

Constitution values and Provisions for Indian Education System

Abhilasha Gautam

Principal, Army Institute of Education, Greater Noida, UP, India

Abstract

The constitution is the fundamental law or rules of a country, nation or a state that determine the form of the government and the relationship between the government and citizen. The objectives to be achieved by the state are laid down by it. The constitution framework describes the rights and duties of citizens.

The constitution is a source of legislation and is a prime and primary document. It provides a direction to the nation to achieve its target and helps the society to move on. The Constitution of a country serves many purposes. It formulates certain ideals that built the foundation of the country where we as citizens desire to live in. The Constitution is a set of rules, principles, values and procedures by which harmony is established in the country.

Indian constitution has a large number of articles and clauses, which affects education directly or indirectly. The Preamble of Indian Constitution shows core constitutional values, national ethos and aspirations.

After independence, the need was felt to frame the constitution of India. For this purpose, a constitution committee was made under the chairmanship of Dr B.R. Ambedkar. Dr Rajendra Prasad was appointed as the head of the committee. The Indian constitution was drafted by the committee after two years, eleven months and eighteen days. It was implemented in the country on 26th January 1950. The present article focuses on the provisions for Education in Indian Constitution. The articles as quoted in the constitution has been taken without any paraphrasing or rephrasing to maintain the sanctity of the written constitution. Hence, secondary data has been focused to write the article. Objective of writing the article is to focus on the constitutional provision for education.

KEYWORDS: Indian Constitution, Articles, Clauses, Education.

Introduction: Institutional values

The values enshrined in the constitution are the core values and are reflected in the various provisions and articles. The power of vision of the constitution lies in its preamble. Values are worthwhile for the existence and development of human society. The values mentioned in the preamble are, in fact, the aims and goals of the constitution. The constitution of India involves all the values which are democratic, human and universal. The values which are reflected in the preamble are sovereignty, socialism, secularism, and democracy, the republican character of the Indian state, justice, equity, liberty, equality, fraternity, human dignity and the unity and integrity of the nation.

The Preamble of India

Values mentioned in the preamble are described below:

- 1. Sovereignty:** Sovereignty means having complete political freedom. It means India is internally and externally sovereign. It is internally powerful and externally

free from the control of any foreign power, and no one can challenge its authority. No extrinsic power can command the government of India. Thus, at the international community platform, this value of sovereignty gives India a dignity to exist as a nation. It has a government which is nominated by the people of the country.

2. Socialism: The word 'socialist' and 'secular' was added in the preamble after the 42nd amendment in 1976. The term socialist means democratic socialism, which means to achieve socialist goals through democratic and non-violent means. It emphasizes the mixed economy, which will include both the private and public sectors to work together for economic development.

Educational institutions and facilities should be enjoyed by each regardless of any ethnic or social differences.

3. Secularism: The term secular means respect all religions and state will not support any specific religion out of public funds. Every individual is free to adopt any religion of his/her choice and discrimination based on religion to any individual or group will not be done by the state.

Everyone should enjoy irrespective of the religious practices and faith educational institutions facilities.

4. Democratic Republic: The preamble of the constitution shows democracy as a value. The term democratic means the people will elect their government at all the levels, like state, union and local. The rulers elected by the people of the country remain accountable to the people. Every citizen enjoys this right to vote. Democracy brings stability and progress of society.

The term 'democratic' not only refers to political, but also it means social and economic democracy.

Republic means the person who holds the highest position in the state is the president. This value strengthens the democracy where every Indian citizen is eligible to be elected equally as the head of the country.

5. Justice: Justice means to give the people what they are entitled to in terms of fundamental rights to clothing, food, housing, decision making and living with dignity as human beings. The preamble includes all the aspects of justice, namely social, economic and political justice. Social justice implies equal rights for all irrespective of gender, caste, class, religion, race, citizenship, ethnicity and age. Economic justice means government initiatives to eliminate poverty and past injustices. It looks for equitable distribution of intellectual and natural wealth.

No system can ensure justice until it provides education to its citizens irrespective of religion, caste and other social diversified factors.

6. Equity: Equity shows need for fairness in the distribution of gains and losses and everyone is entitled to have quality standard of living. Certain groups in the society are considered disadvantaged because certain injustices have occurred with them in the past or present. Therefore, some duties and rights have been given to these disadvantaged groups as a means to redress these injuries.

7. Equality: All the citizens of India are equal before law. Equal opportunities should be given to everyone without any sort of discrimination based on gender, class, caste, creed, birth and religion. Equality of opportunities means everyone have the same chance to develop his/her talents and select the means of livelihood.

8. Liberty: Liberty is the core value reflected in the preamble, which implies freedom of thought, belief, expression, faith and worship. Every citizen of the country has got the liberty to select his/her course of study and career.

9. Fraternity: Fraternity is the spirit of common brotherhood among all the people of India. In its absence, India stands divided. The fraternity can be attained by abolishing untouchability, communal or local discriminatory feelings which comes in the way of unity of the nation.

School is the most proper place for cultivating friendship among the people of different groups of society.

10. The dignity of the individual: By promoting the fraternity, the dignity of the individual can be achieved. The pride of the individual must be protected. It emphasizes equal participation of all the individuals in the processes of democratic governance.

11. Unity and integrity of the country: Indian Constitution expects from its citizens to protect the unity and integrity of the nation as a matter of duty. To maintain the independent standard of the country, unity and integrity of the nation is essential. Therefore, it has been emphasized to maintain unity among all the citizens of the nation.

Education has individual and social significance. The preamble carries the desires and aspirations of the citizens, can be attained through the medium of education.

Fundamental duties

The constitution of India represents some duties to be performed by the citizens. Fundamental duties are of great importance because these shows some basic values like nationalism, patriotism, environmentalism, humanism, harmonious living, scientific temper and inquiry, gender equality and individual and collective excellence.

Fundamental duties are added in the Indian constitution by **42nd amendment of the constitution in 1976**. The fundamental duties are contained in **Art. 51 A, Part IV A** of the Indian constitution. It says “It shall be the duty of every citizen of India:

1. To abide by the constitution and respect its ideals and institutions, the National Flag and the National Anthem.
2. To cherish and follow the noble ideas which inspired our national struggle for freedom.
3. To uphold and protect the sovereignty, unity and integrity of India.
4. To defend the country when the need arises.
5. To promote harmony and brotherhood among all sections of the people and to respect the dignity of women.
6. To value and preserve the rich heritage of our composite culture.
7. To protect and improve the natural environment, including forests, rivers, lakes and wildlife and to have compassion for living creatures.
8. To develop the scientific temper, humanism and the spirit of inquiry and reform.

9. To protect public property and not to use violence.

10. To strive for excellence in all spheres of individual and collective activity.

One more fundamental duty was added in the Indian constitution by 86th Amendment of the constitution in 2002, clause (K) of Article 51A.

11. “a parent or guardian, to provide opportunities for education to his child or ward between the age of six and fourteen years, as the case may be”.

There is no legal force behind these duties; still, they are an integral part of the constitution of India. These duties reflect the educative value and moral impact on the citizens. By including the fundamental duties in the constitution, it will lead to progress, peace and prosperity of the country.

Relevance of constitutional values to education

National and social objectives of the constitution can only be achieved by education. The source of formulating aims of education is the constitution, and the values enshrined in it. The objective of the Indian welfare state is the development of its people, and it can be achieved by education.

The values and importance of learning and understanding the basics of the constitution are of great importance. Innovative teaching methods will be more effective in the inculcation of the values amongst the students.

Teaching the values of secularism, socialism, equality, liberty will generate strong and polarising sentiments in the students. It will develop the right kind of citizenship and a secular and broad outlook in them.

Constitutional values are the food for the revolving thoughts in young minds. It shapes their destiny and plans. The values help develop the human resources, which in turn will bring economic growth and wealth of the nation. Education should aim to build a commitment to these values based on logic and understanding. To make such commitment, the curriculum should provide space for dialogue and discourse for children.

India is a democratic country and keeping in mind the democratic characteristics, and based on constitutional values, the following aims are emphasized for the education system of India.

1. Cultivation of democratic values: Democracy is thriving when people are aware of their duties and rights and the ways to fulfil their responsibilities. Education guides the individual to develop the value of democratic citizenship and thus helps in judging the right and wrong in people. It also assists in solving the social, political and economic problems in their vicinity. Democracy requires as well as creates a kind of citizen who pursues her ends autonomously and respects the rights of others too, to do so well.

2. Development of social values and skills: Education is the weapon by which socialisation of the individual takes place. The values like cooperation, tolerance, sharing, sympathy, empathy, respect the culture of others etc. can be developed through education. Education helps the individual to make an adaptation in society and function as an instrument of social transformation.

3. Promoting moral and spiritual values: Democracy will be thriving when its people have a sense of moral and spiritual values. Knowledge in the absence of these values is worthless.

4. Development of vocational skills: Development of a nation depends in no small extent on the economic aspect. Vocational education not only helps the individual in earning his/her livelihood but also a contributing factor in rising the economy and wealth of the nation. An individual will also develop a sense of appreciation towards the dignity of work.

5. Promoting national integration: India is a nation of the diversity of culture, religion, language, caste and class. National and social integration can be achieved through education by enabling the students to cultivate a sense of national consciousness and national solidarity.

6. Development of human resources: Cultivation of essential values, educated electorate and development of competent leadership are required to strengthen the democracy. Education is a way by which human resources are developed, their knowledge and skills are nurtured, they become a mature personality, and this is helpful in the protection of our democracy.

7. Cultivation of traditional values and promotion of modernization: Education is the means to teach the traditional values of composite culture and rich heritage. It also emphasizes the propagation of these values to the future generation. For promoting modernization, science and technical education should be expanded and improved. This way, education will develop an international outlook in an individual.

These aims are national or social objectives which can be achieved through education. These are essential for strengthening the social structure. These are the educational goals of national development. Education develops a feeling of national unity and a sense of national consciousness amongst the pupils. Creating a strong faith for the future is a step to bring the principles and values described in the preamble of the constitution to the student's home.

Fundamental Rights

Every human being enjoys rights to ensure better living. India is a democratic country, and all individuals want equal rights here. The constitution of India reflects these rights in the form of fundamental rights. Fundamental rights provide a feeling of security in the minorities sections of society. In the Indian constitution, fundamental rights are mentioned in **Part III from Article 14 to 32**. Seven fundamental rights were included under the constitution of India. **However, the right to property was eliminated from the list of fundamental rights by the 44th amendment in the constitution in 1976.** After that, it is a legal right. Now there are six fundamental rights which are as follows:

1. Right to Equality (Articles 14-18)
2. Right to Freedom (Articles 19-22)
3. Right against exploitation (Articles 24 and 25)
4. Right to Freedom of Religion (Articles 25-28)
5. Cultural and Educational Rights (Articles 29-30)
6. Right to Constitutional Remedies (32-35)

After the 86th Amendment Act (2002), the Right to Education has been included in the list of fundamental rights as part of the Right to Freedom by adding Article 21(A).

1. Right to Equality

Right to equality reflects that all the citizens enjoy equal opportunities and privileges. It defends the citizens against the discrimination based on caste, religion, race, gender or place of birth. It says equality before the law which means no person is above the law, and all are equal before the law. But still, there is a special provision for women, children, scheduled castes, scheduled tribes and other backward classes (OBC's). The state reserves seats for these categories in educational institutions, and grant fee concessions. There shall be no discrimination on any of the basis in matters relating to employment in public services. It abolishes untouchability, and such type of practices in any form is forbidden

2. Right to Freedom

Real democracy shows the provision of freedom. Indian Constitution permits its citizens to have six types of freedom as mentioned in the "Right to Freedom"- freedom of expression and speech, freedom to form associations, freedom to move freely in India, freedom to assemble peaceably without arms, freedom of residence in any part and freedom of adopting any trade, profession or occupation.

3. Right against Exploitation

Right against Exploitation inhibits all forms of forced labour and human trafficking. The system where people are exploited by zamindars and money lenders is called forced labour. This right prohibits forced labour, sale and purchase of human beings and employment of children in hazardous jobs. To violate this right is a punishable offence under the law.

4. Right to Freedom of Religion

India is a country of multiple religion. This right allows us to adopt any religion of one's choice and right to practice and propagate any religion. Freedom is given to establish religious institutions of their own decisions. It emphasizes that no religious education can be imparted in any educational institution which is wholly maintained out of the state funds.

5. Cultural and Educational Rights

In India, there is a diversity of culture, languages and scripts. The constitution ensures the rights of minorities to develop and maintain their languages and cultures. It also allows them to keep, establish and administer their educational institution. It says that the state shall not discriminate against any educational institution while granting financial aid because a minority community is running it. For the preservation of the languages and culture of the minorities, assistance is given by the state. This will help in propagating the composite culture.

6. Right to Constitutional remedies

Right to Constitutional remedies is the soul of the entire rights. Part III of the constitution of India provides the legal remedies for the protection of fundamental rights by the courts. Any individual can seek the help of court if they are violated.

Right to Education (Article 21A)

India is a country of multiple religion. This right allows us to adopt any religion of one's choice and right to practice and propagate any religion. Freedom is given to

establish religious institutions of their own decisions. It emphasizes that no religious education can be imparted in any educational institution which is wholly maintained out of the state funds.

Constitutional Provisions on Education in India

The significant provisions on education mentioned in the constitution of India are as follows:

After **the 42nd amendment to the constitution in 1976**, many fundamental provisions were amended.

Following articles have provisions to save the rights of the individuals and assure that they are provided with education and will get protection by the law.

Right to Equality and Right against discrimination

1. Article 14: Equality before law

It is a fundamental right and cannot be withdrawn from an individual. The right to equality ensures there will be no discrimination among the individuals based on gender, caste, class, social status, religion, place of birth and race. All the people are equal before the law, and they will have the same opportunities to develop.

Concerning education, it intends to ensure education to all and regulate the rules of admission.

2. Article 15: Prohibition of discrimination on the basis of religion, caste, race, place of birth and gender

(i) The state shall not discriminate against any individual based on grounds such as religion, caste, race, gender and place of birth or any of them be subject to any disability, restriction liability with regard to

(a) going to shops, public restaurants, hotels and places of public entertainment or

(b) the use of wells, bathing ghats, tanks, roads and places of public resort maintained whole or partly out of state funds or devoted to the use of the general public.

(ii) nothing in this article shall prevent the state from making any special provision for children, women, socially and educationally backward classes of people or for the scheduled castes and the scheduled tribes.

This article supports fundamental rights and provides special provisions for the upliftment of the marginalized communities. **This article was amended in 2006, according to the 93rd amendment** to include special provisions with respect to the admission of the educationally and socially backward classes.

We have to treat all the children equally, and in case a child from the socially disadvantaged group lags, special efforts and provisions have to be made to bring the child par with other children. Special provisions are made for women education also. A teacher can bring awareness and make efforts for girl education also.

3. Article 16: Equality of opportunities for all in matters related to employment or appointment to any office under the state.

(i). There shall be equality of opportunity for all the citizens in the matters relating to employment or appointment to any office under the state.

(ii) No citizens shall, on grounds only of religion, caste, race, gender, place of birth, residence or any of them, be ineligible for, or discriminated against in respect of, any employment or office under the state.

(iii) Nothing in this article shall prevent the parliament for making any provision of law regarding categories of employment or appointment to any office under the government of, or any local or other authority within, a state or union territory, any requirement as to residence within that state or union territory before such employment or appointment.

(iv) Nothing in this article shall prevent the state from making provision for the reservation of appointments or posts in favour of any backward class of citizens, which in the opinion of the state, is not adequately represented in the services under the state.

(v) Nothing in this article shall prevent the state from making any provision for reservation in matters of promotion to any class or classes of posts in the services under the state in favour of the scheduled castes and the scheduled tribes which, in the opinion of the state, are not adequately represented in the services under the state.

This article emphasizes for reserving posts, but none of us has preconceived notions about the competence and skill of those, who are appointed against reserved seats.

In the educational institutions, counselling services are available, which can direct and guide the students to select the relevant streams and vocations as per their aptitude and interests. Teacher's role is to develop awareness about all such provisions so that after achieving education, students can easily access to the vast job opportunities and the scheduled caste, scheduled tribe and Other backward class students can avail their reservations.

4. Article 17: Abolition of untouchability

Untouchability is abolished and its practice in any form is forbidden. The enforcement of any disability arising out of untouchability shall be a punishable offence before the law.

A teacher must be aware of this act and should propagate this awareness amongst the students by organising co-curricular activities like folk dances, skit, drama and play.

5. Article 18: Abolition of titles

Article 18 (1): No title, not being a military or an academic distinction, will be conferred by the state.

Article 18 (2): No citizen of India will accept any title from any of the foreign states.

Article 18 (3): No person who is not a citizen of India will, while he holds any office of the profit or trust under the state, except without the consent of the President any title from any foreign states.

Article 18 (4): No person holding any office of the profit or trust under the state shall, without the consent of the President, accept any of the presents, emolument, or the office of any kind from or under any foreign states.

It prohibits the state from the conferring any title (except military or the academic distinction) on anybody, whether a citizen or a foreigner. For example-Dr., CA. MBBS, IAS. This article prohibits a citizen of India from accepting any title from any of the foreign states.

Article 18 prohibits only hereditary titles of nobility. Actually, Britishers created an Aristocratic class known as Khan Bahadurs and Rai Bahadurs in India. These titles

were also abolished. However, the military and the academic distinctions can be conferred on the citizens of India. The awards cannot be used by the recipient as a title and do not, accordingly, come within the constitutional prohibition. Therefore, Supreme Court has upheld the validity of the National awards- Bharat Ratna, Padma Bhusan, Padma Vibhushan and Padma Sri. Also, it was said by the Supreme court that they could not be added as suffixes or prefixes to the names of the awardee and if so added they could be forfeited.

6. Article 19: Right to freedom

All the citizens shall have the right to freedom of speech, expression, can form associations or unions, assemble peaceably and without arms, move freely throughout the territory of India, reside and settle in any part of the territory and practise any profession, occupation or business or trade.

Teacher can organise debate on various current issues to make the students aware of right to freedom of expression or speech. Creative writing and essay competition can be helpful in expressing their views on different aspects. Collaborative learning strategy will be fruitful activity to work in a group.

7. Article 21A: Right to Education

After the 86th amendment act (2002) of the constitution a new article 21 A has been added after Article 21. By this amendment act, the Right of children to free and compulsory education Act (2009), commonly known as Right to Education Act has been made a fundamental right and is deleted from the list of directive Principles of State Policy. According to this Act “The state shall provide free and compulsory education to all children of the age of six to fourteen in such a manner as the state may be by law determine”. It further says that it is the responsibility of the parent or guardian to provide opportunities for education to their child or ward between the age of six to fourteen years. This act is a nice initiative towards eliminating illiteracy. The act ensures that every child who is between 6-14 years of age and is out of the school goes to school and receives quality education, that is his/ her right.

8. Article 24: Prohibition of employment of children in factories

It says that no child below the age of fourteen years shall be employed to work in any factory or mine or engaged in any other hazardous employment, provided that such person is detained under the provisions of any law made by parliament.

Child labour is prohibited in any form. According to RTE (2009) Act, all children should be enrolled in schools. For their enrolment and retention, various provisions and facilities have been made.

Teachers have to make efforts to bring working children and street children, who are out of school, to the school. Some of these children are grown up and feel uncomfortable to sit with younger children. Children’s capabilities do not match with the curricular objectives. This mismatch can be removed by bringing change in the teaching strategy, so that drop out rate can be minimised. Additional efforts are required for the first-generation children.

9. Article 45: Provision for free and compulsory education for children

After the 86th amendment in the constitution in 2002, substitution of new article for article 45- For article 45 of the constitution, the following article shall be

substituted, namely:- “Provision for early childhood care and education to children below the age of six years”.The article states that “The state shall endeavour to provide early childhood care and education for all children until they complete the age of six years”.The Constitution makes this provision under Article 45 of the Directive Principles of State Policy.

In the Constitution it was laid down that within 10 years, i.e., by 1960 universal compulsory education must be provided for all children up to the age of 14, But unfortunately, this directive could not be fulfilled. Vigorous efforts are needed to achieve the target of 100 percent primary education. The Central Government needs to make adequate financial provisions for the purpose.

10. Article 46: Under Article 46 of the Constitution, the federal government is responsible for the economic and educational development of the Scheduled Castes and Scheduled Tribes. It states. “The state shall promote with special care the educational and economic interests of the weaker sections of the people and in particular, of the Scheduled castes and Scheduled Tribes and shall protect them from social injustice and all forms of exploitation.” It is one of the Directive Principles of State Policy. Thus, Article 46 along with other relevant articles relating to education ensure the equality in educational opportunities even by making special provisions for those who have been left behind due to various reasons.

Linguistic Minority Rights

11. Article 29(1):states “Any section of the citizen, residing in the territory of India or any part thereof having a distinct language, script or culture of its own, have the right to conserve the same.”

Article 29 (2):No citizen shall be denied admission into any educational institution maintained by the state or receiving aid out of state funds on the grounds only of religion, caste, race, language or any of them.

12. Article 30 (1): This says that all minorities based on language or religion shall have the right to establish and administer educational institutions of their choice.

Article 30 (2): It provides that state shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority based on religion or language.

13. Article 347: According to this article the President on demand of a minority may issue a directive that its language may be officially recognised through-out the state or any part thereof.

14. Article 350: This article ensures the right of all people to use a language they understand representation for redress of any grievance to any officer of the union or the state in any of the languages used in the union or in the state, as the case may be.

In a **Seventh Amendment to the Constitution made by the constitution Act of 1956**, two articles were added showing linguistic minority issues:

Article 350A: It shows the facilities for imparting instructions in mother tongue at primary stage. “It shall be the endeavour of every state and every local authority to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups.” And the President may issue such directions to any state as he considers it necessary or proper for securing the provision of such facilities.

Article 350B:Special officer for linguistic minorities.

(1). There shall be a Special officer for linguistic minorities to be appointed by the President.

(2) It shall be the duty of special officer to investigate into all matters relating to the safeguards provided for linguistic minorities under the Constitution and report to the President upon those matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each house of Parliament, and sent to the Governments of the states concerned.

15. Article 351: Promotion of Hindi:

The Indian Constitution makes provision for the development and promotion of Hindi as the national language. Article 351 enjoins the Union, the duty to promote the spread of the Hindi language.

Hindi accepted as the Official Language of India as laid down by the Constitution in following words:

“It shall be the duty of the Union to promote the spread of the Hindi language, to develop it so that it may serve as a medium of expression of all the elements of the composite culture of India.” In practice, Hindi is already mainly in use as a link language for the country. The educational system should contribute to the acceleration of this process to facilitate the movement of student and teacher and to strengthen national Unity.

Religious Minority Rights

India is a secular country. It is a nation where spirituality based on religion, had always been given a high esteem. Under the Constitution, minorities, whether based on religion or language, are given full rights to establish educational institutions of their choice. Referring to the constitutional provisions that religious instructions given in institutions under any endowment or Trust, should not be interfered with even if such institutions helped the State.

16. Article 25: Article 25 of the Constitution guarantees all the citizens the right to have freedom of conscience and the right freely to profess, practice and propagate religion. This right gives freedom to an individual to follow, practice and spread religion of individual's choice. State can not impose or curb any particular religious convention or tradition. This gives a kind of immunity to the minorities from the attacks of majority religions of the country.

17. Article 26: This article states that “Subject to public order, morality and health, every religious denomination or any section thereof shall have the right

- (i) to establish and maintain institutions for religious and charitable purposes.
- (ii) to manage its own affairs in matters of religion
- (iii) to own and acquire movable and immovable property and
- (iv) to administer such property in accordance with law.

These rights protect and guarantee the collective rights of a religion. This will give a safety and protection to the communal rights and privileges of minority religions.

18. Article 27:It states that “No person shall be compelled to pay any taxes, the proceeds of which are specifically appropriated in payment of expenses for the promotion or maintenance of any particular religion or religious denomination”. It ensures that state is not spending the public money for the welfare and upliftment of a particular religion at the cost of many including minority religions. When a government is formed who is having affiliation to majority religion, chances of minority religions, beings secluded and side-lined are higher. But the provisions of articles 27 is a block to this kind of biased tendencies.

19. Article 28: Article 28 (1) states, “No religious instruction shall be provided in any educational institution if wholly maintained out of state fund.”

Article 28 (2) states, “Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or Trust which requires that religious instruction shall be imparted to such institution.”

Article 28 (3) states, “No person attending any educational institution by the state or receiving aid out of state funds, shall be required to take part in any religious instruction that may be imparted in such institutions or to attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person a minor, his guardian has given his consent thereto.”

Education plays an important role to change the thinking of the people. The right to education and other opportunities are for everyone irrespective of the caste, creed, gender and class. We need to accept all and leave none as long as education in India is concerned.

Quoting the words of Pandit Jawaharlal Nehru:

“We have to build the noble mansion of free India where ‘ALL’ her children may dwell”, and this mansion needs to be built by its dwellers, all of them, and all of us, and only then will we be united and free and equal in the true sense.”

READINGS:

1. Austin, Granville (1996), ‘The Indian Constitution: Cornerstone of a Nation’, Oxford: Clarendon Press, p. 308.
2. Basu, D.D.(1991), ³ Introduction to the Constitution of India’, New Delhi.
3. Chaube, S.P. (2013). Problems of Indian Education. Sri Vinod Pustak Mandir, Agra.
4. Chattopadhyay Aparajita. (2013) Poverty and Social Exclusion in India: Issues and Challenges, ISBN 978-81-316-056-5.
5. Constitution of India: Preamble, Provisions of the Constitution of India having a bearing on Education retrieved from <http://www.education.nic.in/constitutional.asp>.
6. Kashyap, S.C.(1995), ³Our Constitution’, New Delhi: National Book Trust, India,p.51.
7. Modules for enhancement of quality education, Issues, challenges and concerns of scheduled castes. A training package, NCERT, 2017.
8. Nehru, Jawaharlal (1949), ³ ‘Independence and after’, New Delhi: Publication Division, Govt. of India, p.375
9. National Curriculum Framework (2005). New Delhi: NCERT. Chapter 1 (For constitutional values and the curriculum).
10. What is RTE: A Handbook for Teachers (2017). New Delhi: NCERT. Chapter 1.

WEBLIOGRAPHY:

<http://egyankosh.ac.in/bitstream/123456789/46741/1/Unit-13.pdf> Retrieved on 9 Nov. 2021

<http://egyankosh.ac.in/bitstream/123456789/8525/1/Unit%204.pdf> Retrieved on 9 Nov. 2021

<https://legaldesire.com/1-a-study-of-awareness-of-constitutional-values-and-their-achievement-in-the-views-of-student-teachers/>. Retrieved on 9 Nov. 2021

<https://ncert.nic.in/degsn/pdf/degsnmodule6.pdf>. Retrieved on 9 Nov.2021.
<https://www.india.gov.in/my-government/acts>. Retrieved on 9 Nov.2021
<https://www.india.gov.in/my-government/constitution-india/constitution-india-full-text> Retrieved on 10/11/2020 Retrieved on 10 Nov. 2021
<https://www.brightcareermaker.com/the-preamble/> Retrieved on 18 Nov. 2021
<https://www.slideshare.net/asnamaqsood4/sovereignty-81051172> Retrieved on 19 Nov.2021
<https://www.slideshare.net/RamsheenaK/indian-constitution-education> Retrieved on 20 Nov. 2021
<https://swarajyamag.com/featured/secularism-in-india-a-historical-perspective-2> Retrieved on 20 Nov. 2021.
<http://www.rahul-edr.org/pdf/Self-Learning-Materials/Course-2.pdf> Retrieved on 20 Nov., 2021
<http://www.indif.com/india/Government/democracy> Retrieved on 20 Nov. 2021.
<https://depositphotos.com/29517095/stockillustration-culture-of-india.html> Retrieved on 20 Nov. 2021
<https://www.latestlaws.com/articles/doctrine-of-judicial-review-in-india-a-judicial-perspective-by-fayaz-ahmed-bhat/> Retrieved on 20 Nov. 2021.
<https://www.slideshare.net/RamsheenaK/indian-constitution-education> Retrieved on 20 Nov. 2021
<https://www.history.com/topics/landmarks/statue-of-liberty> Retrieved on 20 Nov. 2021.
<https://interactioninstitute.org/illustrating-equality-vs-equity/> Retrieved on 20 Nov. 2021
<https://imp.center/i/slogans-on-national-integration-7581/> Retrieved on 20 Nov. 2021.
<https://www.shutterstock.com/image-photo/group-young-friends-park-sunset-circle-1680442024> Retrieved on 20 Nov. 2021.
<https://www.caritas.org.au/learn/cst/dignity-of-the-human-person> Retrieved on 20 Nov. 2021.
<https://www.slideshare.net/HabibJoelAlMukhlis/article-8-right-to-equality-and-its-exceptions> Retrieved on 20 Nov. 2021.
<https://www.thefinancialexpress.com.bd/views/freedom-of-expression-as-evolved-over-time-1518366896> Retrieved on 20 Nov. 2021.
<https://www.indianconstitutions.com/right-against-exploitation/> Retrieved on 20 Nov. 2021.
<http://mindzpeak.blogspot.com/2014/09/chance-or-choice.html> Retrieved on 20 Nov. 2021.
<https://www.slideshare.net/AmbujTiwari12/cultural-and-educational-right> Retrieved on 20 Nov. 2021.
<https://www.change.org/p/government-of-andhra-pradesh-implementation-of-right-to-education-rte-act-2009> Retrieved on 20 Nov. 2021.