Chapter II
EDUCATION AND HUMAN RIGHTS
Educational scenario has been examined from Vedic period till independence to post-independence.

**EDUCATIONAL SCENARIO OF INDIA FROM VEDIC AGE TILL INDEPENDENCE**

The system of education which was developed during Vedic period is termed as the Vedic system of education. The administration and organization of education remained almost the same, throughout the Vedic period, but with the advancement of time, knowledge, art and skills, its curriculum and teaching methods underwent a change. In retrospect it may be said that the Vedic system of education was the best system of education in contemporary world but from the point of view of the present Indian society some of its aspects are worth adopting, while some are to be given up (Education in Pre-independent India, 2011 accessed from http://dxnelson.blogspot.in/2011/12/education-in-pre-independent-india.html).

Buddhism was born in India and was started by Gautam Buddha who was an Indian prince of Sakya Dynasty of Kshatriyas. No doubt, many principles of ‘Hinduism’ are included in ‘Buddhism’. It is also true that ‘Buddhism’ was the result of the prevailing circumstance of life. Gautam Buddha taught the principle of a religion which was based on the analysis of actual problem of life. In fact, he gave a new form to the religion. In retrospect we may say that the foundation of modern Indian system of education was laid down in Vedic system of education but the complete structure that is central administration, school education, group teaching, was laid in the Buddhist system of education (Education in Pre-independent India, 2011).

During medieval period Muslim rulers started a new system of education which is popularly known as Maktab-Madarsha system Muslim system of education. Side by side the old Pathashala system also continued for Hindu students. In retrospect one may say that Muslim education was an exotic plant in India. It failed to benefit the Indian to the extent to which an education system of a society should have been some of the good aspects like free education, State patronage and regular financial aid to educational institution have been practiced in the modern system of education (Education in Pre-independent India, 2011).

After the downfall of the Muslim rule, Britishers came to India and established the East Indian Company but soon the reign of the government reached the hands of the British parliament.
Britishers ruled over India for about 200 years. During this period western science and literature made good progress through English medium.

**CHARTER ACT OF 1813**

The Charter Act of the East India Company was renewed after every 20 years in the British parliament. In 1813, when the company’s charter again came for renewal in the parliament, most of the members in the parliament supported the movement led by the Christian missionaries. As a result three articles were added in the charter act of 1813. The Anglicist - Orientalists controversy had its origin in the charter Act 1813. The terms, ‘literature’ and the learned natives were not clearly defined in the section 43 of the Charter Act, 1813.

**MACAULAY MINUTE (1835)**

The Anglicists and orientalists controversy could not be solved even after 20 years in the new Charter Act of 1833. On June 10, 1834 Lord Macaulay came to India as a law member of the Governor General’s council. Lord William Bentick the then Governor General, appointed him the president of the public instructions and asked him to render his advise on three points -first – how to spend Rs. 10 lakh per annum on education second to define the terms ‘literature’ and ‘learned native’ and third to solve the anglicists orientalists controversy Macaulay Submitted his report on 1835.

**WILLIAM BENTICK RESOLUTION**

Lord Bentik seriously went through the Macaulay’s report and declared the new education policy of the British Government on March 7. 1835. The major declarations of this policy are

1) All government fund appropriated for the purpose of education would be best employed on English education alone.
2) The educational institutions of Sanskrit, Arabic, Persian shall not be closed down. The economic grants for their teachers salary and students scholarship will continue as before.

3) In future no expenditure will be made on the printing and publication of oriental literature.

4) The money so saved would be spend on the education of the English language, literature and Western knowledge and science.

WOODS DESPATCH (1854)

The company has to take orders after every twenty years from the British parliament and in each order something was written about the education in India. Therefore when time for the charter of 1853 came, the directors of the company thought for laying down a definite policy in regard to educational matters of India. So a parliamentary committee was appointed to survey the educational progress in India. As Mr. Wood was chairman of the Board of Control, so the declaration was Christianized as ‘Wood’s Educational Despatch’. He made 15 recommendations for the purpose of better educational system. Since the Wood’s Despatch has contributed much to the organization and stabilization of the present Indian educational system, it is called “A valuable Contribution” to the history of Indian Education.

INDIAN EDUCATION COMMISSION OR HUNTERS COMMISSION (1882)

Lord Rippon came to India on February 3, 1882. He appointed the first Indian Education commission. Mr. William Hunter, a member of the Viceroy’s Executive council, was the chairman of this commission. It came to be popularly known as ‘Hunter’s commission’.

INDIGENOUS EDUCATION

1. No restriction should be imposed for admission to such institutions.

2. Government should encourage such institutions.
3. Such institutions may voluntarily hand over administration to the Municipal Boards and District Boards.

4. The government should not interfere in their curriculum in any way and special financial aid for inclusion of subject of practical value in life may be given by the government.

5. Poor students should be given stipends and scholarships.

6. Proper arrangement for the training of the teachers of these institutions should also be made.

**PRIMARY EDUCATION**

1. Primary education should be useful for general life of the people and the subjects which are helpful for him in his practical life should be included.

2. Medium of instruction should be vernacular or Indian languages.

3. Government should make a constant effort for its progress, expansion and development.

4. Primary education should aim not only at preparing the students to enter into higher education but it should aim at spreading public education all right.

**SECONDARY EDUCATION**

1. The Government should give the administration and organization of secondary education into hands of efficient and able Indians.

2. The commission recommended two types of curriculum called Curriculum A & B.

3. Curriculum A was to have subjects that were to be useful for higher study.

4. Curriculum B was to have vocational, occupational and practical subjects.

5. English should continue as medium of instruction.
HIGHER EDUCATION

1. They recommended to have varied and vast curricula so that the students can select the subjects of their choice and aptitude.
2. Grant-in-aid is given to the colleges by considering its expenditure, number of teachers, efficiency and local need.
3. Meritorious & promising students may be sent to foreign countries for higher education on Government scholarship.
4. Teachers who have received education in European Universities are preferred for appointment.
5. Private colleges should be authorized to receive lesser fee as compared to Government colleges.

EDUCATION OF THE WOMEN

1. Free education, appointment of lady Teachers and lady Inspectresses
2. Liberal Grant-in-aid system
3. Different curriculum for girls
4. Decent arrangements of Hostels
5. Special arrangements for education of ‘Parda’ observing ladies.

MUSLIM EDUCATION

1. Effort must be made to popularize Muslim education
2. Special funds should be allocated for it
3. More scholarships should be given for Muslim students
4. In government appointments, Muslims should be given proportionate representation.
EDUCATION OF HARIJANS AND BACKWARD CLASS

1. All the schools run by the Government, municipalities and local boards should admit children of Harijans and Backward class.

2. Special schools should be open for them, where there was an objection raised to the admission of these Harijans and Backward children.

3. School teachers must take judicious effects to remove caste prejudices.

EDUCATION OF ABORIGINALS AND HILL TRIBES

1. Government was expected to take up the responsibility of educating aboriginals and Hill tribes.

2. Free education and the subjects taught should be of the most elementary character.

RELIGIOUS EDUCATION

1. Religious education of any sort should not be given in the public schools.

2. Religious education may be imparted in the private institutions and the government shall have nothing to do with it.

The Hunter Commission was appointed mainly to study the problem and development of primary education. But they made suggestions in regard to the secondary, higher women and modern education. It was on the basis of suggestions of the commission a network of the primary schools were spread throughout the country and the secondary and higher education received a great impetus.

WARDHA SCHEME OF EDUCATION OR BASIC EDUCATION (1937)

The Government of India Act, 1935 brought an end to diarchy in the Indian provinces. In 1937 popular Governments were established in the provinces and out of the 11 provinces 6 had Congress ministers. The Congress ministers at this juncture were faced with a dilemma. On one hand they
wanted to execute the Gandhian plan of education and on the other they wanted to enforce compulsory and pre-primary education. However Mahatma Gandhi, father of the Nation presented a new scheme of education and gave a lead in the direction.

ALL- INDIA NATIONAL EDUCATION CONFERENCE

In the Harijans of October 2, 1937, Gandhiji wrote an article about convening an All – India National Educational conference on October 22, 23, 1937. This is also known as Wardha Educational conference and it was held under the president of Gandhiji himself. Eminent Educationists, national leaders, Social reformers and provincial ministers of education took part in the deliberations of conference.

After a good deal of discussions, the following resolutions were passed

1) Free and compulsory education be provided for 7 years on a nation wide- scale.

2) Medium of instruction be the mother tongue.

3) The process of education should center round some form of manual and productive work

4) The conference accepts that this system of education will be gradually able to cover the remuneration of the teachers.

In retrospect it may be said that theoretically basic education seems very attractive but practically it is a total failure. Gandhi anticipated that the education of crafts and skills would help make education self supporting; however just the reverse happened. The result was sheer wastage of raw material, time, energy and money. But some of the aspects of basic education still have relevance like-education through mother tongue and the activity oriented education. It is good for any country and therefore for India too.
### Table II.1: Crude literacy rates by sex, India, 1901-1941

<table>
<thead>
<tr>
<th>Census year</th>
<th>Crude literacy rates</th>
<th>Decadal change (in percentage points)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Persons</td>
<td>Males</td>
</tr>
<tr>
<td>1901</td>
<td>5.4</td>
<td>9.8</td>
</tr>
<tr>
<td>1911</td>
<td>5.9</td>
<td>10.6</td>
</tr>
<tr>
<td>1921</td>
<td>7.2</td>
<td>12.2</td>
</tr>
<tr>
<td>1931</td>
<td>9.5</td>
<td>15.6</td>
</tr>
<tr>
<td>1941</td>
<td>16.1</td>
<td>24.9</td>
</tr>
</tbody>
</table>

Source: RGCCI 2001: (2001a: 114)

The crude literacy rates in various censuses from 1901 onward show an increase for both males and females. The rates were very low till 1931 but there was a sudden jump in 1941, from 9.5 percent to 16.1 percent.

**POST INDEPENDENCE SCENARIO OF EDUCATION**

India and Pakistan were partitioned and given independence in 1947, after which there was remarkable improvement in scientific and technological education and research; non-literacy, however, remained high. The new Constitution adopted by India did not change the overall administrative policy of the country. Education continued to be the prime responsibility of the state governments, and the union (central) government continued to assume responsibility for the coordination of educational facilities and the maintenance of appropriate standards in higher education and research and in scientific and technical education.
Table II.2: Crude literacy rates by sex, India, 1951-2011

<table>
<thead>
<tr>
<th>Census year</th>
<th>Crude literacy rates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Persons</td>
</tr>
<tr>
<td>1951</td>
<td>16.67</td>
</tr>
<tr>
<td>1961</td>
<td>24.02</td>
</tr>
<tr>
<td>1971</td>
<td>29.45</td>
</tr>
<tr>
<td>1981</td>
<td>36.23</td>
</tr>
<tr>
<td>1991</td>
<td>42.84</td>
</tr>
<tr>
<td>2001</td>
<td>54.51</td>
</tr>
<tr>
<td>2011</td>
<td>64.32</td>
</tr>
</tbody>
</table>

Source: RGCCI 2001: (2001a: 114)

The literacy rate remained almost stationary at 16.7 percent in 1951. This may be due to the fact that earlier figures were for undivided India and, secondly, after the partition of the country into India and Pakistan in 1947, almost eight million people came to the Indian Union from newly created Pakistan, and around six to seven million Muslims went from India (Premi, 1995). It is almost impossible to assign reasons for the observed figures. Inequality in education can be seen through the ages. Female literacy does not show much improvement in pre-independent India. There has been a monotonous increase of 5 to 8 percent in the literacy rates after 1951. The above table also reveals that the male literacy rate is far ahead than that of the female counterpart and it never reached a double figure till 1951.

In 1950 the Government of India appointed the Planning Commission to prepare a blueprint for the development of different aspects of life, including education. Thereafter, successive plans (usually on a five-year basis) were drawn and implemented. The main goals of these plans were (1) to achieve universal elementary education, (2) to eradicate illiteracy, (3) to establish vocational and skill training programs, (4) to upgrade standards and modernize all stages of education, with special emphasis on technical education, science, and environmental education,
on morality, and on the relationship between school and work, and (5) to provide facilities for high-quality education in every district of the country.

From 1947 the Government of India also appointed three important commissions for suggesting educational reforms. The University Education Commission of 1949 made valuable recommendations regarding the reorganization of courses, techniques of evaluation, media of instruction, student services, and the recruitment of teachers. The Secondary Education Commission of 1952–53 focused mainly on secondary and teacher education. The Education Commission of 1964–66 made a comprehensive review of the entire field of education. It developed a national pattern for all stages of education. The commission’s report led to a resolution on a national policy for education, formally issued by the government of India in July 1968. This policy was revised in 1986. The new policy emphasized educational technology, ethics, and national integration. A core curriculum was introduced to provide a common scheme of studies throughout the country.

The National Department of Education was a part of the Ministry of Human Resource Development, headed by a cabinet minister. A Central Advisory Board of Education counseled the national and state governments. There were several autonomous organizations attached to the Department of Education. The most important bodies were the All-India Council of Technical Education (1945), the University Grants Commission (1953), and the National Council of Educational Research and Training (1961). The first body advised the government on technical education and maintained standards for the development of technical education. The second body promoted and coordinated university education and determined and maintained standards of teaching, examination, and research in the universities. It had the authority to enquire into the financial methods of the universities and to allocate grants. The third body worked to upgrade the quality of school education and assisted and advised the Ministry of Human Resource Development in the implementation of its policies and major programmes in the field of education.

The central government ran and maintained about 1,000 central schools for children of central government employees. It also developed schools offering quality education to qualified high achievers, irrespective of ability to pay or socioeconomic background. The seventh five-year plan (1985–90) specified that one such vidyalaya would be set up in each district. The state
governments were responsible for all other elementary and secondary education. Conditions, in general, were not satisfactory, although they varied from state to state. Higher education was provided in universities and colleges.

From the 1950s to the '80s, the number of educational institutions in India tripled. The primary schools, especially, experienced rapid growth because the states gave highest priority to the universalisation of elementary education in order to fulfill the constitutional directive of providing universal, free, and compulsory education for all children up to the age of 14. Most, but not all, children had a primary school within 1 km (0.6 mile) of their homes. A large percentage of these schools, however, were understaffed and did not have adequate facilities. The government, when it revised the national policy for education in 1986, resolved that all children who attained the age of 19 years by 1990 would have five years of formal schooling or its equivalent. Plans were also made to improve or expand adult and non formal systems of education. Dissension among political parties, industrialists, businessmen, teacher politicians, student politicians, and other groups and the consequent politicization of education hampered progress at every stage.

The pattern of education developed in India during the British rule was unplanned. As the system of education under the British rule was quite unsuited to the needs of India, the leaders of our country thought it necessary to introduce changes in the system of education when India achieved her independence. During the last thirty years of the post-independence period, many attempts have been made to solve the manifold problems of education and to effect changes in the system. But it is a huge and complex problem and it will take much time before all the problems of education are solved in a satisfactory manner. In 1949 a University Education Commission was appointed under the chairmanship of Dr. S. Radhakrishnan to study the problems of university education and to recommend remedial measures. The Commission did a fine job and submitted a valuable report. According to one of the recommendations of this Commission, the University Grants Commission was set up to look after university education in the country.

To study the problems of secondary education in the country and to make recommendations for changes to be introduced therein, a Secondary Education Commission was set up under the Chairmanship of Dr. Lakshman Swami Mudaliar. This Commission submitted its report in 1953.
after undertaking a thorough study of the various aspects of secondary education in the country. The Commission made valuable recommendations regarding the objectives of education, reorganisation of teaching institutions, medium of instruction and the system of examinations. In 1964 the Government of India appointed an Education Commission under the Chairmanship of Dr D.S. Kothari to advise the government on the policy of education. The Commission submitted its report in 1966. The report indicated the guidelines for formulation of a national policy on education. In July 1968 the Government of India declared its National Policy on Education. On the basis of the recommendations contained in the reports of these Commissions, the Government took steps to introduce certain much needed changes in our system of education. Till recently India had a three tier system of education. Primary education covered schooling for five years. Secondary Education covered another seven years, thus making it a twelve year school education, thereafter started the university education.

EDUCATION FOR ALL

“Education for all” declares that everyone has a right to education. Its aim is to give everyone a chance to learn and benefit from basic education – not as an accident of circumstance, or as a privilege, but as a RIGHT.

Free and Compulsory Education for all children up to the age of fourteen years is the Constitutional commitment in India (Article 45). At the time of the adoption of the Constitution in 1950, the aim was to achieve the goal of Universalisation of Elementary Education (UEE) within the next ten years i.e. by 1960. Keeping in view the educational facilities available in the country at that time, the goal was far too ambitious to achieve within a short span of ten years. To facilitate the achievement of UEE goal, the National Council of Educational Research & Training (NCERT), the National Institute of Educational Planning & Administration (NIEPA) and many other institutes were set up in 1960’s. In order to give access to elementary education for all children up to 14 years of age and for universal participation till they complete the elementary stage of educational programs, the National Policy on Education (NPE) in 1968, the NPE in 1986, the Program of Action (POA) elaborated in the NPE of 1986 and the updated form of the NPE in 1992 gave an unqualified priority to the Universalisation of Elementary Education (UEE) program. At the time of Independence in the year 1947, India inherited a system of
education which was not only quantitatively small but also characterized by the persistence of large intra- and inter-regional as well as structural imbalances. Only 14 percent of population was literate, and one child out of three had been enrolled in the primary school. The need for a literate population and universal education for all in the age group of 6-14 was recognized as a crucial input for nation building and was given due consideration in successive five year plans. The NPE, 1968 stressed on the elimination of disparities in the educational system and on the improvement in the quality of the school. The emphasis was more on retention rather than merely on enrollment. Between 1950 to 1968, there was substantial increase in the number of primary schools, but records shows that in 1967-68 the retention rate came down to 35% (Shirname, 2007). This shows that the policy statement did not get translated into a detailed strategy of implementation. As a result, problems of access, quality, quantity, utility and financial outlay, have accumulated over the years, to reach massive proportions. The Fifth All India Educational Survey-1986 mentions that, the disparity in enrollment still persisted between the states at the primary level. To tackle these problems, the Govt. of India formulated a new education policy in 1986. In this policy, along with the universal access, enrollment and universal retention of children up to 14 years of age, a substantial improvement in the quality of education, was emphasized. This policy gave the highest priority to solving the problem of children dropping out of the school. This is evident from the emphasis given on non-formal education in the policy.

**Table II. 3: Literacy Rate among Ten Major Scheduled Tribes in West Bengal (2001)**

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Name of the Scheduled Tribe</th>
<th>Literacy Rate (above 7+ years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>1</td>
<td>All Scheduled Tribes</td>
<td>43.4</td>
</tr>
<tr>
<td>2</td>
<td>Santal</td>
<td>42.2</td>
</tr>
<tr>
<td>3</td>
<td>Oraon</td>
<td>43.4</td>
</tr>
<tr>
<td>4</td>
<td>Munda</td>
<td>41.0</td>
</tr>
<tr>
<td>5</td>
<td>Bhumij</td>
<td>45.6</td>
</tr>
<tr>
<td>6</td>
<td>Kora</td>
<td>43.4</td>
</tr>
<tr>
<td>7</td>
<td>Lodha</td>
<td>34.8</td>
</tr>
<tr>
<td>8</td>
<td>Mahali</td>
<td>41.1</td>
</tr>
<tr>
<td>9</td>
<td>Bhutia</td>
<td>72.6</td>
</tr>
<tr>
<td>10</td>
<td>Bedia</td>
<td>48.4</td>
</tr>
<tr>
<td>11</td>
<td>Savar</td>
<td>26.3</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar General, India, 2001
Table II.4: Literacy Rate among Sixteen Major Scheduled Castes in West Bengal (2001)

<table>
<thead>
<tr>
<th>SL. No.</th>
<th>Name of the Scheduled Caste</th>
<th>Literacy rate (above 7+ years)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total</td>
</tr>
<tr>
<td>1</td>
<td>All Scheduled Castes</td>
<td>59.0</td>
</tr>
<tr>
<td>2</td>
<td>Rajbangshi</td>
<td>60.1</td>
</tr>
<tr>
<td>3</td>
<td>Namasudra</td>
<td>71.9</td>
</tr>
<tr>
<td>4</td>
<td>Bagdi</td>
<td>47.7</td>
</tr>
<tr>
<td>5</td>
<td>Pod</td>
<td>72.1</td>
</tr>
<tr>
<td>6</td>
<td>Bauri</td>
<td>37.5</td>
</tr>
<tr>
<td>7</td>
<td>Chamar</td>
<td>47.0</td>
</tr>
<tr>
<td>8</td>
<td>Jalia kaibarta</td>
<td>64.9</td>
</tr>
<tr>
<td>9</td>
<td>Hari</td>
<td>49.5</td>
</tr>
<tr>
<td>10</td>
<td>Dhoba</td>
<td>73.9</td>
</tr>
<tr>
<td>11</td>
<td>Sunri (excluding saha)</td>
<td>82.5</td>
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<tr>
<td>12</td>
<td>Dom</td>
<td>46.0</td>
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<tr>
<td>13</td>
<td>Jhalo malo</td>
<td>60.3</td>
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<tr>
<td>14</td>
<td>Lohar</td>
<td>46.5</td>
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<tr>
<td>15</td>
<td>Mal</td>
<td>39.6</td>
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<tr>
<td>16</td>
<td>Kaora</td>
<td>53.0</td>
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<tr>
<td>17</td>
<td>Tiyar</td>
<td>62.1</td>
</tr>
</tbody>
</table>

Source: Office of the Registrar General, India, 2001

In India, the total literacy rate is 65.38%. The male literacy rate is 75.85% and the female literacy rate is 54.16%. The literacy rate in West Bengal is 69.22%, with the male literacy rate is 77.58% and the female literacy rate is 60.22%. The literacy rate of scheduled caste males is 66.64% and that of the female is 41.90%. The literacy rate of scheduled tribes in India is 59.17% for males and 34.76% for females (Census of India, 2001). Since the Census data of 2011 is not available for the above categories, the 2001 census of India has been considered for the said purpose. Education for all means equality not only in terms of availability of free and compulsory education till 14 years of age but even across the caste and tribal boundaries. But from the above tables it is visible that there has been an educational backwardness, inequality and deprivation among the tribal groups which is even lower than the Scheduled Caste population in West Bengal. The Scheduled Caste Communities in general experiences lower level of education than the mainstream society as a whole mainly because of unawareness about
education as a basic right. However, it is the duty of the Government to aware the common mass about the rights and policies which would indirectly help in maintaining equality.

At the same time it was decided that the various parameters of implementation of New Policy must be reviewed after every five years. This would ascertain the progress of implementation of the policy and focus on the emerging trends in the area of education. The NPE, 1986 which was modified in 1992 as a ‘Program of Action (POA) made certain modifications in the earlier policy. The POA, 1992 emphasized three aspects: universal access and enrollment; universal retention of children up to age 14 years; and a substantial improvement in the quality of education to enable all children to achieve essential levels of learning at the primary education levels.

Education is a fundamental right of every human being. It lays the foundation for the development of society. Human right was first framed on documents asserting individual rights, such as the Magna Carta (1215), the Petition of Right (1628), the US Constitution (1787), the French Declaration of the Rights of Man and of the Citizen (1789), and the US Bill of Rights (1791) are the written precursors to many of today’s human rights documents. Education is a boon to the every individual and specially the marginalized section of India, the scheduled tribe and the scheduled caste. Education being a basic right enhances a countries participation in different spheres and rises the standard of living for the common mass. The Indian Parliament enacted the Right to Education Act in 2009, to provide free and compulsory education to all children in the age group of six to fourteen years. The Act notifies that it is a legally enforceable duty of the Centre and the States to provide free and compulsory education.

**INITIATIVES TAKEN IN EDUCATION IN STATE, NATION AND INTERNATIONAL**

**Educational Schemes for development of education among SC, ST and OBC in West Bengal**

The Backward Classes Welfare Department executes a good number of educational schemes aimed at spreading education among the Scheduled Caste, Scheduled Tribe and Other Backward
Caste in the State. While there is participation of the Government of India in Post-Matric Scholarship schemes for SC, ST and OBC and Pre-Matric Scholarship for OBC and some special schemes like CS Pre-matric IX & X SC, Centrally Sponsored Pre-Matric Scholarship to the children of those engaged in Unclean Occupation and Upgradation of Merit for Students reading in Classes IX to XII, all other schemes at Pre-Matric level are funded exclusively by the State Government. Details of educational schemes executed by the BCW Department are as follows:

A. SCHEMES AT PRE-MATRIC LEVEL EXCLUSIVELY FUNDED BY THE STATE GOVERNMENT

1. Book Grant to SC/ST students.
The purpose of this scheme is to provide financial assistance towards purchase of books to the students reading in classes V to X in Government /Govt. aided schools. Children whose family income is up to Rs.36,000/- per annum are entitled to this grant.

2. Maintenance Grant for SC/ST students.
Under this scheme, each eligible SC or ST day scholar is paid grant at the rate of Rs. 40/- per month or Rs. 480/- per annum. The aim of this scheme is to provide some impetus to the parents for sending their wards to schools. This grant helps the students usually to meet their conveyance and other sundry expenses. There is a ceiling of parents’ income of Rs. 36,000/- per annum.

3. Other Compulsory Charges for Students Belonging to ST Communities.
This scheme is meant exclusively for ST students. Under the scheme each ST student gets Rs. 35/- per annum to enable them to pay various compulsory charges to the School on account of Development fee, library fee etc. etc. Family income limit has been fixed at Rs.36, 000 per annum as a condition of eligibility.

4. Hostel grant for SC/ST students residing in School attached Hostels.
55,000 SC students and 49,500 ST students have been brought within the fold of this scheme. Each student residing in the Hostel gets hostel grant for 10 months only @Rs.750/- per month.
Thus the total amount of grant for each students is Rs.750 x 10 = Rs.7,500/- only in a year. There is a ceiling of Parents/Guardians income of Rs.36,000/- p.a. These hostels are attached to the Junior High or Secondary Schools, run and managed by the respective school authorities. This scheme provides opportunity to SC/ST students to grow up in an academic environment free from the hazards of undertaking long journeys for attending their schools. There are at present more than 1522 school attached hostels all over the State. The students are advised to communicate with the Hostel Advisory Committee through their respective Head of the Institution for admission into Hostel just after admission into new class.

5. Ashram Hostel
Ashram Hostels for both SC/ST boy and girl students are set up by the BCW Department within the campus of the recognized schools. Students reading in Class I to X usually get admission into such hostels subject to availability of seats. For maintenance, the students are paid at the rate of Rs. 750/- per month for the entire academic year. In addition, they are given cots, bedrolls, garments, soap, kerosene out of the fund made available by the Department. At present there are 302 such hostels with 9,335 seat capacity. There is a ceiling of Parents / Guardian’s income of Rs.36,000/- p.a. The students intending to stay in Ashram hostels are to apply to their respective Head of the Institution for admission.

6. Merit Scholarship Schemes for students reading in Classes IX to XII and V to X.
The State Government runs two types of schemes (1) Merit scholarship scheme for SC/ST students reading in classes IX to XII and (2) Merit Scholarship Scheme for SC/ST girl students reading in classes V to X out of its own resources. All eligible students are advised to communicate with their respective Head of the Institution/our Dist. level offices to collect forms.

B. PRE-MATRIC SCHOLARSHIP SCHEMES UNDER CENTRAL ASSISTANCE

1. CS Pre-matric scholarship to SC students reading classes IX & X

The main objective of this scheme is to support parents of SC children for education of their Wards studying in classes IX & X so that the incident of drop out, especially in the transition
from the elementary to secondary stage is minimized and to improve participation of SC children in classes IX & X of the Pre-Matric stage so that they perform better and have a better chance of progressing to the Post-Matric stage of education. Under this scheme, each eligible student whose parents /guardians income does not exceed Rs. two lakh p.a. is paid through respective Bank account.

2. CS Pre-matric scholarship to ST students reading classes IX & X

This scheme is likely to be introduced in the year 2013-14. The main objective of this scheme is to support parents of ST children for education of their wards studying in classes IX & X so that the incident of drop out, especially in the transition from the elementary to secondary stage is minimized and to improve participation of ST children in classes IX & X of the Pre-Matric stage so that they perform better and have a better chance of progressing to the Post-Matric stage of education. Under this scheme, each eligible student whose parents /guardians income does not exceed Rs. two lakh p.a. is likely to be paid through respective Bank account

3. Centrally Sponsored Pre-Matric Scholarship to the children of those engaged in Unclean Occupation

The beneficiaries of this scheme are the students of whose parents are flayers, tanners, scavengers or engaged in similar other profession. The day scholars and hostellers of this category also get grants. The students are to obtain application forms for this scholarship from their respective Municipality/Panchayat office.

4. Pre-Matric Scholarship to O.B.C. Students

Under this scheme eligible OBC day scholar is paid @ Rs. 40/- per months for 10 months in a year and Hostellers are paid @ Rs. 200/- p.m. for classes V to VIII & Rs. 250/- p.m. for classes IX & X for 10 months as maintenance grant. There is a ceiling of family income of Rs. 44,500/- p.a. This scheme has been running from the financial year 2003-04. Each eligible student may collect forms from their respective Head of the Institutions.
5. Up-gradation of Merit for SC/ST Students reading Classes IX to XII

This scheme has been introduced with a view to removing deficiencies in school subjects and specially for preparing SC/ST students for competitive examinations required for entry into professional courses like Engineering and Medicine. The emphasis of remedial coaching would be to remove educational deficiencies from which these students suffer and to promote study habits. Quota for SC is 368 and quota for ST is 72. A package grant is given.

C. POST-MATRIC SCHOLARSHIP SCHEMES UNDER CENTRAL ASSISTANCE

1. Central Hostel for SC, ST and OBC

Central Hostel is a hostel where students at post-matric level from different educational institution can stay. The B.C.W. Deptt. has set up a number of Central Hostels for both boys and girls with the Govt. of India’s assistance at central places in SC/ST /OBC dominated areas to cater to the needs of accommodation of the students of a group of Schools / Colleges. Presently, under the Babu Jagjivan Ram Chatrawas Yojna, Government of India in the Ministry of Social Justice and Empowerment allows 100% assistance for Girls’ hostels and 50% assistance in cases of boys’ hostels for SCs. Similar assistance is also available for ST students from the Ministry of Tribal Affairs. 50% Central assistance is also available for hostels for OBC boys and girls. In the year 2011-12 Government of India sanctioned 12 such Central Hostels for SC – 6 for boys and 6 for girls under Babu Jagjivan Ram Chatrawas Yojna. Altogether, 22 new central hostels are at different stages of construction. 62 Central Hostels are at present running with 4240 beneficiaries all over the State. 4 hostels Could not be started due to different reasons. The students pursuing studies at Post-matric stages of education are to contact our Dist. Level offices to collect forms for such admission into Hostels. The eligible students also get Post-matric scholarship money to complete their education.
2. Post-Matric Scholarship to SC/ST

The objective of the scheme is to provide financial assistance to the Scheduled Castes and Scheduled Tribe students studying at post matriculation or post secondary stages to enable them to complete their education. The Income ceiling of parents/guardian has recently been enhanced from Rs. 2,00,000/- p.a. to Rs. 2,50,000/- p.a. The Government of India bears the entire expenditure beyond the committed liability which is to be borne by the State Government. The committed liability of the State government is equal to the sum total of expenditure incurred during the closing year of the last plan period. Thus the committed liability of the State Government for the year 2012-13 shall be equal to the total expenditure incurred under each of the schemes (Post-Matric Scholarship for SC and Post-Matric Scholarship for ST) during 2011-12, the last year of the 11th Five-Year Plan period. The rates of Post-Matric Scholarship have been revised with effect from 01-07-2010. However, the Govt. of India has decided that such committed liability shall be decided by calculating the expenditure in the pre-revised rates. The State Government follows the rates fixed by the Government of India. However, in cases of Post-Matric Scholarship for hostellers in Group III & IV are less (Rs. 570/- & Rs.380/- per month respectively) than the rates fixed by the State Government, the State Govt. pays at higher rates fixed by the State Govt. (Rs.750/- per month) and the additional burden is borne by the State Government. The scholarship is given for study of various recognized post secondary courses pursued in recognized educational institutions. Since the maintenance allowance for different courses vary widely, the same have been grouped into 4 categories and shown below as I, II, III, and IV. The amount of scholarship admissible for each group has also been indicated below. Tuition fees and compulsory non-refundable fees are also paid as per approved rate of the Government institution.

3. Post-Matric Scholarship to O.B.C. Students

The objective of this Scheme is to provide financial assistance to O.B.C. students studying at Post-secondary stages of education to enable them to complete their education. This scheme has been implemented in this state from the financial year 2003-04. The scholarship is given for
study of various recognized Post-secondary courses pursued in recognized educational institutions. Same procedure for payment of Post-matric scholarship to SC/ST student is followed. There is a ceiling of family income of Rs.1,00,000/- p.a.

D. SPECIAL SCHEMES

1. Eklavya Model Residential School

To provide quality education to Scheduled Tribes Boys and Girls from Class VI to XII, seven ‘Eklavya Model Residential Schools’ are functioning in the State in the Districts (1) Bankura (2) Purulia (3) Burdwan (4) Paschim Medinipur (5) Jalpaiguri (6) Birbhum (7) Dakshin Dinajpur with funds from Government of India and the State Government. These are English Medium Schools under the West Bengal Board of Secondary Education. Each school has a capacity of 420 students. The students who are admitted to these schools are provided with scholarships, free food and lodging etc., Computer education has also been introduced in all the schools from class VI.

2. Feeder Schools

The Feeder Schools at primary level for the tribal boys and girls have been introduced to feed the Eklavya Model Residential schools. These are English Medium Schools running as feeder schools since 2004-2005 from Class -I to Class -V. The students passing Class – V in the feeder schools normally join the Eklavya Schools in Class VI. The ‘Eklavya Model Schools’ under the scheme will eventually come under CBSE Board. Stipends are provided for 1500 boys and girls of these schools in eight Districts of this State.

3. Pandit Raghunath Murmu Residential Schools

Backward Classes Welfare Department in the Government of West Bengal decided to construct 9 (nine) residential schools for SC/ST students in phases in the districts of Bankura, Purulia, Burdwan, Paschim Medinipur, Purba Medinipur and Jalpaiguri from Class V-XII in the name of
Pundit Raghunath Murmu, eminent cultural reformer and inventor of “Olchiki” script in the Santali language. These schools are Government sponsored Bengali medium and recognized by the WB Board of Secondary Education and WB Council of Higher Secondary Education. Eight Schools have been recognized and started functioning from rented houses. The Schools are under the management of the School Education Department. The students are admitted as per norms of School Education Department but at least 70% students should come from Schedule Tribe Community. The remaining 30% students are enrolled from SC/OBC/General category. The students should preferably be of B.P.L category. The School Building will comprise a three storied building for 640 students (320 boys and 320 girls). There will be 12 class rooms, toilet blocks, cycle stand, library-cum-reading room, computer rooms, laboratory (Physics, Chemistry, Biology and Geography), teacher’s room, common room and submersible pumps for water supply. Two hostels for boys and girls will be constructed for all 640 students as the school will be a residential school. Apart from these there will be a separate two-storied building for teachers’ residential quarter and a one storied building for headmaster’s quarter. Three Group ‘D’ staff quarters will also be constructed. Other facilities i.e. bathrooms, toilet blocks, kitchen, dining blocks, wash areas, visitors’ room, open space for assembly and playground are also provided attached to these hostels.

4. Belpahari Residential Girls’ schools for Tribals

The residential HS school for tribal girls students of Belpahari Paschim Medinipur under the Management of BCW Deptt. is running satisfactorily. There are about 380 tribal girls studying in the school from Class I to Class – XII. All students are provided free food and lodging.

5. Dr. B R. Ambedkar Medha Puraskar

625 Scheduled Caste & 625 Scheduled Tribe students are selected for award of Dr. B.R. Ambedkar Medha Puraskar on the basis of the result in the Madhyamik Pariksha conducted by West Bengal Board of Secondary Education, the Madrassa Board, ICSE and CBSC, 2001. The prize consisting of a Cash Award of Rs. 5,000/- and a Certificate of Merit is being awarded in a special function.
NATIONAL LEVEL

Elementary Education

Elementary education in India starts from the age of six. The government has made elementary education compulsory and free. The central and state governments have been expanding the provision of formal and non-formal primary education to realise the goal of Universalisation of Elementary Education (UEE).

- The Schemes for Providing Quality Education in Madrassas (SPQEM)
- Education Guarantee Scheme (EGS) / Alternative & Innovative Education (AIE)
- Kasturba Gandhi Balika Vidyalaya (KGBV)

Sarva Shiksha Abhiyan

The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

- SSA Information System
- School Report Cards
- Education for All

Mid-Day Meal Scheme

Aiming at enhancing enrollment, retention and attendance and simultaneously improving nutritional levels among children, the (MDM) is the world's largest school feeding programme, reaching out to about 12 crore children in over 9.50 lakh schools/EGS centers across the country.
Secondary Education

Secondary Education- begins from class 9, leading to higher secondary education in classes 11 and 12. This crucial stage develops competency in children, which prepares them for higher education and for the professional life. Following the Constitutional mandate to and success of Sarva Shiksha Abhiyan- it has become essential to move towards universalisation of secondary education.

Schemes under this are:

- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Girls Hostel Scheme
- Model School Scheme
- Information And Communication Technology In Schools
- National Means-cum-Merit Scholarship
- Adolescence Education Programme

Higher Education

Higher Education- starts after class 12. Major policy decisions relating to higher education in the country are taken by the Central Government. It provides grants to University Grant Commission (UGC) and establishes central universities in the country. The Central Government is also responsible for declaration of Education Institutions as 'Deemed to be University' on the recommendation of the UGC- External website that opens in a new window. And, State Governments are responsible for establishment of State Universities and colleges.

- Schemes related to Universities & Higher Education
- Schemes related to Technical Education
Adult Education

Literacy among adults has been recognized as a crucial input for nation building. The National Literacy Mission- External website that opens in a new window was set up on 5th May, 1988 to impart a new sense of urgency and seriousness to adult education. Some of the other initiatives under adult education are:

- Saakshar Bharat
- Innovative Proposals in the field of Adult Education
- Scheme of Support to Voluntary Agencies for Adult Education and Skill Development
- Directorate of Adult Education

Higher Education is the shared responsibility of both the Centre and the States. The coordination and determination of standards in institutions is the constitutional obligation of the Central Government. The Central Government provides grants to UGC and establishes Central Universities in the country. Meritorious students, from families with or without necessary means, need an incentive or encouragement to keep on working hard in their studies and go to the next level of education in their academic career. This is where the scholarships and education loans play a crucial role.

Following are some significant fellowship schemes/scholarships awarded by the various institutions:

- National Scholarships
- Post Doctoral Research Fellow (Scheme)
- Junior Research Fellowships for biomedical sciences
- All India Council for Technical Education Scholarships
- Department of Science and Technology grants and fellowships
- DST's Scholarship Scheme for Women Scientists and Technologists
- Biotechnology fellowships for doctoral and postdoctoral studies by DBT
- Scholarships /Awards at Undergraduate & Postgraduate level in various science courses at the University of Delhi
• Fellowships/Scholarships/Awards by the Jawaharlal Nehru University
• Rajiv Gandhi National Fellowship for SC students to pursue higher education such as M. Phil. and Ph.D.
• Ramanujan Fellowships for brilliant scientists and engineers from all over the world
• JC Bose National Fellowships
• Sports Authority of India promotional schemes
• Empowerment of Persons with Disabilities - Schemes/Programmes
• Scholarship Schemes for ST Students by Ministry of Tribal Affairs
• Post-matric Scholarships for SC /ST students
• Scholarships for Minority Students
• Online Minority Students Welfare Scholarships System
• Indira Gandhi Fellowship for One Girl Child

There are a number of scholarships available for students to pursue higher studies outside India. The Government of India, foreign countries and private institutions offer the international scholarships to academically outstanding students. The Ministry of Human Resource Development, Department of Higher Education administers only those scholarships/fellowships which are being offered by the foreign countries under Cultural Exchange Programmes and other programmes. The subject fields are generally chosen for those subject fields, facilities for which are available in the donor country and also keeping in view the national needs.

• External Scholarships for higher education
• Externally-Aided Projects in Technical Education
• UNESCO International Fellowships/Awards/Prizes
• Externally Aided Projects/International Collaboration in Technical Education
INTERNATIONAL LEVEL

Universal Declaration Of Human Rights, 1948 as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 26

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children


Article 21

1. Indigenous peoples have the right, without discrimination, to the improvement of their economic and social conditions, including, inter alia, in the areas of education, employment, vocational training and retraining, housing, sanitation, health and social security.

2. States shall take effective measures and, where appropriate, special measures to ensure continuing
improvement of their economic and social conditions. Particular attention shall be paid to the rights and special needs of indigenous elders, women, youth, children and persons with disabilities.

**International Covenant on Economic, Social and Cultural Rights, 1976**

Article 13

1. The States Parties to the present Covenant recognize the right of everyone to education. They agree that education shall be directed to the full development of the human personality and the sense of its dignity, and shall strengthen the respect for human rights and fundamental freedoms. They further agree that education shall enable all persons to participate effectively in a free society, promote understanding, tolerance and friendship among all nations and all racial, ethnic or religious groups, and further the activities of the United Nations for the maintenance of peace.

2. The States Parties to the present Covenant recognize that, with a view to achieving the full realization of this right:

(a) Primary education shall be compulsory and available free to all;

(b) Secondary education in its different forms, including technical and vocational secondary education, shall be made generally available and accessible to all by every appropriate means, and in particular by the progressive introduction of free education;

(c) Higher education shall be made equally accessible to all, on the basis of capacity, by every appropriate means, and in particular by the progressive introduction of free education;

(d) Fundamental education shall be encouraged or intensified as far as possible for those persons who have not received or completed the whole period of their primary education;
(e) The development of a system of schools at all levels shall be actively pursued, an adequate fellowship system shall be established, and the material conditions of teaching staff shall be continuously improved.

3. The States Parties to the present Covenant undertake to have respect for the liberty of parents and, when applicable, legal guardians to choose for their children schools, other than those established by the public authorities, which conform to such minimum educational standards as may be laid down or approved by the State and to ensure the religious and moral education of their children in conformity with their own convictions.

4. No part of this article shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph I of this article and to the requirement that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

**Convention on the Rights of the Child, 1990**

**Article 28**

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;
(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

**International Convention on the Elimination of All Forms of Racial Discrimination, 1969**

**Article 5**

In compliance with the fundamental obligations laid down in article 2 of this Convention, States Parties undertake to prohibit and to eliminate racial discrimination in all its forms and to guarantee the right of everyone, without distinction as to race, colour, or national or ethnic origin, to equality before the law, notably in the enjoyment of the following rights:

(a) The right to equal treatment before the tribunals and all other organs administering justice;

(b) The right to security of person and protection by the State against violence or bodily harm, whether inflicted by government officials or by any individual group or institution;

(c) Political rights, in particular the right to participate in elections-to vote and to stand for election-on the basis of universal and equal suffrage, to take part in the Government as well as in the conduct of public affairs at any level and to have equal access to public service;

(d) Other civil rights, in particular:

(i) The right to freedom of movement and residence within the border of the State;

(ii) The right to leave any country, including one's own, and to return to one's country;
(iii) The right to nationality;

(iv) The right to marriage and choice of spouse;

(v) The right to own property alone as well as in association with others;

(vi) The right to inherit;

(vii) The right to freedom of thought, conscience and religion;

(viii) The right to freedom of opinion and expression;

(ix) The right to freedom of peaceful assembly and association;

(e) Economic, social and cultural rights, in particular:

(i) The rights to work, to free choice of employment, to just and favourable conditions of work, to protection against unemployment, to equal pay for equal work, to just and favourable remuneration;

(ii) The right to form and join trade unions;

(iii) The right to housing;

(iv) The right to public health, medical care, social security and social services;

(v) The right to education and training;

(vi) The right to equal participation in cultural activities;

(f) The right of access to any place or service intended for use by the general public, such as transport hotels, restaurants, cafes, theatres and park

**Article 7**

States Parties undertake to adopt immediate and effective measures, particularly in the fields of teaching, education, culture and information, with a view to combating prejudices which lead to racial
discrimination and to promoting understanding, tolerance and friendship among nations and racial or ethnical groups, as well as to propagating the purposes and principles of the Charter of the United Nations, the Universal Declaration of Human Rights, the United Nations Declaration on the Elimination of All Forms of Racial Discrimination, and this Convention.

Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW), 1979

Article 10

Obligates equal access to all fields of education and the elimination of stereotyped concepts of the roles of men and women.

Millennium Development Goals, 2013

GOAL 2: ACHIEVE UNIVERSAL PRIMARY EDUCATION

Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling

- Enrolment in primary education in developing regions reached 90 per cent in 2010, up from 82 per cent in 1999, which means more kids than ever are attending primary school.

- In 2011, 57 million children of primary school age were out of school. Even as countries with the toughest challenges have made large strides, progress on primary school enrolment has slowed. Between 2008 and 2011, the number of out-of-school children of primary age fell by only 3 million.

- Globally, 123 million youth (aged 15 to 24) lack basic reading and writing skills. 61 per cent of them are young women.

- Gender gaps in youth literacy rates are also narrowing. Globally, there were 95 literate young women for every 100 young men in 2010, compared with 90 women in 1990.