



**Anil Bordia Memorial Policy Seminar on
Education and Social Empowerment: Policies and Practices
Venue: NUEPA, New Delhi; Dates: 16-17 December, 2013**

Background

The concern for the empowerment of disadvantaged groups such as, Scheduled Castes (SC), Scheduled Tribes (ST) and girls, through education stems from constitutional commitments and policy directives. Article 46 of the Constitution of India clearly outlines, the state shall *promote with special care the education and economic interests of the weaker sections of the society, and in particular of SC, ST and girls*. The National Policy on Education (1968) calls for strenuous efforts to correct regional imbalances and inter-group disparities in education. Reinforcing the 1968 Resolutions, the National Policy of Education and Programme of Action (1986/1992) lay emphasis on the removal of disparities and equalization of educational opportunity by attending to the specific needs of those who have been denied equality so far. Both the policies have dealt with the educational needs of the SC, ST and minorities in great detail with a special concern for neglected groups like nomadic and semi nomadic tribes and de-notified tribes. Based on the constitutional commitments and policy directives, planned efforts have been made since Independence to promote educational development in equitable manner. Consequently there has been considerable improvement in educational condition of the deprived groups.

The Government being the main provider of education and other welfare inputs for the SC, ST and minorities, these groups have been identified as the special focus groups in centrally sponsored educational programmes. The programmes provide for development of context specific strategies and interventions for education of these target groups.

Some of the programmes, such as Mahila Samakhya (MS), Kasturba Gandhi Balika Vidyalaya (KGBV) are in fact based on the educational needs of these specific groups. Sarva Shiksha Abhiyan (SSA) has identified and targeted geographical areas in districts and block with predominance of SC, ST and minority population for allocation of funds and school infrastructure to promote education of these groups. Moreover, the latest policy initiative RTE has made special provision for 25 per cent reservation to the children of economically weaker sections in admission to the private/aided schools. With the implementation of Right to Education Act, the education system in India has entered into a distinctive phase of educational development, which seeks departure from other educational policies. Therefore, there is need to introspect and develop policies and practices aimed at empowerment of these groups through education. The proposed seminar on 'Education and Social Empowerment: Policies and Practices' is expected to address this through sharing of ideas and research findings.

The seminar is being organised in the memory of Mr Anil Bordia by the Department of Educational Policy, NUEPA, to seek an opportunity to reflect on the process of policy making in education. There is an integral relationship between policy makers and policy making process, as they play a critical role in the formulation and implementation of policies. If one reviews the history of policies formulated, one cannot fail to notice the proactive role played by certain individuals (thinkers, activists, reformers, administrators, etc) who have not only contributed to the making of innovative policies but have also illuminated the process of policy making with their distinctive approach and style. The situation is not unique to the field of education.

Mr Anil Bordia (1934-2012), as an able administrator, visionary and activist played proactive role in the formulation of a number of innovative education policies and programmes. His contribution in designing New Education Policy- 1986 and Programme of Action- 1992. and launching innovative educational programmes such as, 'Mahila Samakhya', 'Shiksha Karmi', 'Lok Jumbish' 'Doosra Dashak', etc., is quite significant. Empowerment through education was one of the central themes running through the policies and programmes with which Mr Bordia was associated. He viewed participation in education both as cause and effect of social empowerment, and designed programmes which

envisaged linkage between the two in terms of strategies and programme interventions. Both Mahila Samakhya and National Adult Education Programme are significant examples of this approach. Based on Paulo Freire's 'Pedagogy of the Oppressed', he advocated the introduction of the elements of critical awareness in the adult education programmes in terms of participatory training methodology and critical learning materials for literacy. He was instrumental in designing the Bihar Education Project, the first holistic education project of its own kind in the country, which set the path of designing similar programmes, APPEP, UPBEP, DPEP and SSA. As the head of a Committee on Right To Education (RTE), he made a significant contribution to the implementation of Right to Education Act by laying down the principles and procedures of harmonization between Sarva Shiksha Ahiyan and RTE in terms of vision, strategies and norms, operationalising several provisions under the RTE such as teachers' capacity and admission of 25% children from disadvantaged groups in schools.

Objectives of the Seminar

The main objectives of the proposed seminar are:

- To reflect on the relationship between education and social empowerment drawing from the ideas and insights constitutional directives, policies and programme initiatives.
- To share field experiences of implementing policy reforms and innovative practices with regard to educational needs of the disadvantaged groups, such as the SCs, the STs, girls and disabled children.
- To discuss current and emerging trends in the policy reforms in the overall framework of Right to Education Act through different theoretical perspectives.
- To envision pathways towards formulating new innovative educational policies and programmes and contribute to the existing body of knowledge in policy studies.

Tentative Themes

The proposed seminar, thus, is expected to cover the following themes:

- I. Education and Social Empowerment: Conceptual Framework and Theoretical Perspectives

- II. Universalization of Elementary Education: Issues and Challenges of Universal Participation and Learning
- III. Non-Formal Approach to Education and Social Empowerment through experiences of Mahila Samakhya (MS), Shiksha Karmi (SK), Lok Jumbish (LJ) and Doosra Dashak (DD)
- IV. Girls' Participation in Education: Contexts and Issues
- V. Education for Women's Empowerment and Equality
- VI. Adolescent Education, Youth Empowerment and Life-Skills: Issues and Challenges
- VII. Adult Education Programmes, Campaigns and Movements: Issues and Challenges
- VIII. Education of the Disadvantaged: SC, ST and Minorities.
- IX. Community Participation and Decentralized Educational Governance
- X. Role of Civil Societies /NGOs in reaching the unreached
- XI. Implication of Right to Education (RTE) Act for Equity in School Education.

ANIL BORDIA MEMORIAL NATIONAL POLICY SEMINAR
on
'Education and Social Empowerment: Policies and Practices'
DATES: DECEMBER 16-17, 2013

VENUE: NUEPA (Lecture Hall-113)

Tentative Schedule

Session	Time	Theme/Session Details
Day 1 : Monday, 16 December, 2013		
	09-30-10-00 Hrs	Registration
	10-00-11-00 Hrs	Inaugural
		<ul style="list-style-type: none"> • Welcome & Introduction – Prof. Avinash K. Singh. • Key Note Address– Prof. Dipankar Gupta 'Education and Citizenship: Beyond the Rights Based Approach' • Chairperson: Prof. R. Govinda, Vice Chancellor, NUEPA • Vote of Thanks – Dr. Veera Gupta
		Rapporteur :
	1100-11-15 Hrs	Tea
Session 1	11-15-1300 Hrs	Theme: Issues, Concept and Perspectives Chair: Prof. J B G Tilak
		Education and Emancipation: The Saga and Ideology of Dr. B. R. Ambedkar Prof. N. Jayaram
		State, Education and Tribes Prof. Virginius Xaxa
		Muslims and Equity in Higher Education in India Prof. Zoya Hasan
		Discussant:
		Rapporteur:
	13-00-14-00 Hrs	Lunch
Session 2	14-00-15-30 Hrs	Theme: Adolescence, Gender and Education

		Chair: Prof. Karuna Chanana, JNU, New Delhi
		Adolescent Education: Issues and Challenges Dr. Sharada Jain
		Girls Education, Social Change and Community Intervention Prof. Ratna M Sudarshan
		Policy Reform and Educational Development in a Federal Context: Reflections on the Uneven Process of Change in Bihar Dr. Manisha Priyam
		Discussant:
		Rapporteur :
	15-30-15-45 Hrs	Tea
Session 3	15-45-17-00 Hrs	Theme: Education of Scheduled Castes and Scheduled Tribes Chair: Prof. K. Sujatha
		Does Incentive Policies enhance participation of Scheduled Caste Children Dr. Mona Sedwal
		A Decisive Step Forward: The Case of the Savars of East Singhbhum Dr. Upasana Ray
		Influencing participation of the ST children in schools by utilizing culturally acquired components of the community Dr. B K Panda
		Book Release
Day 2 :Tuesday, 17 December, 2013		
Session 4	09-30-11-15 Hrs	Theme: Education, Pedagogy and Empowerment Chair: Prof. Virginius Xaxa

		Perspectives on Education and Social Empowerment: The Indian Context Prof. K . L. Sharma
		Understanding Power through Freire: Possibilities for Policy Making Dr. Ravi Kumar
		Community Colleges - An Alternative System of Social Empowerment. Prof. Abraham George
		Rapporteur :
	11-15-11-30 Hrs	Tea
Session 5	11-30-13-15 Hrs	Theme: Policy implementation: Lessons from Programme Practices Chair: Prof. Shantha Sinha
		What the mainstream education system has learnt from three innovations: Shiksha Karmi, Lok Jumbish and Mahila Samakhya? Prof. Vimala Ramachandran
		Making Policies work for Education and Social Empowerment: Reflection on the Shiksha Karmi Project in Rajasthan Dr. Shobhita Rajgopal
		Adult Education and Social Empowerment: Indian Experience Dr. A. Mathew
		Rapporteur:
	13-15-14-00 Hrs	Lunch
Session 6	14-00-15-30 Hrs	Theme: Justice and Empowerment in Higher Education Chair: Prof. N V Varghese
		How Just are Policies in Higher Education? Prof. Sudhanshu Bhushan

		Higher Education in India: Issues of Inclusion and Excellence Prof. Sushma Yadav
		Affirmative Action and 'Parity of Participation' in Higher Education: Policy Perspective and Institutional Response Prof. Kumar Suresh
		Discussants:
		Rapporteur:
	15-30-15-45 Hrs	Tea
Session 7	15-45-16-45 Hrs	Right to Education (RTE) and Social Empowerment Chair: Prof. Sharada Jain
		Retention of Children in Schools in Andhra Pradesh Prof. Shantha Sinha
		A State School in Urban Slums Dr. Gunjan Sharma
		Rapporteur:
Session	16-45 Hrs	Valedictory Session
		<ul style="list-style-type: none"> • Chair: • Rapporteur's Summary Report: Valedictory Address: Prof. R. Govinda, Vice Chancellor, NUEPA • Vote of Thanks:
		Rapporteur: