. Women’s status is lower than that of man. Aryans denied that right to study during Vedic period. Women came to be regarded as the born slaves to man. Illiteracy and ignorance is prevailed in the women’s folk than in men folk. This can be seen in rural areas and lower level of urban population and backward communities. According to Jawaharlal Nehru, if you educate a man you educate an individual, if you educate women who contribute not only to a family but also to the nation.

In order to make them mentally well equipped and to raise equal responsibilities women’s education is necessary and regarded as inseparable part of entire system of education. Educationalists and authorities devoted their minds to the problem of women education ever since the advent of English education. East India company did not make any effort to promote women education. But during Lord William Bentick and Dalhousie situation show some improvement. During 1854 Women education was established and grant in aid was given for them. In 1882, 1,27,000 received educational benefits from 2500 institutions. During the period 1905 – 1921, Lord Curson make remarkable changes by appointed female teachers, instituted model girls schools, setting up of a special curriculum. A separate commission was set up to improve women’s education.

During the period 1921-37 much political and social awakening had taken place. Women’s status had begun to show an upward bend. All India Women association was started. Mahatma Gandhi supported women’s education. He visualized men and women had equal status in the society. He opposed ‘Purdha’ system, tradition of continued widowhood. Women began to be observing in politics, schools, and liaisons officers. Girl’s schools, women’s colleges and universities were established. The first women university was established in Mumbai.

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**Reasons for slow progress in women’s Education:**

Following are some problems, which hinder the development of women education.

**1. Conservatism:**

Indians are conservative by nature. They fail to accept modern trends easily. They have a feeling that educated women are deprived of morality. Some prejudices like purdah system and early marriage abstract their progress.

**2. Wastages & Stagnation**

Women education is also affected by wastage & stagnation. Many social & economic reasons are responsible for it. Because of this wastage and stagnation the workers in the field of women education feel discouraged.

1. **Lack of Schools:**

The no. of schools imparting education in this field is inadequate. Urban areas are well served but there are many places where no women school exists. The women have to walk down long distances for attending schools. This factor discourages them.

1. **Indifference of Government:**

The Government has so far given step motherly treatment to women education. The Great spends a huge amount on the education of boys and the amount spent on the education of girls is comparatively very low.

1. **Unsuitable curriculum**:

The courses of study, the syllabus and curriculum prevalent the specific need of women fold. As a result, the parents do not feel enthusiastic to send their girls to schools. See Education Commission has recommended that courses in domestic science, home craft, decoration work, embroidery, childcare etc. should be introduced for women.

1. **Lack of women teachers:**

Lady teachers do not want to serve in rural schools, as they do not get necessary facilities. As a result of which a large no. of schools in rural areas are not having the required no. of lady teachers. Besides them, good lady teacher with devotion to education are very few.

1. **Early marriages in rural areas:**

Childs marriages are still in vogue in rural areas and among the so-called backward classes. After the marriage or betrothal which takes place at an early age, it is not considered proper for a girl to attend school. Hence, an early marriage prevents her going to schools.

1. **Poverty:**

**P**overty of the parents compels them to use the labour of their children either at home of in the field for grazing the cattle around the village. Moreover, they cannot afford to send them in the school and provide books and necessary material for doing so.

1. **House-Hold Work:**

Girls, generally in all parts of the country in India, help their in house-hold work partly as a necessity and partly as training for future life. This is an important reason why parents do not send girls to schools.

1. **The feeling that highly educated girls would be less amicable to family discipline.**
2. **The feeling that higher education for girls is not necessary to run a home etc.**

**Recommendations of the education commission:**

The following committee recommends some proposals for girl’s education.

* University education commission
* Smt. Durgabai Deshmukh committee (1959)
* Smt. Hansa Mehta Committee (1962)
* Bakthavatchalam committee, education commission (1964-66)
* Resolution on NPE (1968) Reviewed of NPE (1986)

**Measures to overcome or solutions to the problem of women’s Education:**

1. **Measures for helping the backward community:**

* Providing free uniforms, free books for needy children.
* Providing mid-day meals to the poor children.
* Attendance scholarship to serve as compensation to the people.

1. **Measures for developing people social attitude:**

* Research should be taken in different states and at national level.
* Establishment of separate schools for girls at middle and high school stage.
* Creating public opinion in favour of girl’s education through various programmes.
* Appointment of school mother in co-educational primary schools.

1. **Measures co-ordinate educational facilities:**

* Hostel for girls at the middle and high school stages.
* Suicides in transport facilities whenever necessary and possible.
* Free education for girls up to S.S.L.C.
* All priority will be given for the construction of suitable building for girls.
* Maintenance of stipend to girls residing in hostel.

1. **Measures for increasing number of women teachers:**

* Larger number of training institutions had to be provided for women in the backward states and located in rural areas.
* Large number of quarters for women teachers should be provided in the rural areas.
* Adequate rural allowance not less than Rs. 50 per month should be provided.
* Husband and wife should be posted in the same place whenever possible.
* Free training should be imparted to all candidate of training institute.
* In-service training should be given to the untrained teachers and during the period of training should be treated as on duty.

1. **Measures for effective supervision and guidance:**

* Increase in the number of women inspecting officers particularly in the backward states.
* Provision of adequate transport facilities for all district women inspectors.
* Adequate office staff and equipments.
* Residential facilities of all women officers at all level.

1. **Measures for promoting social education:**

* By opening adult literacy classes in large numbers.
* By teaching simple skills like serving, handicrafts and the knowledge of basic health and food habits.
* New attitude towards community living, family planning, supervision etc.

1. **Measures for providing uncreative to the students:**

* Attendance scholarship should be doubled in the 7th five-year plan.
* Allowance of school mother should be enhances to Rs. 30 per month.
* Large allocation of funds should be made in the budget for the construction of hostels for girls.
* The number of sanitary blocks in co-educational schools should be increased.

1. **Measures for improvement in the curriculum:**

* No difference should be made in the curriculum in the boys and girls at the primary, middle stages of education.
* Steps should be taken to improve the introduction of home economics, music, fine arts, etc.
* Universities should review the provision they made for the course design to meet the needs of girls and taken necessary action to remove deficiencies discover.

1. **Measures to solve problem of co-education:**

* Vigorous educational propaganda may organize to overcome resistance to co-education.
* Co-education should be adapted as a general pattern at the elementary stage.
* Separate retiring room and sanitary conveniences should be provided for girls.

1. **School going should be made convenient and acceptable for girls:**

* Exempting girls from paying fees (Karnataka and Kerala)
* Free education may be longer than boys. (Andra Pradesh, Bihar and Pondicherry)
* Provision of separate schools after completing lower primary level.
* Appointing women teachers.
* Appointing of school mothers in mixed schools.

1. **A social climate to be created:**

* Social climate to be created among the village community to enroll all girls of school going age.

1. **State and central government should join with voluntary organization to speed education for girls in every nook and corner of the country:**

* Conference, seminar, workshop, awareness programme are to be conducted by voluntary agencies with the support of government.
* From more than 6000 national and state welfare association join at least one common item.

**Efforts taken for women’s education:**

* Creation of separate cells in state directorate of education.
* Establishment of polytechnics.
* Construction of staff quarters.
* Assistance or help to voluntary agencies by the government.
* Holding seminar or conference about programme of women’s education.
* National council for women' education (NCWE) advises in framing programmes, policies etc. for women’s education.

**WOMEN EDUCATION – PRESENT STATUS**

Historically in early time women in India enjoyed equal opportunities like that of men. Women in the Vedic age not only received their due recognition in society but also got equal treatment in the matter of educational training. There were a lot of women who were composers of Rig Vedic hymns. At the end of the Rig Vedic Period the social status and position of women came to be degraded.

Men folk were now utterly callous about women’s education, what they deemed to the important in women was their capacity to bear and rear children. Because of the changes in political, social and economical situation in the medieval period in India, the status of women received a great set back and consequently the opportunity for the education. (Education of women remained somewhat neglected during the British period.)

After independence social and economic justice has progressed in this country and so has education for women. The Muslim women are now participating in ever-large numbers. As a result of private & Government all efforts, education among women has registered district progress.

There is much evidence, for instance, that women’s education tends to reduce child mortality rates, for both boys & girls. In fact, there is good reason to relate the remarkably high life expectancy levels in Kerala to its educational achievements, particularly of women and on the other side, to relate the low life expectancy levels of some of the northern states to backwardness of female education.

“For the full development of our human resources, the improvement of homes and for moulding the character of children during the most impressionable years of infancy, the education of women is of greater importance than that of men.” True it is that the education of women is very essential for happy and healthy homes, improvement of society, economic prosperity and national solidarity. Indian Education Commission has rightly asserted, “There cannot be an educated people without educated women. If general education had to be limited to men or to women, then opportunity should be given to women for, then it would most surely be passed on the next generation.”

Talking of the importance of women’s education, Pt. Jawaharlal Nehru did emphasize: “Education of a boy is the education of one person, but education o f a girl is the education of the entire family.” Laying stress on the need of women education, National Policy on Education says: “The education of women should receive emphasis not only on grounds of social justice but also because it accelerates social transformation.”

So, if homes are to be made happier and healthier, if new generation is to be made cultured and educated, if social transformation is be brought rapidly an dif moral character of the children is built up during the most impressionable years of their lives… Education of women should be increased to the maximum.

1882 - Shorten men established **x** granted

=> 1, 27,000 receive education from 2500 institution

1905-1921 Lord Carson => -female model girl’s school

**[Distribution of population by educational level and sex in the year 2001.]**

**Male**   **Female**

Illiterate -- 2,05,84,500 2,99,83,800

Below primary -- 4,51,11,000 3,38,7100

Primary but below Middle -- 93,37,000 67,82500

Middle but below Secondary -- 84,74,800 43,50,200

Secondary but below Graduates -- 63,22,500 28,85,000

Graduates and above -- 17,37,500 7,55,900

Total (excluding illiterate) -- 3,04,18,900 1,81,60,700

Total -- 5,10,03,400 4,81,44,500

**Graduates and Above in General and Professional Education by Sex in the year 2001.**

**Male Female**

General -- 1,56,81,000 73,51,000

Professional -- 16,94,000 2,08,000

Total -- 1,73,75,000 75,59,000

**Girl’s enrolments in DPEP Districts**

43.7 % -- 1997-98

45.7 % -- 2000-01

ST 🡪 18.19 %

Out of SC/ST 🡪 33.23 %

* The literacy position is more unsatisfactory incase of ST females which is only 18.19 % as against 39.23 % for non SC/ST women i.e. 8 out of every IO ST women are illiterate.

ST 🡪 49 %

SC 🡪 37.3 %

* The enrolment ratios of ST Girls showed better pace of progress i.e. 49.0 % at primary level than SC girls 37.3 % during 1981 to 1996.
* The GOI is committed to bring bout basic change in the status of women through education. The major schemes are Mahila Samathya, SSA etc. Presently the scheme is in operation in 8000 villages in 53 districts spread over 8 states – AP, Assam, Bihar, Gujarat, Karnataka, Kerala, MP and UP.
* Out of 57.96 million persons who have been made literate under Adult Education Scheme, approximately 60 % of the learners under the programme are women.
* Out of 2.92 lakhs NFE centers, 1.15 lakhs centre are exclusively for girls.
* In India out of 11,089 colleges, we have 1,260 women colleges.
* Out of 278 lakhs enrolled in Sec & Senior Sec institutions, 101 lakh enrolments are girls.
* Five women universities in India out of 300 universities.

**Literacy situation in India in 2001.**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **Age Group** | **Population (in millions)** | **Literacy in %** | **No. of literates (in millions)** | **No. of illiterates (in millions)** | **Male literacy rate** | **Female literacy rate** |
| 2001 | 78 above | 866.86 | 65.38 | 566.72 | 300.14 | 75.84 | 54.16 |
| 1991 | “ | 688.16 | 52.21 | 359.28 | 328.88 | 64.16 | 39.29 |
| 1981 | 58 above | 581.78 | 41.43 | 241.03 | 340.75 | 56.38 | 29.76 |

**Conclusion:**

The role of women outside the home has become an important feature of the social and economical life of the country. This will become more significant in the years to come. From this point of view, great attention will have to be paid to the problem of training a woman. The education for girls should be emphasized not only on the grounds of social justice but also for acceleration of social transformation.

**Education for disadvantaged section (Economical, Socially and Culturally)**

**Meaning of disadvantaged children (sections):**

Disadvantaged section can be classified in a number of ways, for instance those suffering from economic deprivation (poverty), suffering from social deprivation (social law status) and cultural deprivation (outmoded ways of life). The traditional method of classification is in terms of Scheduled Caste, Scheduled Tribes and Other Backward Classes.

The children who possess innate capacity to learn but lag behind, because of his socio-economic background are known as the disadvantaged children. For e.g., tribes, SC, ST, people living below the poverty line and slum. Their intelligence may not shine due to their environment. Such students will also shine in their study like other students if special education programme and opportunities are made available for them.

People belonging to remote hilly areas, desert areas and slum areas etc, are also included in the category of the deprived sections. Here the basis is economic deprivation in general.

The entire tribal population comes under the category of deprived sections.

Sometimes women are also included in the category of deprived sections.

The handicapped children may also be included in this category.

The National Policy on Education (1986) in Part IV entitled ‘Education for Equality’ under the caption ‘Disparities’ includes the following categories:

* Education for women’s equality.
* Education of Scheduled Castes.
* Education of Scheduled Tribes.
* Other Educationally Backward Sections and Areas.
* The Handicapped.

**Problems, Issues and Remedies Regarding Disadvantaged Sections:**

1. Attitude of their parents
2. Inadequate language development
3. Lack of perseverance
4. Low self-concept (emotional problems)
5. Poverty

**Education for Disadvantaged sections:**

**Five compulsory programmes have been recommended for the disadvantaged section.**

1. **Teaching for language improvement:**

A lot of drill and practice in language should be given to them. Sound base should be developed for them to learn and use the language. Symbolic reasoning should be developed in them.

1. **Teaching for cognitive development:**

While teaching the subject matter, it should be appropriate for their cognitive level. The teacher should provide opportunity for the student to learn the subject matter by their active participation.

1. **Interest based teaching:**

Real object should be shown; teacher has to motivate the children by showing real indication taking them to the places in the community eg. Botanical Garden, film shows, video lessons, etc.

1. **Developing the self-concept:**

The teacher must help the students to raise their self-concept by guidance and counseling.

1. **Improving social behaviour:**

The teacher should emphasize social habits such as cleanliness, hygiene, wearing washed clothes and develop good behaviour.

Further to fulfill their basic needs free textbooks, nutrition food, financial assistance, uniform, special classes, teacher’s special attention should be given to the disadvantaged children by the teacher.

**Role of the Teacher:**

The teachers can play an important role in developing a favourable school climate conducive to the educational progress of Scheduled Casts and Scheduled Tribes. Some suggestions in this regard are given here.

* The teacher’s own example in his behaviour towards students belonging to these casts is the most effective and powerful way to build up a congenial climate.
* The school staff should ensure non-discrimination between the children of Scheduled casts, Scheduled Tribes and other communities.
* The school staff should avoid the use of the caste names or derogatory words while calling roll calls or naming children.
* Teachers should provide equal opportunities to all the children to participate in the curricular and co-curricular activities of the school, including games.
* Special attention should be paid to motivating parents to educate girls.
* Teachers should suggest to illiterate parents the advantages gained by attending functional literacy classes in the centre.

**Education of Children with Special Needs**

Modern education is child-centred. While average normal students may go through the normal course of education of children with special needs require special arrangements.

This includes Backward children, Problem children, Disabled children, Gifted children and Juvenile delinquents.

**Who is a backward child?**

Generally speaking no mother or father is easily prepared to accept that their child is mentally backward. But modern intelligence test techniques have indubitably established that some children are mentally backward. A backward child is more in need of assistance than one with average or above average intelligence; hence in modern school teachers are expected to pay particular attention to the weak students in their classes.

**Problems of Backward Children**

Child who are backward have certain problems that are peculiarly their own. Having a very low intelligence quotient, they require to be taught many things by others. A backward child cannot lead, he is in need of help and sympathy of friends and relatives. A child who is feeble-minded, having an intelligence quotient of 70 or less, cannot obtain education in the ordinary school, and has to be sent to special institutions. Emotional adjustment of the child is completely disintegrated if he fails in the same class time after time. In a class, teaching approximates to the average level of students. Hence, it is only natural for the backward child to meet with failure. Failure in school leads to the assumption that he will also be a failure in life. His ambitions are destroyed and he becomes hopeless.

**Causes of Backwardness:**

It is not even possible to recount all the various causes of backwardness, but the main causes are the following:

* **Physical causes:**

Due to many physical defects and abnormalities, the child has lags behind other average children. Such physical conditions would be weakness of eyes, deafness or being hard of hearing, stuttering, being weak or crippled, etc. He also has an adverse effect upon his social adjustment.

* **Mental defects:**

It has been indicated earlier that the backward child has a very low intelligence quotient, as compared with that of an average child.

* **Educational immaturity:**

Physical and mental shortcomings in the child result in educational immaturity. Putting if differently, he has no adequate maturity to grasp the teaching that is customary for his age level.

* **Emotional factors:**

The child’s social adjustment is affected by his mental and physical abnormalities, and he meets with successive failures.

* **Atmosphere in the home:**

One reason of backwardness can also be the atmosphere in the home. Proper development of the child cannot occur in a virulent family atmosphere.

* **Lack of interest:**

Sometimes, even though the child is free from all the defects and shortcomings mentioned above and even those that have not been mentioned, the child falls behind the rest of the class for the simple reason that he cannot develop any interest in the various subjects being taught. This causes repeated failure.

**Special Education for Backward Children (Disadvantaged sections):**

Most of the so-called backward children can be improved. In the case of children with intelligence quotients below 70, no improvement is possible through education in the ordinary schools since they need to be sent to specialized schools and institutions.

* **Curriculum:**

Often many children fail repeatedly in the same class for the simple reason that the curriculum does not suit them. Consequently, the teacher must modify his curriculum to meet the requirements of backward children so that it contains only those subjects. The entire curriculum should be so fashioned that when the backward while completes his course, he should be fitted to adopt some particular profession. Basic education should be emphasized in the curriculum. Children can also be trained for some specific professions and vocations.

* **Method of Teaching:**

The sole quality of a teaching method is that the student should grasp what it has to teach. Hence, there should be different methods of teaching for students on different levels.

It is evident that backward children will not gain much it they are taught by a method that is found suitable for average children. For them, there should be a special method of teaching with the following characteristics-

* + - Pace of teaching should be slow;
    - Lesson should be repeated more than once.

**Universalisation of education with respect to access, enrolment, retention and achievement.**

**Universalization** of education implies five things namely, universalization of provision, universalization of enrolment, universalization of retention universalization of participation and universalization of achievement.

**1. Universalization of Provision:** This implies that adequate school facilities should be provide to all children between age group 6 to 14 in the country It means that primary schools should be set up within 1 km from the habitation of the child. It needs to open a large number of schools throughout the country.

**2. Universalization of Enrolment:** After making provision for children, next thing is to see how to enrol all the students in primary schools who attain educable age. The Government has decided to enrol all children of the age group 6-14 in primary schools.

All adequate and fruitful steps are being launched to bring all children from every nook and corner of country to the arena of school. The New Education Policy, 1986 assures to enrol all children up to age level 14 and achievement of VEE by 2015 AD through Education for All.

**3. Universalization of Retention:** Simply enrolling of children in school will not suffice in the way of universalization. The success of it lies then the enrolled 32 of Education and School Organization children remain in school stage till the completion of school study. But if the child leaves education before completion, the idea of universalization of primary education cannot be successful.

**4. Universalization of Participation:** For UEE (Universalization of Elementary Education) participation of community is quite inevitable. The community is to be mobilized to take the responsibility for identifying its own needs and to take decisive role in ensuring the implementation programme of UEE.

For better and effective participation of educational administrative personnel educational administration needs decentralization. As a result, the administrative people related to primary education will be accountable to the local community and in turn, community will extend its helping hand for UEE through both formal and non-formal programmes.

**5. Universalization of Achievement:** For success of UEE achievement of learners is to be ascertained. The strategy is to lay down learning outcomes from learners at the elementary level. The outcome of the education is to be based of minimum level of learning (MLL) common to both formal and non-formal programme.

**Universalization of Primary Education**

**Meaning:**

In a highly sophisticated, scientific and technological society skilled man power is in demand. Social relations are becoming complex. Hence to lead an efficient life as democratic citizen every one need education, this is a universal problem, mainly in developing nations. The major obstacles to the promotion of universal education are poverty and ignorance.

Article 45 of the constitution of India has fixed the year 1960 (within next 10 years) by which compulsory primary education would be provided for all the children up to the age of 14 years.

1. Free primary education from I to VIII
2. It is compulsory primary education.
3. All children of the age group 6-14 should be enrolled in schools.
4. Children enrolled in the primary school should be retained till they complete 8th standard

**Objectives of Primary Education:**

* 1. To develop in public mastery over the tools of learning
  2. To develop the child’s personality in a harmonies way by providing for physical, intellectual, emotional, aesthetic, moral and social needs.
  3. To prepare children for good citizenship
  4. The spirit of universal brotherhood and international understanding should be developed in children
  5. To develop scientific attitude
  6. Education should be a preparation for life.

**Steps to Achieve Universalisation of Education:**

1. **Curriculum:**

Useful and meaningful learning experiences should be provided. It should also be attractive and interesting; it should arouse the interest of the children.

Example: Environmental education, population education, value education, vocational educations are emphasized in the syllabus.

1. **Expansion of primary school**

Adequate number of schools should be set up in particular region in order to provide all the members of the society.

1. **Enrollment of the student**

Students should be enrolled in schools for primary education. Dropouts from school should be brought nil rates.

1. **Incentives of education of children of weaker section**

Article 46 makes provision for promoting education and economic status of SC and ST.

Example: Free distribution of text books.

1. **Budget**

Central and State Governments have allocated considerable amount for development of primary education. The allocated budget has to be utilized to its best level, by avoiding any of wastage.

1. **New schemes**
2. Provide basic needs of each school
3. Non formal system of learning was organized.
4. To eliminate wastage and reduced dropout in the school, non retention system for fist five class.
5. Education officers appointed for good administration.
6. **Attempts made by NEP**
7. Operation blackboard
8. Adjustment of school working days and holidays according to the local conditions.
9. District Institute for Education and training (DIET) are opened.
10. National Literacy Mission was started.

**Causes for Unfulfilment of Our Constitution / Problems and Solutions for Achieving Universalisation Primary Education(U.P.E) or Universalisation of Elementatry Education(U,E.E)**

1. **Problems of population explosion: / Controlling Population explosion**

Population explosion is one of the major problems for the unfulfilment of U.P.E. Because of the growing population it becomes difficult to provide education for all.

**Solution:** Controlling the growing population is one of the main solutions for attaining U.E.E. People must be encouraged to adopt family planning as way of life.

1. **Problem of Finance:**

Since, India is a developing nation we do not have adequate funds or finance. Due to lack of financial aid we are unable to achieve U.E.E.

**Solution:** Hence it is necessary to use the available finance and resources to its best potential. We should aim to improve the science and technology which will help in increasing the financial position of our country.

1. **Problem of restructuring education:**

Education is very much structure with certain norms and regulations such as age limit, grades etc. It is rigid in certain aspects. It comprised of discrimination such as religion, community etc.

**Solution:** Education should be flexible. It should reach any one at any point of time. Age limit should not be an obstacle. Adult education should be encouraged so as to reach the various kinds of people. Education should be free from all kinds of discrimination.

1. **Open Learning system:**

Most of the population suffers form poverty and so their prime importance is to meet the day to day needs of their life. Due to this reason people tend to ignore education.

**Solution:** Hence open education system should be provided to meet the needs of those who are unable to seek education through full time institutional system.

1. **Problem of Poverty of parents:**

As mentioned above poverty leads to most of the problems. Because of poverty parents send their children to work to earn their daily living.

**Solution:** This can be overcome by providing free books, uniforms, mid-day meals, and provision of scholarships.

1. **Problem of illiterate parents:**

Most parents are illiterates and so they fail to understand the importance of education. Hence they hesitate to send their children to schools.

**Solution:** These parents can be helped by providing adult education which will make them understand the importance of education.

1. **Problem of unattractive schools:**

The curriculum, rules and regulations, structures are uninteresting and unattractive for the students. They do not derive pleasure from this set up and so tend to drop out of school.

**Solution:** Thus school should provide a variety of interesting activities which will draw the attention of the students. Appropriate methods and techniques should be adopted by the school.

1. **Problem of wastage and stagnation:**

**Wastage:** Drop outs of students before the completion of primary school education due to various reasons.

**Stagnation:** Retention of students in the same class for more than a year discourages the child and his progress.

**Solution:** Curriculum should be relevant. Appropriate methods and techniques should be adopted by the teachers. Everything (methods, techniques, curriculum, etc) should cope up with the new and changing trends. Students should be admitted in classes according to their ability and not on the basis of their age.

1. **Problem of girls education:**

Compared to boys, girls are given less importance in terms of providing education.

**Solution:** However the situation has improved these days. Girls should be encouraged to participate in all educational programmes. They should be provided with scholarships, incentives, etc.

1. **Problem of enforcing compulsory primary education:**

Though an act on free and compulsory education for children up to the age of 14 was passed, we have not yet achieved it completely. There have been many loop holes in its way.

**Solution:** The government and other educational institutions should take proper care in implementing this act with greater care and attention. Several facilities and provisions should be provided to reach every nook and corner of our country.

1. **Problem of education of backward classes:**

As we all know the backward classes are getting opportunities at present to participate in the educational programmes. This has to be encouraged further in order to reach all the members of backward classes.

1. **Problem of education of handicapped:**

Educating the handicapped is a major problem as we do not have sufficient special teachers or educators and sufficient special schools.

**Solution:** Central and State governments, NGOs and other community welfare organizations should join together to set up the required number of special schools and provisions for the handicapped children.

**Some other causes of the unfinished task in terms of UPE;**

* Single point entry
* Lack of part time facilities for education
* Lack of compulsion
* Irregular attendance
* Inadequate programmed of spreading literacy
* Lack of functional research in primary education
* Lack of adequate equipment
* Dull uninspiring curriculum
* Poor administration and supervision of primary schools.

**Steps taken by the Government:**

The thrust of the Govt. in U.E.E. has 3 aspects, namely universal access, universal retention & Universal achievement. The gross enrolment ratio at primary level has been increased. The number of primary school and upper primary school has increased in a considerable rates 95% of rural population of our country, has a primary school within I km and 85% upper primary schools within a distance of 3 kms. 15 crore children and 13 lakhs teachers are covered in this U.E.E. We have one of the largest elementary education systems in the world. The population of girls in class I st Std and also women teachers has increased steadily.

**Growth of Educational Institutions since 1999**

|  |  |  |  |
| --- | --- | --- | --- |
| **Years** | **Primary School** | **Upper Primary** | **Pry vs Upper Pry** |
| 1999-2000 | 641695 | 198004 | 3.2 |
| 2000-2001 | 638738 | 206269 | 3.1 |
| 2001-2002 | 664041 | 219626 | 3.0 |
| 2002-2003 | 651382 | 245274 | 2.7 |
| 2003-2004 | 710471 | 262649 | 2.7 |
| 2004-2005 | 767520 | 274731 | 2.8 |

**Problem of Wastage and Stagnation in Primary Education**

Our government both at the center and in the states has tried to improve and expand primary education since the attainment of freedom. However, it will have to be admitted that the desired success has not yet been achieved. Many children leave the schools even before completing the primary education.

**Causes of wastage at the primary stage:**

1. **Absence of a Methodical Approach:**

Absence of suitable school buildings, trained teachers, essential equipments, libraries, etc at the primary stage leads the students to lose interest in their education.

1. **Indifferent Guardians:**

Most parents are illiterates and so they fail to understand the importance and worth of education. So they are unable to guide and encourage their child. Hence they hesitate to send their children to schools.

1. **Faulty Administration:**

In all the schools the number students or admissions keeps increasing but the number of teachers, classrooms and other facilities remains the same. The teachers or the staff necessary for administration and other facilities have not increased proportionately. For example for 70 students we have only one teacher.

Another major cause of wastage and stagnation is that there are no rules regarding age of admission. The result is that students with different age join primary education and leave it when they desire. In rural areas due to the poverty of their guardians the children absent themselves too often particularly during sowing and harvesting seasons.

1. **Poverty:**

Poverty of the people in India is the most dominating factor responsible for wastage in the sphere of primary education. Most of the guardians are so poor that they with great difficulty manage two meals a day for their families.

1. **Lack of suitable Curriculum:**

Many of the primary schools have yet not been converted into newly patterned basic schools. They still teach the old curriculum which is not interesting to children. The children find it monotonous. Gradually the boredom creates in them a desire to leave the school.

**Stagnation in Primary Education:**

Stagnation means failure to complete the prescribed course within the prescribed time. This stagnation is responsible for waste in primary education both directly and indirectly. Stagnation has considerable harmed primary education.

**Causes of Stagnation:**

1. **Too many unattractive Course:**

For the primary classes there are as many as five subjects including arithmetic and science which are apparently dry subjects for children belonging to tender age group of six to eleven years. This leads to failure of many students in a class.

1. **Age for Admission should not be the same:**

Lack of any definite rule relating to admission in primary classes is also a factor responsible for age to get admission to any class he desires for. The result is that children of differ age groups and mental caliber are found in a class and their physical and mental development does not take place in a balanced manner. Many students, therefore, fail in their classes, thus causing stagnation.

1. **Uninteresting Atmosphere:**

A child joining a school finds an atmosphere there, which is quite different from the atmosphere prevailing at his home. He therefore faces a difficult adjustment problem. Many children who fail to adjust themselves in the new environment develop an anti-social out-look and turn into juvenile delinquents. Juvenile delinquency is contagious evil, which spoils other children too. This may lead to stagnation. Sometimes the home and school environment gets so unhealthy that the child is left no time to pursue his studies. He thus fails to complete his homework. Such children also fall prey to stagnation.

1. **Unfavourable Health of children:**

Physical weakness caused by unhealthy environment, malnutrition or diseases is also a cause of stagnation, because physically under-developed children cannot study hard to cover their courses. Their memory gets weak and they fail in their examination.

1. **Bad social Practices:**

Bad social customs like early marriages also prove cause for stagnation. Married boys start enjoying their married life, thus neglecting their studies.

1. **Bad arrangement in the school:**

In primary schools the number of teachers are too less. In many schools there is only one teacher who cannot do justice to various subjects. The result is that it is very difficult for the children to complete their courses. Besides, the shortage of teaching and reading material, insanitary conditions of school building and unhealthy environment play havoc with children’s studies causing stagnation.

1. **Defective Examination System not Evaluating in Student Duly:**

The present system of examination is defective in as much as it does not take into account the work done and labour put in by the student throughout the year. It tries to evaluate the child worth within a few hours and if for any reason the child is unable to answer a particular question satisfactorily his entire year’s labour is lost this our-dated and defective examination system cause stagnation.

The Mission also expects the neo-literates to have a working knowledge of metric units of weights measures, currency, distance and area, and units of time. They should also have a broad idea of proportion and interest (without involving fractions) and their use in working and living conditions.

**Right to Education**

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards.

Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words ‘free and compulsory’. ‘Free education’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

**The RTE Act provides for the:**

* Right of children to free and compulsory education till completion of elementary education in a neighbourhood school.
* It clarifies that ‘compulsory education’ means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. ‘Free’ means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
* It makes provisions for a non-admitted child to be admitted to an age appropriate class.
* It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
* It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
* It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
* It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
* It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,

It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child’s knowledge, potentiality and talent and making the child free of fear, trauma and anxiety through a system of child friend.

**UNDER EMPLOYMENT**

**Meaning of Underemployment**

Underemployment is a measure of employment and labor utilization in the economy that looks at how well the labor force is being utilized in terms of skills, experience and availability to work. Labor that falls under the underemployment classification includes those workers that are highly skilled but working in low paying jobs, workers that are highly skilled but work in low skill jobs and part-time workers that would prefer to be full-time. This is different from unemployment in that the individual is working but isn't working at their full capability.

"[Overqualification](https://en.wikipedia.org/wiki/Overqualification" \o "Overqualification)" or "overeducation", or the [employment](https://en.wikipedia.org/wiki/Employment) of workers with high education, [skill](https://en.wikipedia.org/wiki/Skill) levels, or experience in jobs that do not require such abilities. For example, a trained [medical doctor](https://en.wikipedia.org/wiki/Medical_doctor) who works as a [taxi](https://en.wikipedia.org/wiki/Taxicab) driver would experience this type of underemployment.

## Underemployment is a significant cause of [poverty](https://en.wikipedia.org/wiki/Poverty): although the worker may be able to find part-time work, the part-time pay is not sufficient for basic needs. Underemployment is a problem particularly in [developing countries](https://en.wikipedia.org/wiki/Developing_countries), where the unemployment itself is often actually low, with most workers doing subsistence or occasional part-time jobs.  Causes of Underemployment

* Underemployment has been attributed to adverse economic conditions such as a recession, which occurs when there is a decline in economic activity.
* Underemployment is also caused when the supply of workers is greater than the demand for workers, there are layoffs, or when there is a technological change.
* A technological change occurs when technology takes the place of a job that a worker would have previously occupied. For instance, in some cases vending machines have taken the place of some cafeteria workers or cashiers.

**UNEMPLOYMENT**

**Meaning of Unemployment**

Unemployment occurs when a person who is actively searching for employment is unable to find work. Unemployment is often used as a measure of the health of the economy.

**Unemployment** occurs when people who are without work are actively seeking work.

**Unemployment** is a situation where in the person willing to work fails to find a job that earns them living.

Unemployment means lack of employment. In simple way, unemployment means the state of being unemployed.

The rate of unemployment varies over a wide range among the different states of India. When a person does not get a full time work, it is called under-employment.

**Types:** Unemployment may be categorized as follows:

* seasonal unemployment,
* industrial unemployment,
* educational unemployment,
* technological unemployment, and
* disguised unemployment.

1. laborers, farmers, workers of sugar mills, rice sellers, cotton ginning units and ice factories are included in **seasonal unemployment**.
2. Workers forced to be unemployed due to saving devices are counted in **industrial unemployment**.
3. **Educated unemployment** arises when a large number of educated people are unemployed or unable to secure a job**.**
4. **Technological unemployment**refers to the situation when people have been put out of work by the introduction of a superior technology in their idea of operation.
5. **Disguised unemployment** is a common feature in agriculture. It arises when more than the required human-resource have been engaged in the cultivation of the same plot. It is a sort of under employment.

**Causes / Reasons for unemployment:**

**1. Theoretical education:** This chronic unemployment is in some quarters attributed to the system of education prevailing in our country. **Our education is too theoretical.** It turns too many arts graduates and too few engineers.

To make up for this deficiency Government has opened several technological institutes in different parts of India. **However, this attempt, good as it is, will not solve the problem of unemployment.**

Already there are more technically trained men than there is employment for them.

**2. Lack of full employment in industries:**In the industrial segment, there is the same lack of full employment. There are not many mills and factories and the number of men employed in them is not large. Even the mills and factories that we have do not work to their maximum capacity either for lack of requisite machinery or for lack of adequate supply of materials.

**3. Lack of alternative opportunities for agricultural workers:**In the rural India, the picture is equally discouraging. Agriculture is the principal occupation of the majority of rural population. However, agriculture keeps the cultivators engaged for a limited part of the year. For many months every year the agriculturist remain idle and lives miserably.

**4. Poor condition of cottage industries:**In villages, unemployment is due to lack of cottage industries. The cottage industries are in a winding state. They give whole-time occupation to only a fraction of the people who depend on them.

**5. Other factors**: The other factors that are responsible for unemployment in India are:

Excessive burden of population on cultivation;

* Rapidly increasing population;
* Low productivity in agriculture sector;
* Defective economic planning, and
* Large-scale production and mechanization.

**Solutions of Unemployment**

Every country is trying to solve the unemployment problem in her own way.

**1. Increase in national wealth through industrialization: The real remedy** lies in an addition to the national wealth, in increased production of industrial goods. If there are more industries, there will be more avenues for employment, particularly for men and women with professional and technological training. Already the River valley projects and power-plant projects are finding employment for a large number of men.

It is only in a **rapid industrialization** of the country that we have a key to the solution of our economic problem. If more and more industries are established and more commodities are produced, there will be vacancies not merely for technically trained university men but also for laborers – skilled and unskilled.

If we have more wealth, we shall be able to pay our doctors better, we shall require more banks, more schools and colleges and more universities. Thus, rapid industrialization alone opens up new avenues for the educated people for the urban areas as also for mill and factory hands.

If the unemployment of the rural people is to be tackled**, emphasis should also be laid on the revival of cottage industries**. This will give part-time occupation to agriculturists and relieve the poor people who depend on these small decaying industries such as weaving, making carpets and mats or utensils of ball-metal.

The Government alone can help them with loan and find a market for their goods. If these industries are revived, the rural people will live in happiness and peace.

**2. Establishment of Vocational and Technical training institutes:** The government should open Technical and Vocational colleges and manual laborshould be made compulsory. Big factories should be attached to these colleges. More stress is to be given to practical side.

**3. Increased investment in heavy industries:** Investment in heavy and basic industries and consumer goods industries should be increased to provide more employment with more production.

**4. Revival of cottage and small scale industries**: Cottage and small scale industries should be developed. Subsidies and other incentives should be given to private sector.

**5. Modernization of agriculture**: Modernization and mechanization of agriculture should be done. Wastelands should be utilized.

**6. Improved transport and communication:** Rural works programs should be increased means of transport and communication should be developed.

**7. Self-employment should be encouraged:** Government should take initiatives to encourage self-employment. Young entrepreneurs should be assisted with hassle free loans.

**Digital divide**

The **term** "**digital divide**" **refers to** the gap between individuals, households, businesses and geographic areas at different socio-economic levels with regard to both their opportunities to access information and communication technologies (ICTs) and to their use of the Internet for a wide variety of activities.

**Digital divide** is a term that refers to the gap between demographics and regions that have access to modern [information and communications technology](http://searchcio.techtarget.com/definition/ICT-information-and-communications-technology-or-technologies), and those that don't or have restricted access. This technology can include the telephone, television, [personal computers](http://whatis.techtarget.com/definition/personal-computer-PC) and the [Internet](http://searchwindevelopment.techtarget.com/definition/Internet).

Well before the late 20th century, *digital divide* referred chiefly to the division between those with and without telephone access; after the late 1990s the term began to be used mainly to describe the split between those with and without Internet access, particularly[broadband](http://searchtelecom.techtarget.com/definition/broadband).

The [digital](http://whatis.techtarget.com/definition/digital) divide exists between those in cities and those in rural areas; between the educated and the uneducated; between socioeconomic groups; and, globally, between the more and less industrially developed nations. Even among populations with some access to technology, the digital divide can be evident in the form of lower-performance computers, lower-speed [wireless](http://searchmobilecomputing.techtarget.com/definition/wireless) connections, lower-priced connections such as [dial-up](http://searchnetworking.techtarget.com/definition/dial-up), and limited access to subscription-based content.

The reality of a separate-access marketplace is problematic because of the rise of services such as [video on demand](http://searchtelecom.techtarget.com/definition/video-on-demand), [video conferencing](http://searchmobilecomputing.techtarget.com/definition/videoconference) and [virtual classrooms](http://whatis.techtarget.com/definition/virtual-classroom), which require access to high-speed, high-quality connections that those on the less-served side of the digital divide cannot access and/or afford. And while adoption of [smartphones](http://searchmobilecomputing.techtarget.com/definition/smartphone) is growing, even among lower-income and minority groups, the rising costs of data plans and the difficulty of performing tasks and transactions on smartphones continue to inhibit the closing of the gap.

According to recent studies and reports, the digital divide is still very much a reality today. A June 2013 U.S. White House broadband report, for example, showed that only 71% of American homes have adopted broadband, a figure lower than in other countries with comparable gross domestic product.

Proponents for closing the digital divide include those who argue it would improve literacy, democracy, social mobility, economic equality and economic growth.

**Privatization in Education**

To be added

**Commercialization of Education system**

**Introduction:** The commercialization of education has been fairly a recent trend in India that stems

from the educational reform in the country over the last two decades. It mainly materializes itself in

mushrooming private schools, public schools and private universities and at the high education level

.In a sense; it has added a financial element to the qualification of attending private schools and

public and private universities.

Undoubtedly, it affects million families. As a result, it also changes the traditional concepts of

education in Indian society including the student teacher relationship, education and attitude towards

gaining knowledge .Education was something that was always driven by thought in the former days.

Meaning of commercialization of education:

Generally commercialization is a process by which a new product or service is introduced into

the general market. Commercialization of education is trend of decreasing emphasis on the humanities and increasing attention to the demand of the student s. It is a tendency which gives emphasis on to make education profitable as well as business oriented .On the other way commercialization of education means that schools are competing more than ever for whole can provide quality education at a reasonable price. Like any other market, this healthy competition is benefit to the buyer or in this case the student. The enmeshing of private schools, public schools and the costs associated with each means that students of all steps of life will start attending both forms of education. Since commercialized education means that students are paying more for education than the government invests. It is obvious that the direction of education will lie more in the hands of students and Teachers.

**Materials and Methods:** The main objector of the paper is to give a critical discussion of commercialization of education system. The methodology of the paper is analytical and description.

The source of date in this paper is secondary data. All secondary date are collated from various

books, journals, magazines, newspaper, internet sites etc. Because of rapid development of science

and technology the internet, the education system is becoming more and more private and

commercial and it both the positive and negative impact.

The positive and negative impact on commercialization of education is discuses below—

Merits of Commercialization of Education: Commercialization has a positive impact on education.

Some of the important aspects are as follows:

**1.**  **Employment opportunity:** Commercialization of education provides employment opportunity. It provides job opportunity as well as hundred percent job guarantees to the students. Many private institutions offer various job oriented job oriented courses, various degrees, diplomas, certificate course etc. Which help the students to engage in job. Due to the presence of commercialization of education various organization such as GATS (General Agreement on Trade in services), the students gets the opportunity to doing professional course at the local branch Campuses of foreign institutions. Like that the teachers, lectures also engaged in the job in foreign countries. This also reduces the unemployment problem of the country.

**2.**  **Economic Development:** Commercialization of education helps in the process of

economic development. Commercialization in education helps in increasing the rate of

literacy, Gross Domestic Product, Gross national Income, per capital income, provide the

job opportunity etc. Which is the major indicator of economic development of a country?

This indicator also helps in the human resource development. So commercialization of

education contributes in the economic development of a country.

**3. To Face the Global Challenges:** Commercialization of education helps to face the global

challenges of the world. The global challenges are as modernization, industrialization,

privatization, globalization, information and communication Technology, Emergence of

International knowledge Network, Role of English language etc. Commercialization of

education helps the students in acquiring appropriate knowledge about the advantages in

technology. Emergence of International knowledge Network, Role of English language etc.

Commercialization of education helps the acquiring appropriate knowledge about the

advantages in technology. The challenges, how to adopt it , how help etc. and it also provide

demand for training that can be applied in the real word. For this number of institutions of

education system have transformed this structures and curriculum to meet the new global

challenges.

**4. Personality development:** commercialization of education helps in the personality

development of the students. The commercialization of education provides formal education

to students. For the personality development of the students they provide moral education

which included the development commercialization skill, soft skill, how to maintain their

physical health, to how face interview, how to with entrance examination how to adjust with

the society etc. In the school syllabus the subject of moral science are included. This is

helpful for the students in the entire life.

**5. Quality of education:** Commercialization of education give emphasis on quality education.

The concept of quality education is broader term which indicates the quality of the learner,

quality of the learning environment, quality content, quality process and quality outcomes.

The commercialization of education makes effort to provide quality education to the

students and also offer more demanding courses in the modern society. Generally every

parents wants that their children take the quality education which help them in their future

life as well in the development of society. A person who gets good education will become a

more dependable worker, better citizen and strong consumer. The commercialization

institution provides good learning environment, good infrastructure facility, good teachers

etc. For achieving quality education.

**6. Increased private Institutions:** Duo to the presence of commercialization of education a

number of private institutions were increased in various region. When the private

institutions increased day by day the tendency of commercialization also increased,

commercialization can’t take place without privatization. The various private institutions

provide technical, medical, professional courses for the benefit of the students, along with

the institution also provide proper infrastructure facility. So it helps the student in facing an

international plate from. Incensement of private institutions increased the job opportunity

and both the qualitative and quantitative development of education. So commercialization of

education helps in this process.

**7.**  **Social development:** Commercialization of education give emphasis on the social

development. For the development of the nation, social development is very necessary. In

the private institution the students were provide the social education how to adjust with the

society, knowledge of the various culture, knowledge about social interaction, provide

knowledge to the students to preserve their culture, knowledge of the norms, social customs

etc. So the commercialization’s in education provide appropriate opportunity to the students

to establish a relationship with the culture traditions, norms etc. Of the society. Through

the education it is helpful for the child to develop the innate social qualities including

socialization, social interaction, take participate in the program of the school etc. So

commercialization of education help in the social development and it also provide education

according to needs of the society.

**8. Fulfillment of expectation of parents:** Commercialization of education helps in fulfillment

of expectation of parents by providing education in the private institutions. Every parents

tries their level best to provide quality education to his ward and to fulfill their dreams, they

spend a lump sum amount of money so that their ward is able to study in the best

educational institution. This institution makes efforts to fulfill the dreams of the student. The

education institutions, coaching centers etc. make a new educational industry, where after

completion of the course the student engaged. They provide competitive environment to the

student so as they can get achievement. When parents admit their children they become sure

that their children future will be bright, because the parents have the faith the proper

education as well as proper environment of the institutions.

**9.**  **Development of professional efficiency of teachers:** Commercialization of education

helps give attention on the development of professional efficiency of teachers. In the private

institutions they appointed highly qualified teachers, smart teachers, and also provide proper

training to the teachers for their professional development. So that the students of different

parts came to the institution to education. The institution provide opportunity to develop to

their professional efficiency through seminars, workshop, study circle, conference etc.

**10.**  **Professional and vocational development of learners:** commercialization of education

gives very much emphasis on professional as well as vocational development of the

students. The advertisement made by the school and colleges such as coaching, diploma

degree, vocational training, various professional and skill development courses etc. which

help the student to get a background about these courses, and provide opportunity to

develop their academic career. Due to the effect of provide E publishing which provide our

freelance writers an opportunity to work from home, have unlimited income potential as a

weekly basis.

**Demerits of commercialization of education:**

Commercialization of education also has some demerits. Some of the important points are as follows-

**1.**  **More emphasis on marks:** commercializations of education give more emphasis on

marks. It not tries to fulfil all round development of students. The students were forced to

get more and more marks in each subject and only give importance on intellectual activities.

Continuous education is too much in this type of institution. When the students got high

marks and make good result then people generally will be increased every year and from

their high amount of money the institution will be developed and commercially benefited. In

some private institutions they provide cheap commercial and vocational studies and the

parents blindly send their children to it.

**2.**  **Unable to maintain the principle of quality:** Commercialization of education is unable to

maintain the principle of equality. In the society there are three types of people were lived –

upper class people, middle class people and lower people. For the impact of

commercialization of education system the poor people as well as the weaker section of the

society not be able to get education due to high rate of fees in admitting the students. Only

the rich people will be able to take education because they have the capacity to spend high

amount of money. There is various constitutional provisions such as article 46, but the

commercialization of education not followed such type of provisions, because they always

give emphasis on profit. Who pay money they will get better education.

**3. Profit oriented:** Commercialization of education always give emphasis on profit. It makes

education as a business. People make rise about it but day by day it increased rapidly. In

many schools for the commercial benefit there have soda machines, candy machines, fast

food canteens, café teria in the boundary of the school or college campus; it is a example of

commercialization. From these sources they earn money from the students only for their

benefit.

**4.**  **Costly:** The impact of commercialization in education which make education very costlier.

In the private institutions the admission fees, monthly fees, development fees, semester fees

etc. Were very high. It is not possible to send their children in that type of institution. They

demand high amount of donation in admitting the student in various course. But the same

type of education was given in the government school. The government provide various

facilities to the students, reservation are there, special facilities are there for the special

students where as in the private institution it not be seen. From the commercialization point

of view the students are the consumer, education is the things and the educational

institutions are the shop.

**5. Materialistic outlook:**  Commercialization of education develops the materialistic outlook

among the students. The student have the attitude that to take proper education and to get a

good job. They pay money and take education. The student only thinks of himself and not

for the development of his region, society and for the nation. They want to spend an luxuries

life. The commercialization of education makes the student self – centered. The students

have the high expectation for the benefit of him. This type of education not help the student

to develop the democratize attitude towards the people, towards the society and the nations.

The students only busy with him and forget the duties of the citizenship and it produces a

narrow outlook or narrow attitude among the students.

**6. Over burden of Teachers:** The impact of commercialization on education also related with

the over burden of the teachers. In the private institutions, for the commercial benefit they

pressure on the teachers and give over burden of work for the whole day. They were bound

to do the activities provided by the authority. They were busy to take the class, examination,

remedial class, tutorial class, to check the examination copy etc. But on the basis of their

hard working in the whole day they don’t get sufficient amount of money. Sometimes

teachers can be suffered from anxiety; tension etc. and they were not satisfied with their job.

The institutions have the outlook, the profit should be increased and not spend money in

other activities. Only money is the main point is this type of institution.

**7.**  **Mechanical Process:** Commercialization’s of education make the education process as

mechanical. It not follows the psychological principle. The children have given over burden

curriculum. The teachers were engaged at all levels, they take all class, including remedial

class, tutorial class, group discussions, seminars etc. Which decreased the attention,

motivation of the students towards learning? Very much repetition is there so that the

teaching learning process becomes an mechanical one. This institution wants to make the

student good in all subjects’ areas in a short period of time, because they get a huge amount

of money from the students for their development. So that they to maintain their standards.

The teachers as well as the students were affected from this mechanical process.

**8.**  **Less salary to teachers:** The commercialization of education impact on the salary of the

teachers. In the private institutions the teachers were provide over burden work pressure.

They don’t have time, any time they are busy. The authority observed the teachers. The

teachers usually faced the rudely voice of the authority when mistakes are there. The whole

day the teachers were associated with the teaching process. They not have the leisure time

for mental release. But the teachers don’t get sufficient amount according to their work. So

it not encourages the teachers for their professional development. If the institutions paid

huge money to them the profit will not be there, which will bring an unfavorable condition.

The main aim is the profit of themselves so that they not paid the teachers sufficiently.

**9. Poor service condition of teachers: -** Commercialization of education only gives emphasis

on profit of authorities who open the institution, but not give attention on the profit of the

teachers. They provide less salary to the teachers but teachers have given over burden of

work. They not provide quarters, proper facility, proper transport, water facility etc. to the

teachers. So that the conditions of the teachers become poor, but they provide proper

education of the students. If all the facilities provide to the teachers the institutions not

become in a condition of profit. So that the commercialization of education greatly impact

on it.

**10. Over burden curriculum**: - Due to the impact of commercialization of education of

educational institutions become a business enterprise. The curriculum of the institution is

very is spread. It includes various additional subjects in general curriculum. The small

children are suffering from it. The books provided by the institutions are very expensive and

in the lower stage which are not psychologically effective. The students were given to do

daily home work, practical work an each subject which have a great burden to the students.

The not have time to play with his groups due to tuition, school, drawing class music class

etc. so this type of education make the student as a machine. These actions were played

only for the benefit of the educational institutions.

**Results and Discussion:** From the above discussion it is clear that commercialization has both the

positive and negative impact on education. Without privatization commercialization can’t take

place. Education is to bring out the potential in a learner by providing the leaner the most congenial

physical and social environment to help him realize his fullest potential. Education on the other hand

is an industry and its commercialization is here to stay. At the end we can say that for these people

education has today become on option to make money than providing quality education to students.

But due to the presence of this tendency it is helpful for the government for reducing their work

burden and for the students to cope up with the modern society.

**CHILD LABOR AND ENSURING CHILD RIGHTS**

**Child labour** refers to the employment of**children** in any work that deprives **children** of their childhood, interferes with their ability to attend regular school, and that is mentally, physically, socially or morally dangerous and harmful. This practice is considered exploitative by many international organisations.

Poverty and lack of social security are the main causes of child labour. The increasing gap between the rich and the poor, privatization of basic services and the neo-liberal economic policies are causes major sections of the population out of employment and without basic needs. This adversely affects children more than any other group. Entry of multi-national corporations into industry without proper mechanisms to hold them accountable has lead to the use of child labour. Lack of quality universal education has also contributed to children dropping out of school and entering the labour force.

A growing phenomenon is using children as domestic workers in urban areas. The conditions in which children work is completely unregulated and they are often made to work without food, and very low wages, resembling situations of slavery. There are cases of physical, sexual and emotional abuse of child domestic workers. The argument for domestic work is often that families have placed their children in these homes for care and employment. There has been a recent notification by the [Ministry of Labour](http://www.childlineindia.org.in/Ministry-of-Labour-and-Employment-and-Related-Bodies.htm) making child domestic work as well as employment of children in dhabas, tea stalls and restaurants "hazardous" occupations.

Child labour is highest among schedules tribes, Muslims, schedule castes and OBC children. The persistence of child labour is due to the inefficiency of the law, administrative system and because it benefits employers who can reduce general wage levels.

Bonded child labour is a hidden phenomenon as a majority of them are found in the informal sector. Bonded labour means the employment of a person against a loan or debt or social obligation by the family of the child or the family as a whole. It is a form of slavery. Children who are bonded with their family or inherit a debt from their parents are often found in agricultural sector or assisting their families in brick kilns, and stone quarries.

**Child Rights:**

School is one of the most important institutions developed by the society with specific objectives of providing education to children. In fact, school has to play a crucial role in moulding the society, which builds it. The function of developing future citizens is entrusted to the schools. As a future citizen the child enjoys certain rights. The society and school are under obligation to fulfill those rights.

**Child Rights Education – Importance:**

Education is the fundamental right of the child. Article 28 of United Nations Convention of the Rights of the Child recommends steps for their right to be achieved “progressively and on the basis of equal opportunity”.

Article 29 emphasizes that education should help the child in developing his or her “personality, talents and mental and physical abilities to their fullest of potential”.

* Another purpose is to develop respect for human rights and fundamental freedom.
* Another important purpose is to protect children against all forms of physical and mental violence, injury and abuse.
* Yet another purpose is right of the child to rest, leisure and play.
* Yet another purpose is against child labour, and protection against drugs and sexual abuse.
* Article 6 – right to life, goes further than granting children the right not to be killed. It includes the right to survival and to development.
* Article 12 lays emphasis on the right of the child to be heard and have his/her ideas taken seriously.

It is important to note that childhood is no longer seen as only a preparatory period for adulthood but having a value in itself. It is important that a holistic view of the child is developed in which it is stressed that he or she should have space to develop that his/her opinion should count and that therefore, the child is a subject in the learning process, not an object to be stuffed with facts.

It is important that the education policies that are developed be in the best interests of the child, which enable the child to develop democratic values, and human rights.

**Indian Constitution and Child Rights**

Article 45 of Directive Principles of State Policy lays down that “The State shall endeavor to provide within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years”. This is one of the directive principles of State policy fundamental in the governance of the country and it shall be the duty of the State to apply these principles in making laws.

**MALNUTRITION:**

**Malnutrition** or **malnourishment** is a condition that results from eating a diet in which nutrients are not enough or are too much such that it causes health problems. The nutrients involved can include: calories, protein, carbohydrates, vitamins or minerals.

Malnutrition is a dangerous condition that develops when your body does not get enough nutrients to function properly. Malnutrition can be caused by a lack of food or an unbalanced diet that's missing or insufficient in one or more nutrients. The World Health Organization says that malnutrition affects about 792 million people worldwide. At least a third of them are children. Childhood hunger affects one of every four children in the United States, with as many as 17 million children at risk of malnutrition.

## 

**Long-Term Implications**

The short-term implications of malnutrition eventually give way to long-term complications, such as growth and cognitive delays.

Malnutrition not only impacts growth in the short term, but can also limit total bone growth. Additionally, children classified as low height-for-age (stunted) may never be able to regain lost growth potential if they continue to live in a nutritionally deprived situation.

[Cognitive Implications](http://conservancy.umn.edu/handle/93897)

Malnutrition negatively effects brain development causing delays in motor and cognitive development, such as:

* Attention deficit disorder
* Impaired school performance
* Decreased IQ scores
* Memory deficiency
* Learning disabilities
* Reduced social skills
* Reduced language development
* Reduced problem-solving abilitie

**VALUE EDUCATION**

**Definition of values:**

**Allport’s views:**

**“**The term value means the relative prominence of the subject’s interest or the dominant interest in personality.”

**R.K. Mukerjee’s view:**

“Values are socially approved drives and goals that are internalized through the process of conditioning, learning or socialization and that becomes subjective preferences, standards and aspirations.”

**Concept of Values:**

Values are desirable desires. Any human desire cannot be called as value. An individual’s desire gets elevated to the position of values if it is desired by the society.

**CLASSIFICATION OF VALUE**

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Before we classify values into certain categories let us try to enlist them. A few values are:

Truth, Beauty, Goodness, Considerateness, Co-operation, Compassion, Concern for others, Cleanliness, Courage, Citizenship, Courtesy, Devotion, Discipline, Duty, Dignity of individual, Dignity of manual work, Endurance, Equality, Fellow-feeling, Friendship, Faithfulness, Freedom, Gratitude, Gentlemanliness, Good manners, Honesty, Humanism, Hygienic living, Helpfulness, Initiative, Integrity, Justice, Kindness, Leadership, Non-violence, National consciousness, National integration, Obedience, Patriotism, Punctuality, Peace, Purity, Socialism, Secularism, Tolerance, and Universal love.

**Plato’s classification:**

Plato classified values on the basis of ultimate realities. These are: 1. Truth, 2. Beauty and 3. Goodness. These are also the basic values of life enunciated by the India thinkers as Satyam, Shivam and Sundram.

**Parker’s classification of values:**

**Parker classified values on the basis on interest in following groups:**

1. Biological values, 2. Economic value, 3. Affective values, 4.Social values, 5. Intellectual values, 6. Aesthetic values, 7.Moral values, 8. Religious values.

**Spranger’s classification of values:**

Spranger classified values in six categories:

1. Theoretical values, 2. Economic values, 3.Aesthetic values, 4. Social values, 5. Political values and 6 Religious values.

**Hierarchy of Values:**

The values are of different kinds. They are subjective and objective, intrinsic and instrumental,, temporal and eternal, material and spiritual, matter and form, potentiality and actuality.

Again the values are divided as personal values, neighborly values. There are aesthetic values, which are related to fine arts like dancing, painting, music etc.

The very fact that there are different kinds of values there raises the need of arranging values as per priority. This arrangement is called hierarchy of values. ‘Which value is to be given the top most priority in a society’ depends upon the philosophy of life of that society. India gives priority to spiritual and moral values. U.S.A. cherishes pragmatic value as the most important one. So value preference differs from nation to nation, from a society to society. Even within the society value preference may change from time to time. So values are plastic, flexible not rigid.

**SOCIAL, MORAL, CULTURAL AND SECULAR VALUES**

**Social Values:**

Man is a social being. He lives in the society. It is the society which makes him socialized and cultured, almost everything that he learns is acquired from the society. Only the capacity of learning is his own. It is in society that his ego develops whereby he is called a human being. Altruism implies concern for others, social service and sacrificing one’s own interest.

**Discipline:**

Discipline is an essential condition of successful social life. It generates virtues which give essence to society and strength to nation. Discipline should be internal, self-imposed, positive and constructive rather than externally imposed, negative and destructive. Indiscipline leads to anarchy.

**Social sensitiveness**:

Everybody in the society should be socially sensitive. Social sensitiveness helps the person in leading good social life.

**Altruism:**

Altruism implies concern for others, social and sacrificing one’s own interest. A person should be interested in the welfare of others. He should not have his own axe to grind in every walk of life. He should look beyond one’s own interest. He should have fellow-feeling and concern for others. Or the foundations of altruism are built an individual’s social relationships, his interest in others and his sense of responsibility.

**Toleration**:

A person should tolerate the views of others.

**Social adjustment**:

A person should make adjustment to members of various social groups.

**Social loyalty**:

A person should be loyal to family members, friends, neighbours and other associates.

**Social justice**:

A person should be in favour of social justice. He should make efforts to ensure social justice in the social group.

**Panchsheel of values** :

Social values can also be mentioned by giving the following five values called Panchsheel of values:

i.Cleanliness i.e., internal and external, (ii) Truthfulness, (iii) Co-operation, (iv) Equality, and (v) Hard work.

**Other Social Values: Some other social values are**: (i) Courtesy, (ii) Devotion, (iii) Friendship, (iv) Good manners, (v) Helpfulness, (vi) Kindness, (vii) Respect for others, (viii) Sense of social responsibility, (ix) Solidarity of mankind, and (x) Team work.

It should be noted that social values are based upon moral and religious values. This means that the social values have the sanction of moral and religious values. This is because the social organization can work only if their members are good, well-behaved, just and righteous in conduct. These are the values that are cherished by religion and morality.

**Moral Values**:

In the word of Shri Radhakrishnan, “The troubles of the whole world including India are due to the fact that education has become a mere intellectual exercise and not the acquisition of moral and spiritual values.” At present when moral and social values are disintegrating, when religion is losing its hold, when power and knowledge are being misused for vested interests, when nations do not trust one another, it is essential that education for moral values should be imparted.

Morality signifies a code of ethical principles which are essential for leading a noble life. Moral values are important for the life of an individual. Morality is the base on which character is formed. Morality is the only balm which can heal the wounds of humanity. It is education for morality (moral values) which would impel man to utilize atomic energy for the betterment of humanity rather than for its destruction. The following are the moral values:

**Honesty:**

Honesty is the best policy’ is a famous saying. Honesty is the basis of character and human interactions. It should be deliberately inculcated among children from the childhood period.

**Truthfulness:**

Truthfulness has a unique importance in life and education. A person should be true to his salt. He should be truthful to his conscience, to his family, to his friends, to his neighbours, to his society, to his state, to his country and to the humanity at large. Value of truthfulness should be cultivated from the early childhood period.

**Moral stability**:

A person should be morally stable and consistent, No person can be completely human without moral stability. Morality should be developed from within.

**Good Character**:

Good character and conduct are important moral values. Character includes all the noble qualities that a man can over imaging to culturate. Self-control, reliability, persistence in action, industriousness, consciousness, sincerity, sense of responsibility, tolerance, temperance, and justice are significant moral values which from part and parcel of character. There must be harmony between noble thoughts and actions.

**Other moral values**: (i) Considerateness, (ii) compassion, (iii) Good manners, (iv) Kindness, (v) Non-violence, (vi) Purity, (vii) Sympathy, (viii) Social service, (ix) Simple living and high thinking (holy life), (x) Steadfastness, (xi) Self-discipline, (xii) Humility, (xiii) Courageous conviction, (xiv) God fearing personality.

**Cultural values:**

Every culture has some value system. According to McIver and Page, “Culture is the realm of styles, of values, of emotional attachments, of intellectual adventures”. The best that has been thought and known is culture. It is the inner beauty and refinement of intellectual, aesthetic and moral aspects of personality. Important cultural values (values of Indian culture) are:

**Faith in God:**

Belief in the existence of Gods is the first fundamental of Indian Culture. He is truth and Love, Ethics and Morality, Source of Light and Life. He is a personification of Sat, Chit and Ananda (Existence, Knowledge and Bliss). He is the creator of the universe. He pervades the whole living and non-living world. He emancipates us from the bondage of dust and gives us the wealth not of things but of inner light, not of power but of love.

**Spiritualism**:

In Indian culture great importance has been attached to Indian culture, truth, beauty and Goodness are spiritual values. Spiritualism gives real strength to human soul and mind. Spiritualism will end chaos, disorder, destruction, exploitation, selfishness, hatred and aggression in this world. In the words of Russell, the choice before present humanity is either total annihilation or co-existence through ethical and spiritual values. Spiritual perfection will lead to better social order and human brotherhood.

**Non-violence**:

Non-violence includes humility, charity, love, patience, purity of heart and freedom from passion of thought, world and action. It implies complete freedom from violence i.e., freedom from hate, anger, vanity and ill-will. Non-violence inspires to love all creatures. It purifies the spirit. We abstain from doing harm to others by word or by deed or even by thought. Non-violence is the means to attain the goal of truth. It is the only means for peaceful settlement of the world issues and peaceful co-existence.

**Tolerance:**

We have implicit faith in toleration. Toleration is an important characteristic of our culture. We are tolerant, broad-minded and peace-loving towards the people of other creeds living in our neighbourhood state and country. Tolerance in every walk of life and activity is essential for peaceful co-existence.

**Simplicity:**

Simple living and high thinking is another important trail of Indian culture. In the morning mostly and often enough in the afternoons, people attend kathas i.e., readings from Scriptures, commentaries or sermons by saints. This Sat Sang has come down to us as a noble tradition.

**Social service:**

We render Social Service on occasions of marriages, deaths, earth-quakes, disasters, havocs by fires or storms or cyclones, Social services propel man towards God. Social service is an important cultural value.

**Dignity of manual work:**

Dignity of manual work is emphasized in Indian culture. It is absolutely necessary for life. It is the basis for socially useful and productive work. It is held in high esteem. Guru Nanak attached great importance to *‘Kirat Karna’.* In the words of Mahtma Gandhi, “Those who do not work with hands soon lose the music of their life.”

**Niskama Karma:**

*Niskama Karma* is also an important value of our culture. It is the central teaching of the *Gita.* It means an action in identity with the divine will or to be a successful instrument in the hands of divine power. It is favourable to physical, psychological and spiritual nature of man. It synthesizes selfishness with altruism. It harmonies the good in the world to come.

**Courtesy:** Courtesy has unique importance in Indian Culture , Courtesy refers to:

* Show respect to parents, teachers, neighbours and other elderly persons.
* Appreciate the smallest help given by others.
* Speak politely and greet others.
* Avoid using harsh or abusive language.

Some other cultural values are (a) Forgiveness, (b) Brotherhood of man and fatherhood of God, (c) Truthfulness, (d) Board – mindedness (e) Purity, (f) Secularism, (g) Universal love, (h) Synthesis between material and spiritual values.

**Secular Values:**

**Mutual understanding:**

Mutual understanding is essential among the people having different customs, faiths and religions, it is essential for successful and peaceful living.

**Mutual co-operation:**

Value of co-operation should be developed in the people. It promoted group living.

**Tolerance**:

Secularism implies tolerance. Tolerance is an important secular value. All types of physical, social, economic, political, religious and other differences in languages, thoughts, habits, food and dress are tolerated. It requires broad-mindedness.

**Appreciation of universal truths**:

Secularism appreciates universal truths revealed by different religions. Most of the religions hold the view that service to humanity is service to God. Dignity of the individual should be developed.

**Character:**

Secularism is the foundation for the development of character and morality. It inculcates humanity, truthfulness, honesty, courtesy, sympathy, spirit of service and sacrifice which form a noble character of man and develops his personality.

**Humanitarianism:**

Secularism stands for peace, good will and understanding. It helps in fostering the brotherhood of man and the unity of the world. It encourages the policy of live and let live. It will help in replacing hatred in love, selfishness in self-sacrifice and violence in non-violence.

**Need for Teaching Values**

As we have stated earlier along with material progress, unethical way of life and antisocial activities have come to stay with us. During recent years, the growing indiscipline, mad rush towards materialism, egoism, murder, theft, prostitution and the phenomenon of nouveau riche are ever on the increase. This is a clear indication that the society experiences a deep erosion of values.

In such a situation the choice before humanity, according to Bertrand Russell is “either total annihilation or co-existence through ethical and spiritual values”.

Most of the educationists regard the intelligent likes or remote values as of higher nature than the immediate ones. Even in the remote values, they bold intrinsic value as of greater importance than the instrumental values. This is because instrumental values are subjective, conditioned by time and place while intrinsic values are universal, relatively permanent and objective. It may be noted that there are some educationists (mostly materialists) who rate instrumental values higher than the intrinsic values. This controversy poses a problem in curriculum construction as whether subjects related to instrumental values should be assigned any place above or below or near the subjects connected with intrinsic values. As we have stated earlier that both kinds of values are interrelated, mutually complimentary, supplementary and are essential for the progressive growth and development of children. Hence hierarchy of educational values is not of great significance. For a wholesome and proper development of children all values are essential inspite of the undoubted greater significance of intrinsic values.

The need and importance of value-oriented education are explained under the following points:

* **Moral development:** Value education is the foundation of character and moral development.
* **Cultural development:** Value education plays an important role in the cultural development. Value education preserves and reinforces culture. Both values and culture develop hand in hand and influence each other.
* **Development of wider attitude:**  Vale education makes pupil dynamic and enlightened. This develops in him a wider attitude towards life.
* **Development of democratic qualities:** Value education helps pupils in developing democratic qualities like liberty, equality, fraternity, justice and co-operative living. It stresses the dignity of the individual and the sacredness of human personality.
* **Sublimation of instincts:** Value education helps in the sublimation of instincts and emotions. It sublimates and redirects our sex instinct into desirable and healthy channels. It develops in pupils the desired social awakening which is essential for the progress of individual as well as society.
* **Resolving conflicts:**  In this materialistic age people have more or less materialistic attitude. It has led to different types of conflicts such as old beliefs and new beliefs, old values of life and new values of life.
* **Co-operative living:** Value education teaches to live and work co-operatively. Narrow feeling and attitudes are not praised and appreciated by others.
* **Basis of humanitarianism:** Value education is the basis of humanitarianism. It stands for peace, good will and understanding. Absence of value education has caused exploitations, corruption, disaster, selfishness, aggression and hatred in the world. It will encourage the policy of live and let live and provide the basis of true humanitarianism.
* **Decoration of soul:** Our soul is a part of ultimate truth i.e., God. So it is our duty to keep it pure and perfect and this is possible through value education. The individual become self-disciplined through such education.
* **Maintaining Harmony:**  Value education creates harmony in all aspects of educational philosophy. It aims at developing a complete man with a soul mind and a sound body,

**SOURCES OF VALUES**

**1. Religion:**

Religion is the most powerful source of values, norms or standards. Most of values, norms or standards are derived from and given by religion, etymologically the word religion is derived from the word ‘religare’ which means ‘to bind man to man.’ As such religion signifies those moral bonds a love, sacrifice and social service which hold the human community together. According to *Bertrand Russel,* “Religion is the source of the sense of social obligation.” *Kant* holds, “Religion is the recognition of all our duties as divine commandments,” Social obligations and duties (divine commandments) are values.

Religion is the sum total of the entire desirable social, moral and spiritual values embodied in our conduct, character and life. In other words religion beautifies our life by cultivating social, moral and spiritual values.

Different religions prescribe different value patterns. Hindu religion emphasizes self-realization or Moksha as the Summum Bonum or ultimate goal of life. Hinduism, Buddhism, Sikhism, Jainism, Islam, Christianity and other religions of the world recommend the following values of life:

Self-control,Social sacrifice,Non-violence,Truth,Socialservice,Simplicity,Purity,Devotion,Dignity of labour,Piety, Tolerance, Love,High character, Prayer,Broad-mindedness, Unity, Peace, Happiness,

What we need today is to evolve a universal religion, a world religion or a human religion.

**2. Philosophy:**

Philosophy is another important source of values. Philosophy has been defined as the study of epistemology, metaphysics, logic, ethics, aesthetics and values. Different philosophies of life and education like Materialism, Naturalism, Pragmatism, Idealism, Realism, Existentialism, Humanism, and Progressivism recommend particular values of life based on their own fundamentals. A particular philosophy of life governs the thinking pattern, living pattern and value pattern of the individual and society. Values of life always change with the change of time, circumstances and philosophy. Idealism recommends higher and fundamental values of life such as Truth, Beauty and Goodness.

**3. Literature:**

Literature is another important and effective source of values. Literature and social life are closely related to each other. Values of social life are reflected in different forms of literature, such as poems, stories, novels, dramas, etc. Generally the study of literature inculcates right type of attitudes, interests, imagination and value system of the people. Literature determines the following types of values:

i) Literary values,

ii) Social values,

iii) Scientific values,

iv) Cultural values,

v) Moral values,

vi) Human values,

vii) National values,

viii) Democratic values,

ix) Secular values,

x) Values of brotherhood of man,

xi) Spiritual values.

**4. Social customs:**

Social customs are also significant source of values. Social customs such as social beliefs, social practices, social norms, social mores, manners, social and cultural heritage, modes of thinking and conduct, modes of worship, place of women in society, institution of marriage, joint or nuclear families, professions, skills, art and various and aspects (i.e., music, dance, sculpture, painting), commerce and industries, school, library, cinema halls and spiritual wealth advocate different types of values.

**a) Social customs in Ancient India:** The cherished educational values in ancient India were

i) Infusion of piety and religiousness,

ii) Formation of character,

iii) Development of personality,

iv) Inculcation of civic and social duties,

v) Promotion of social efficiency and happiness,

vi) Preservation and propagation of culture.

**b) Social customs in Medieval India:** The cherished educational values in Medieval India were

i) Propagation of Islam,

ii) Spread of education among Muslims,

iii) Extension of Islamic kingdom,

iv) Development of morality,

v) Building of character,

vi) Propagation of ‘Shariyat’,

vii) Achievement of material well being.

**c) Social customs in India Today:** The cherished educational values in India Today are

Increasing productivity,

i) Achieving social and national integration,

ii) Accelerating the process of modernization and

iii) Cultivating social, moral and spiritual values.

**5. Science:**

Science is a social activity, a social institution and an important source of values. Science has played a tremendous role in our lives and is now changing our entire existence in such important aspects of health, education, production, transportation, communication, occupational trends, centralization and national policy. It profoundly influences social organizations, and cultural, moral, attitudinal and aesthetic sensitiveness. Thus science influences materials as well as non-material aspects of culture including religion, philosophy, literature, educational and recreational institutions, economic and political institutions and other cultural pattern. In the words of *Russell,* “The effects of science are various and of different kinds. There are direct intellectual effects, the dispelling of many traditional beliefs and the adoption of other.”

According to *Barber*, the values more favourable for science are following:

1. Rationality,
2. Utilitarianism,
3. Universalism,
4. Individualism,
5. Progress and Meliorism refers to the betterment of the world through human efforts.

**STRATEGY OF INCULCATING THE VALUES:**

According to sociologist M.T.Ramji the important moral, spiritual and social values which form part of the Indian cultural heritage are courage, truth, universal love, respect for all religion, dignity of manual work, service, purity, courtesy, peace and joy.

National seminar on primary and work oriented education (1970) suggested the following Gandhian value to be implemented at the primary stage: dignity of manual labour, a sense of social awareness and responsibility, respect for other religions, fearlessness, truthfulness, nonviolence, purity, service and peacefulness.

Moral, spiritual and social values identified by the sociologist and by the seminar are identical. They relate globally to universal love, courage and truthfulness, dignity of labour, respect for all religions. These values cannot be taught in normal curriculum but can be instilled through activities and programmes.

**1. Work experience** was suggested by education commission 1964-66.

Work experience is any experience that the child receives either in the home, in the school, on a farm or in a factory or in any productive situation. The objective of this activity is based on Gandhi’s general education. This activity is suggested as a compensatory measure. According to Gandiji general education, which is over academic, has withdrawn the child from participation in community work. This is an attempt of integrating the world of work and world of education

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**2. Socially useful productive work (SUPW):**

This activity is based on Gandhian principle. It has the following foundations.

**Philosophical foundation**: It is based on the basic education of Gandhiji.

**Psychological foundation**: Children who are not academic achievers when they excel in the manual work, they derive great psychological satisfaction. As Tagore says “children love sand and water, love to work with their hands”. Gandhiji said, “Why do you always think that your head is important? Why not your hands or legs?

**Economic foundations:** In this process the student learns a manual work or gets trained in an occupation, which will help him to stand on his own legs. If he drops out, he drops out with a skill, which will help him, earn his own bread.

**Physiological foundation:**When the students work with their hands they become physically strong.

Sociological foundation: This is the most important foundation. SUPW instills dignity of labour in the students and integrate them with the laboring class. There has been a cleavage in the society between the world of education and world of work; between white collared job and blue collared job. This special disparity is hoped to be removed by this SUPW. “By working with hands the adolescents learn the dignity of labour and experiences the joy of constructive work”- Secondary Education Commission.

“It trains practical aptitudes, facilitates clarity of thinking, gives chances for co-operative work and thus enriches the entire personality”.

**3. Community Social Service:**

The serious defects in the style of functioning of our educational institutions are that they function in isolation, divorced from the community. As Thomas .H. Briggs points out “school is a miniature society, as such the school is after all an invention of the society”. Community social service will integrate school and community and the students will feel that they are part of the society.

**4. Community Prayer:**

If community prayer were held properly in mother tongue in a calm atmosphere with the proper communion with the lord, it would instill spiritual values.

**5. Citizenship Training:**

Saluting national flag, singing meaningfully the national anthem, participating in the mock parliament and debate, running cooperative societies will train the students for participating in community life.

**6. Morning Assembly:**

Morning should be held daily in all the educational Institutions. It can be of 15 to 30 minutes duration. Activities of morning assembly should include Prayer, Singing of Devotional patriotic song, and brief ethical speech by a student, a teacher or the Head**.**

**7. Compulsory Subject**

Value Education should be made a compulsory subject in all the schools and colleges. The essential teaching of great religion like Hinduism, Sikhism, Budhism, Jainism,judaism , Islam, Christianity etc.

**8. Redesigning the Curriculum**

In order to inculcate values the curriculum should be redesigned. Various subjects like History, Geography, Civics, Languages, Literature, Art and Music etc, should be taught from the point of view of our social, moral, cultural, rituals and national values, deeds and achievements.

**9. Redesigning the Text Book**

There is an imperative need for redesigning books on Indian History, Geography, Civics, Literature and languages etc. Leading the students to appreciate and imbibe social, cultural, moral, aesthetic, economic, political and spiritual values. There are some don’ts which should be kept in mind while preparing the text books.

**10. Extensions Lectures.**

Extension lectures based on morality or value oriented education should be arranged in the educational Institutions. Experts should be invited to deliver speeches on vales oriented education.

**11. Skits and Dramas**

Skits and Dramas may be organized in the institutions on the themes related to values of life- social, Moral, Cultural , aesthetic and spiritual values.

**12. Book Exhibitions**

Book exhibitions on literature related to moral, social cultural, aesthetic and spiritual values should be organized in the institution by extending invitations to publishers and booksellers of this area of knowledge.

**13. Art and Paintings Exhibitions**

Art and paintings exhibitions on themes related to moral, social, cultural and aesthetic values etc., should be organized in the educational institutions. Paintings of distinguished artists depicting art, culture and values of life of people should be displayed.

**15. Celebration of Birthdays**

Educational institutions should celebrate the birthdays of great men and women of various nations like Guru Nanak, Guru Gobind Singh, Buddha, Christ, Prophet Mohammad, Lord Krishna, Mahatma Gandhi, Tagore, Radhakrishnan etc.,

**16. Celebrations of International Days**

U.N.O. Day, Human Rights Day, World Peace DAY, should be celebrated in the educational institution.

**17. Value oriented Prize**

School should bring out a value oriented magazine or journal. Help of voluntary organizations can be sought. Suitable articles on the theme of values in life can be invited for publication. It can be bi-annually or year.

**18. Value Oriented Projects**

Prizes may be given to deserving persons for showing gallantry, bravery, honesty, truth etc., in social gathering.

19. **Girl guiding, Scouting and National Service Scheme (N.S.S):** Girl guiding, scouting and

N.S.S. Should be popularized. Their programmes and activities should be effectively organized. The students interested in social service in the hospitals, in the social festivals, in the village, in the slum areas, at the railway station, at the general bus stand can do a lot. They can pick up some social, moral and cultural values of life.

**20. Role of the Teacher**

Teacher can prove very useful in inculcating values among the students in the following ways:

**Organizing Co-Curricular activities**

For inculcation values among students teacher should organize various types of co-curricular activities. Different school activities are to be kept in view by the school teachers, the teacher educators, the educational worker and the administrators, since these activities when organized by the teachers with value awareness, promote education in the values.

**Effective Method Teaching**

During teaching the teacher should emphasize value outlook. He should make all efforts for inculcating social, moral, cultural and spiritual values among the students.

**Value- Oriented Out looks**

Teacher can inculcate values among students only if he himself is an embodiment of values. Hence teacher must have value-oriented outlook.

Values cannot be taught through words or books. Values are inculcated in the students through the daily life of teachers, parents, neighbours, friends and society. Hence we must be conscious at every moment of life.

**CONCLUSION:**

Let us conclude the lesson by quoting K.C. Saiyic “It is the making better men and women, compare with everything else in secondary machines, factories, dams, pictures, music and systems of thought. It is the maintenance and enrichment of culture; it is the presence and reconstruction of values; not indeed by the teachers alone but in cooperation with all other social and cultural agencies it is starting judiciously in gods creativity.

**National Policy on Education (1986) and Value Education**

**Moral Values:** “The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values”.

**Eternal Values:** “In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value oriented should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.”

**Positive Content:** “Apart from this combative role, value education has a profound positive content, based on our heritage, national goals, and universal perceptions. It should lay primary emphasis on this aspect.

By this statement NPE 1986 pins its hopes on the potentiality of education to fight the aftermath of modernization.

**ENVIRONMENTAL EDUCATION**

**Meaning of Environmental Education:**

It is a process to promote awareness and understanding of environment its relationship with man and his activities. It creates necessary responsible actions like preservation and conservation and improvement of environment and its components. For this three concepts of environmental education to be followed.

1. About the environment
2. For the environment
3. From the environment

Education about the environment is acquiring an understanding of the total environment.

When the environment is used as a vehicle for gathering concepts, knowledge, and skills related to specific academic discipline it is learning from the environment.

Development of attitude, skills and evaluation ability for the proper use and development of environment is education for the environment.

**Need for environmental education is school level:**

1. It is indeed very important for a child and for adult for self fulfillment and social development.
2. It helps in maintenance of life, health and in preservation of race.
3. It helps to understand different food chains in the ecological balance.
4. It helps to understand and appreciate how environment is used for making a living and for promoting material culture.
5. It helps in appreciating and enjoying the nature.
6. It stimulates concerned for changing environment in a systematic manner. In directs attention towards the problems of population explosion Removal of natural resources and pollution of the environment by applying various methods to solve the problem.
7. It creates an awareness about the environment and its preservation
8. It helps to expose the learner to the curricular strategies for environment education.

**OBJECTIVES OF ENVIRONMENTAL EDUCATUON:**

1. Awareness
2. Knowledge
3. Attitude
4. Skill
5. Evaluation ability, etc.,
6. Participation.

**Strategies of Implementing Environmental Education:**

Defining environmental education is not an easy task.

1. Unlike other curriculum areas, the specific content of environmental education as never been well defined. So it is universal agreed that environmental education should be interdisciplinary drawing from biological, sociological, anthropological, economics, political and human resources.
2. It is also agreed that a conceptual approach of teaching environmental education is the best because environmental education is a process of recognizing values and clarifying concepts related with environment and its problems in order to develop skills and attitudes necessary to understand the surroundings.
3. Environmental education can be treated as a discipline which heavily blanks upon the basis of existing subjects such as physics, chemistry, math’s, zoology, botany, etc., This opinion supports the training of specialists in environmental education which will be needed for planning management development taking remedial steps for existing problems.
4. Sometimes environmental education is regarded as an approach to a curriculum rather than the subject to be taught to the children by including specific activities in traditional subjects.
5. In another sense, environmental education may be considered as an educational process dealing with natural and mean made surroundings that includes relation of population. Pollution, resource allocation, depletion, conservation, urban and rural planning to the total environment.

**Content of Environmental Education:**

Environmental education curriculum is mostly if is of multidisciplinary or interdisciplinary in nature, depending on organization of concepts and the treatment during the studies. The difference between these two kinds – interdisciplinary and multidisciplinary approaches.

**Ways of Incorporating Environmental Education in the Curriculum:**

The ways of incorporation of environmental education in the school curriculum are varied as the concept of environmental education itself. Though we find lot of variation in his approach, these can be categorized into four groups broadly. These are as separate subjects, infusion of environmental education of into existing disciplines occasional environmental education programme and environment education as the core curriculum. These four ways cover the complete range of incorporation of environmental education.

Ways of incorporating EE in the Curriculum is varied as the concept of EE itself. These can be classified into four categories namely 1. As a separate subject, infusion of EE into existing disciplines, occasional EE programmes and EE as the core curriculum.

1. EE as a separate subject: Incorporating EE as an independent separate subject by drawing basic principles & skills from other established disciplines. It becomes other subject on pan with other subjects such as Physics, Chemistry, Math’s etc. It is possible to develop a holistic picture of an body of knowledge which may help its transfer to everyday behavior. The disadvantage is that it adds heavy curriculum.

Some assumptions underlying this philosophy are:

1. EE is needed for all children in all schools.
2. EE curriculum is included in each grade of the school education.
3. EE should encourage investigations of local envt. Using qualitative & quantities techniques.
4. In calculating scientific spirit not social or religion but it Class room envt. School envt. /Local community & is envt. /Difference cum another envt. /Different societies and their envt.

Local industry, local services, police, Telecommunication, medical church, council, recreating groups. Red Cross.

1. Infusing EE in the Existing subjects

Sometimes the curriculum is also fabricated around a theme integrating the concepts of science social studies. EE & other disciplines. Some common theme. The world around us. How we travel & Communication, our earth & shy above. Things we see and hear.

**Environmental Education as a Core Centered Curriculum:**

This approach play through role of nucleus curriculum rather than atomistic and play very similar role to the one being played by science education at present. The essential aspects of EE, which exist for other academies reasons in various disciplines. Are included and form a complete school curriculum. In this approach a subject in a particular level of the school as a part of environmental core for education is more concerned with the characteristic of EE. Thus this approach provides a well-defined learning opportunity for EE in all cognitive, affective and psychomotor domains.

**Environmental Pollution:**

Environmental pollution is the act of introduction, by man on extraneous substances or energy into the environment that induces unfavorable changes. These changes may affect directly or indirectly by endangering his health, having his living resources and ecosystem, or by interfering with legitimate uses of environment.

Environmental Pollution is defined as the direct or indirect change in one or more components of the environment with actual or potential adverse harmful, unpleasant or

inconvenient effects.

Environmental pollution causes 1. Health problem, 2. Economical problem, 3. Ecological problem and 4. Aesthetic problem.

“Pollution comes from getting rid of wasted at the least possible costs”

Pollution is contamination of water, air and soil which affect the human life in a harmful way. If chemicals are in the “desired place we call it necessary requirement i.e., resource: if it is in a wrong place in large quantities we call it a pollutant.

**Pollutants:**

Pollutants are chemical, physical or biological agents that exert undesirable effects on human health, his environment or belongings. The air we breaths, the water we drink, the food we consume and the land we lived on are all contaminated with one form or other of pollutants.

Pollutant can be defined as the inorganic or organic, radiological or biological substances, noise, odor etc which tend to degrade the quality of the environment so as to constitute a hazard or impair the usefulness of the environment.

**Chemical Agents:**

Gases and particulates, heavy metals, pesticides, petroleum, solid and liquid wastes.

**Physical Agents:**

Heat, odor, noise, radiation.

**Biological Agents:**

Micro organism, population.

Some of the pollutants in land, water, air & noise are as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| LAND | WATER | AIR | NOISE |
| Garbage, Human and animal excreta, virus and Bacteria, Pesticides and fertilizers, residues, alkalinity, fluorides and radioactive substances. | Dissolved and un dissolved solids Ammonia and urea nitrates & chloride, fluoride carbonates and bicarbonates, heavy metals like lead, cadmium, arsenic, mercury manganese etc. | Oxides of sulphur. Nitrogen carbon monoxide, hydrocarbons, ammonia, asbestos, beryllium, smog. | High-level noise above tolerance level. |

**Causes of Environmental Pollution:**

Environmental deterioration by man is attributable to three major causative factors: 1. over population, 2. Urbanization, and 3. Industrialization. The increasing amount of wastes generated by these three phenomena, undoubtedly, degrades the quality of land, water, air and food.

1. **OVER POPULATION:**

Increase in population would demand more food, water and land three major items are limited in earth. To increase food production either more efficient methods should be adopted, exciting more pressure on the limited cultivable areas or more land should be devoted for agricultural purposes. Generally the creation of new agricultural lands is being achieved either by converting the forests the main carbon dioxide sinks which protect the would from a ‘global warming’ effect, or by depriving man of lands that he uses for other purposes.

Agricultural production in India has nearly doubled since independence. This has been made possible through such technological advances as the use of high-yielding cultivars, increased use of chemical fertilizers and pesticides coupled with improved farm practices. Pesticide chemicals have become contaminants of air, water and food.

1. **URBANISATION:**

Growing population leads to a greater concentration of people in the laying areas. People move turban area abandoning rural settings-in search of employment, comfort and facilities. As a result, cities are being over-loaded with population that they can barely hold or support. A thickly populated area is the home of large number of vehicles, reservoir for solid and liquid wastes, with poor sanitary conditions and management problem.

1. **INDUSTRALISATION:**

Hum and needs are never-never-ending. Discovery of new products and production of the needy luxuries, to suit the changing life style are accomplished by the process of industrialization. Industries also are the key to the economical development of our nation. Industries, during the process or manufacturing of intermediate chemicals and end-products, generate waste materials and useless by-products as well. Chemicals may also enter the environment through spills during their use, transportation of or disposal.

**Types of Pollutions**:

Air pollution, water pollution, noise pollution, land pollutions are the types.

**Air Pollution:**

Air constitutes about 80% of man’s daily intake by weight. Human beings breathe nearly 22,000 times a day inhaling abut 16kg of oxygen. Water vapor is also an important constituent of the normal atmosphere. It is present in the atmosphere in the range of 1-3%. The expired air differs in its composition from ordinary air by a decrease in oxygen levels, and increase in carbon dioxide levels and an excess of about 5% aqueous vapor. There is also an increase in the temperature of the air, addition of some volatile matter and, occasionally some bacteria lodging in the nose, mouth and throat.

Other minor constituents in the atmosphere may include dusts, bacterial spores, smoke particles H2s and hydrocarbons depending on climatic conditions, volcanic activity and distributing of animal, plant and human populations.

**Green House Effect**:

The excess concentration of carbon dioxide increases the heat of atmosphere. Carbon dioxide is transparent solar radiation, is, it helps ultra violet and infrared radiation to reach on the earth. Carbon dioxide is opaque for the thermal radiation and therefore observed the heat of the earth. Hence the temperature of earth is increasing/ the above effects of carbon dioxide are termed as greed house effect.

**Acid Rain**

Acid rain is a phenomenon associated with too much of air pollution with large-scale emission of sulphur oxides and nitrogen oxides into the atmosphere by big industrial areas. They remain in the atmosphere for a long time an they are converted into H2SO4 (Sulphuric acid) and HNo3 (Nitric acid) by means of chemical and photochemical reaction. Finally they form in to droplets of acids. H2SO4>HNO3>Hcl rain water without pollution will be little acidic due to rain water interacting with atmospheric carbon dioxide (CO2) to produce carbonic acid. This is nature’s way to maintain ecological balance and the natural acidity in rainwater is not injurious to soil or plants. Acid rainfall needs not to be n the place of pollution.

**Effects of Air Pollution on Man and His Environment**:

1. **Effects on Human Beings and their Health:**

Polluted air enters the human body mainly through respiratory system and cause respiratory diseases like bronchitis, tuberculosis, asthma, influenza CO2SO2, O3 are some pollutants causing respiratory disease. Dust particles present in atmosphere damages through lung capillaries. In India every alternate person will have some health problem and a health man is an exception due to poor quality of the air we breathe.

1. **Effects on Animals:**

Farm animals would be affected by means of pollutants in the air. Fluorides lead and arsenic pollutants are very injurious to fodder. Continued exposure would lead to death of farm animals. In country like India protecting the farm animals from possible dangers of air pollution requires greater attention.

1. **Effects on Plants and vegetation.**

Air Pollution cause serous damage to plants and vegetation. One can see the damage due to air pollution as yellowing marking. Banding of leaves etc., particles settle down on the surface of the leaves affect the production of chlorophyll in the leaves.

1. **Effects on Material and Goods.**

Almost all material of utility, comfort and luxury are susceptible to deterioration in their qualities due to air pollution. The extent of damage depends on the type of materials, nature of pollutants etc. Pollutants would affect textile goods, leather, paper, rubber, glass, enamels, surface coatings etc. Damages will be in the form of corrosion, abrasion, deposition, physical or chemical changes on the surface of good.

**Land Pollution:**

The natural forces could not maintain the balance between the material consumed and return to soil. They had, therefore, to move to more prosperous regions. However, in modern times, such movements are restricted. Instead the depleted a sources, are now replenished by putting in the lost components. Soil are tending to get alien or alkaline due to improper use of irrigation and soil organic matter and fertility to is tending to get depleted due to use of organic wastes, as fuels, rather than as manure.

**Noise Pollution:**

Noise may be defined a “unwanted sound” and noise pollution has unwanted sound dumped into the atmosphere without regard to the adverse effects it may have.

The term ‘noise’ in the electronic communication system is also referred to has perturbations that interfere with communication. Such noise increases with complexity and information content of systems of all kinds. Thus, man faces a growing problem with electronic pollution as radio communication intensifies.

Noise not only interferes with communications but also affects our place of mind, health and behavior. Sudden loud note can cause acute damage to the eardrum, and the tiny hair cells in the internal ear whereas prolonged noise results in temporary loss of hearing or even permanent impairment. It causes headache, and irritability. It affects the sensory and nervous systems producing several related physical ailments.

**Water Pollutions:**

Water is essential to all forms of life. Nothing could survive on earth without water. A man on average consumes about 2 liters of water everyday. More than 70% human’s body weighty is made of water.

Man has polluted much of this limited quantity of water with sewage, industrial wastes and wide array of synthetic chemicals. Moreover, the rainfall on its way down to the earth, brings down the air pollutants, by either dissolving the soluble chemicals or by physically bringing down the particulate contaminants

**Water Pollutants:**

The water pollutants are categorized into eight major types;

1. Oxygen, - demanding ways,
2. Disease- causing agents
3. Synthetic organic compounds
4. Plants nutrients
5. Inorganic chemicals and mineral substances.
6. Suspended solids
7. Radio active wastes
8. Thermal discharges.

**Why This Disregard of Environment?**

1. Lack of long term perspectives.
2. Profit motive
3. Quick profits
4. Poverty
5. Activities like mining.

**Nuclear Pollution**

It refers to the problems created by radioactive wastes in the operation of nuclear power plants all over the world. Countries require nuclear power as an alternative source of energy. For productive as well as destructive as well as destructive purposes. All atomic reactors in their normal course of work release some amount of radioactive materials into the biosphere in the form of steam of water.

The radioactive waste start accumulating right from mining uranium; milling it; converting it into rods an also at the time of final disposal. Change of radiation is there at every stage and high level radioactive wastes are generated in all reactor programme for civil and defense purpose.

GOD BLESS YOU