

ISSN 0302-9298

Contemporary SOCIAL SCIENCES

Global Impact Factor : 0.765; General Impact Factor : 2.495
Index Copernicus ICV : 62.45; NAAS Rating : 2.88; InfoBase Index : 3.64

Founder
S. S. Shashi

Chief Editor
Dharam Vir

Volume 29, Number 1 (January-March), 2020



Research Foundation International, New Delhi

Affiliated to United Nations Organization (UNO)

(Autonomous, Regd. Recognized Charitable Organization of
Social Scientists, Authors, Journalists & Social Activists)

Contemporary Social Sciences

Double-blind Reviewed, Indexed & Refereed Quarterly International Journal

Index Copernicus ICV : 62.45; General Impact Factor : 2.495

Global Impact Factor : 0.765; NAAS Rating : 2.88; InfoBase Index : 3.64

Founder

Padma Shri S. S. Shashi

Chief Editor

Dharam Vir

Volume 29, Number 1 (January-March), 2020



RESEARCH FOUNDATION INTERNATIONAL (INDIA)

Affiliated to United Nations Organization (UNO)

**(An Autonomous, Registered (1972), Recognized Charitable Organization
of Social Scientists, Authors, Journalists and Social Activists)**

<Visit us at : <https://www.jndmeerut.org>>

<e-mail : managingeditor@jndmeerut.org>

Editorial Board

Contemporary Social Sciences (CSS) is a quarterly peer reviewed & refereed international journal published since 1972 under the auspicious of Research Foundation (an autonomous, registered (1972), recognized charitable organization of social scientists, authors, journalists and social activists). The journal is published regularly in the months of March, June, September and December. The annual subscription is ₹ 2000 in India and US \$ 80 abroad, including postage by Registered Post/Airmail. All the subscriptions must be prepaid in favour of M/S Saksham Computers, payable at Meerut.

FOUNDER

Padma Shri S. S. Shashi, Executive Chairman, Research Foundation International (India) and Former Director General, Publications Division, Government of India, 'Anusandhan', B-4/245, Safdarjung Enclave, New Delhi-110 029, India.

CHIEF EDITOR

Dharam Vir, Former Head, Department of Post-graduate Studies and Research in Sociology, Nanakchand Anglo Sanskrit College, CCS University, Meerut-250 004, India.

ASSOCIATE EDITORS

Sanjeev Mahajan, Department of Post-graduate Studies and Research in Sociology, Nanakchand Anglo Sanskrit College, Ch. Charan Singh University, Meerut-250 004, India.

Richa Singh, Secretary (Academics), Social Science Division, Research Foundation International (India), Delhi-110 029, India.

MANAGING EDITOR

Kamlesh Mahajan, Former Head, Department of Sociology, Ismail National Mahila Post-graduate College, Ch. Charan Singh University, Meerut-250 004, India.

BOOK REVIEW EDITOR

S. K. Gupta, Professor of Sociology (Retired), Panjab University, Chandigarh-160 014, India.

CONSULTING EDITORS

Dr. A. K. Singh (Assistant Coordinator, IGNOU Centre, Rohini, Delhi); **Prof. B. K. Nagla** (M. D. University, Rohtak); **Prof. Bhoumik Deshmukh** (University of Pune, Pune); **Prof. D. P. Singh** (NIILM-CMS, Noida, India); **Prof. Ho Chin Siong** (Department of Urban and Regional Planning, Universiti Teknologi Malaysia); **Prof. I. S. Chauhan** (Former Vice-Chancellor, Barakatulla University, Bhopal); **Dr. László Vasa**, (Faculty of Economics and Social Sciences, Szent István University, Hungary); **Dr. Mamta Singh** (Academic Counsellor, IGNOU Centre, Rohini, Delhi); **Prof. Neelam Grewal** (Dean Postgraduate Studies, Punjab Agricultural University, Ludhiana); **Dr. R. W. Sherman**, (Adjunct Associate Professor, Silberman School of Social Work, New York); **Prof. S. S. Sharma** (CCS University, Meerut); **Prof. S. K. Gupta** (Panjab University, Chandigarh); **Prof. Satya Prakash** (Department of Law, N. A. S. College, Meerut); **Prof. Wang Xiaoyi** (Director, Rural and Industrial Sociology, Institute of Sociology, Chinese Academic of Social Sciences, Beijing, China).

ISSN 0302-9298; DOI : 10.29070/CSS

World Copyrights of articles published in CSS are controlled by **Contemporary Social Sciences**, 1972. No part of this publication may be reproduced in any form without written permission of the Editor.

Contents

1. Relationship among Agriculture and Manufacturing Value Added and Economic Growth in Pakistan <i>Nadia, Syed Wahid Ali and Rohail Pasha</i>	1
2. Consumers Perception towards the Value Added Tax (VAT) in Uttar Pradesh <i>Parul Tyagi</i>	14
3. Role of INGO in Livelihood Improvement : A Case Study of Community Action Nepal (CAN) <i>Shyam Kumar Karki</i>	31
4. Historical and Religious Significance of Seela and Lions around Panchakumari in Maitedevi Temple Premises <i>Mani Bhadra Gautam</i>	45
5. Right to Education : A Biggest Right to Child (Views of Dr. Murli Manohar Joshi) <i>Giriraj Singh</i>	57
6. Is there a Role of Religion towards Enhancement of Public Accountability? <i>Angelos Giannakopoulos</i>	64
7. A Study into the Muslim Approach towards Home Rule Demand <i>Shalini Pathak</i>	75
8. Constitutional Rights in South Africa : A Brief Study <i>Prahlad Kumar Bairwa and Beena Banshiwal</i>	83
9. Social Change and its Impact on Post Disaster Reconstruction in Nepal <i>Dipesh Kumar Ghimire</i>	99
10. Social Media : A Boon or Curse for the Youth in India <i>Priyanka Kapoor</i>	115
11. Use of E-Resources by the Faculty of Engineering Colleges of Sangrur District <i>Amritpal Kaur</i>	134
12. The Neuroscience of Employee Engagement <i>Richa Vats and S. K. Sharma</i>	146

Journal of National Development

Aims and Scope

The Journal of National Development (JND) is an interdisciplinary bi-annual peer reviewed & refereed international journal committed to the ideals of a 'world community' and 'universal brotherhood'. The Journal is a joint effort of like-minded scholars in the field of social research. Its specific aims are to identify, to understand and to help the process of nation-building within the framework of a 'world community' and enhance research across the social sciences (Sociology, Anthropology, Political Science, Psychology, History, Geography, Education, Economics, Law, Communication, Linguistics) and related disciplines like all streams of Home Science, Management, Computer Science, Commerce as well as others like Food Technology, Agricultural Technology, Information Technology, Environmental Science, Dairy Science etc. having social focus/implications. It focuses on issues that are global and on local problems and policies that have international implications. By providing a forum for discussion on important issues with a global perspective, the *JND* is a part of unfolding world wide struggle for establishing a just and peaceful world order. Thus, the *JND* becomes a point of confluence for the rivulets from various disciplines to form a mighty mainstream gushing towards the formulation and propagation of a humanistic world- view.

Publication Schedule

The Journal of National Development is published in volumes of approximately 250-300 pages, divided into two bi-annual issues—summer and winter. Besides, a special issue in Hindi is also published every year to meet the demand of social scientists, both research scholars and teachers of Hindi speaking states of India.

Subscription and Business Correspondence GIF : 2.8186

The annual subscription is ₹ 1500 in India and US\$ 80 abroad, including postage by Speed-Post/Airmail. Special issue in Hindi is free with annual subscription. All the subscriptions must be prepaid in favour of *The Journal of National Development*, payable at Meerut.

ISSN 0972-8309; GIF : 0.842; NAAS Rating : 3.12; IBI FACTOR : 3.46

All correspondence pertaining to subscription, change of address, purchase of back numbers, books for review and advertisements should be addressed to :

The Managing Editor
Journal of National Development
D-59, Shastri Nagar, Meerut-250 004 (India)
Tel : 91+121-2763765; Mobile : 91+99997771669, 91+9412200765
<e-mail : managingeditor@jndmeerut.org>
Website : www.jndmeerut.org

Right to Education : A Biggest Right to Child (Views of Dr. Murli Manohar Joshi)

Giriraj Singh*

The Constitution (Eighty-sixth Amendment) Act, 2002 inserted Article 21-A in the Constitution of India to provide free and compulsory education of all children in the age group of six to fourteen years as a Fundamental Right in such a manner as the State may, by law, determine. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, which represents the consequential legislation envisaged under Article 21-A, means that every child has a right to full time elementary education of satisfactory and equitable quality in a formal school which satisfies certain essential norms and standards. Dr. Joshi is a strong advocate of a modern, strong and vibrant India. He is widely acclaimed as the scholar politician as also a practicing scientist as a political campaigner. The present paper is an attempt to analyze the views of Dr. Murli Manohar Joshi about right to education, which is considered a biggest right to child in India. It has been shown that almost all the states have agreed that full attention should be given towards quality of schools and this system will be implemented in phases in future.

[**Keywords** : Right to education, Constitution, Right to child, Free and compulsory education]

* Assistant Professor, Department of Political Science, Govt. Degree College, Margubpur, Roorkee, Haridwar, Uttarakhand (India) E-mail: <kasana020214@gmail.com>

Dr. Murli Manohar Joshi is an educationist in the true sense. Dr. Joshi, formerly a professor in the University of Allahabad, was an eminent researcher. As HRD Minister, his contribution for inspiring students towards the development of information technology and science and for creating incentives to facilitate study and research in science subjects will be remembered for all time to come. It was because of his efforts that the Right to Childhood and Right to Education to Children. The right to a carefree, relaxed childhood without the burden of any responsibility and stress is the biggest right of every child. Excessive pressure to perform and the parents' expectations, in the context of securing high marks, must not be imposed upon children. The personality of children must be allowed to blossom in such a way that their genuine aptitude and potential come to the fore. This was stated by Dr. Murli Manohar Joshi, Ex Union Minister for Resource Development. He said that, in fact, he was in favour of exam-benign being abolished altogether except perhaps for classes 8th, 10th and 12th.

The extreme mental stress children undergo during exam for the sake of even one mark is very harmful. More importantly, no child must be labelled as a failure. Dr. Joshi even suggested the all school to impart counselling about the stress of exam and marks. Dr. Joshi pointed out that in the new syllabus brought out by the NCERT. An attempt has been made to substantially decrease the load of text books. An attempt has also been made to link country's education to its reality. Its strengths and its weakness. Facts have been presented in such a way that students get inspired to make the country great. Emphasis has been laid on imparting the message of equal respect for all religion, and that all the children know the essence of various religions and also that all these religions teach the same essential truth. We must learn to respect each other instead of following the practice of tolerating each other, he added. Minister also made appeal to all those children who have been lucky to be born in families which have plenty, to step and help children who do not have access to resources. There are millions of such poor children in India. The Government is making effort to impart an education to each of these children through the 'Sarva Shiksha Abhiyan'. Dr. Joshi said.

Stress on Education for disabled children-With the inclusion of children into the mainstream of education still remaining a distant

dream the National policy on education advocaterd it in 1986, the HRD Minister

Dr Joshi recently directed all Chief minister to take necessary step to ensure greater enrolment of the affected children. Though Dr. Joshi has in the past also saught to remain state government of the need to integrate disabled children - and some states have indeed responded - his recent letter speaks volumes of the progress in this regard despite the persons with disabilities (Equal Opportunities, protection of Right and full participation] act 1995, stipulating such an integration (The Hindu, 22. 01. 2001).

On December 12, 2002, the president of India assented to the constitution (eighty sixth amendment) Act, 2002, which makes education a "fundamental Right" for those between the age of six and fourteen. To asses the significance of this development. one has take into of the provisions relating to education in the original, unnamended constitution of India the actions taken by successive governments of India in implement those provisions. The lead taken in this direction by the Supreme court of India and the debate in civil society and among educationists and parliamentarians over the content. Scope and wording the eventual constitutional amendment. Education is the most effective tool and medium for human development. it provides an opportunity to a person to reach and explore his ultimate potentiality and capability as a human being; thus helping him to attain fulfilment and supreme salvation. Education leads to liberation - liberation from ignorance which shrouds the mind, liberation from superstition which paralyzes efforts liberation from prejudices which blind the vision of the truth. A man without education can be equated to an animal.

Children are a supremely important national asset; and future well being of the nation depends on the growth and development of children, while speaking on the occasion of the special session of the general assembly on children on 9th May 2002, Dr. Joshi rightly stated that children are society's most critical foundation. They shape its future. The values and since of duty inculcated in childhood became the greatest strengths of adulthood, while also strengthening society. It is the prime duty of the community to ensure the total welfare and well being of children. States have responsibility to protect them against the power of parents ,economic exploitation and social neglet. The declaration on rights of the child adopted on 20th

November, 1959 by the general assembly stated that the child by reason of his physical and mental immaturity needs special safeguard and care including legal protection before as well as after birth. It has been truly stated in the preamble of the declaration that mankind owes to the child the best it has to give. Equally true is that children are not an expense they are an investment.

The declaration on the right of child was the first comprehensive international document which laid down education as one of the right of the child .the declaration provided that the child is intitled to receive education which shall be free and compulsory, at least in the elementary stage. He shall be provided an education which will promote his general culture and enable him on a basis of equal opportunity to develop his abilities, his individual judgment and his sense of moral social responsibility and to become a useful member of society. The best interests of the child shall be the guiding principal of those responsible for his education and guidance and that session responsibility lies with the parents in the first place. The declaration no doubt recognized the child's right to receive education but being a declaration of the general assembly it was not binding on the states. It was not a treaty therefore it did not purport to be a statement of law or legal obligation.

The United nations convention on the right of child adopted on 20th November 1989 was the first international legal instrument which guaranteed the spectrum of the child's human rights. The convention entered into force on 2nd September, 1990 and on June 2002, the convention had 191 states parties. The convention under article 28 provided to make primary education free and compulsory to all. The convention under para 2 of article 28 stipulates that states shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the children human dignity. States are required to promote and encourage international cooperation in matters relating to education in particular with view to contributing to the elimination of ignorance and illiteracy through out the world. India gained independence from British rule in 1947 and through the adoption of its new constitution became a federal republic in 1950. While guaranteeing to its citizens a number of human rights and directive principles of state policy. The distinction between the two is set out in article 37 of the constitution which declares that while the directive principles are fundamental in the governance of the country. Though other provisions of the

constitution have a bearing on the right to education .Our focus is on article 45 of the constitution. The constitution of India under article 45 which is a part of directive principles of state policy stated that the state shall provide with in a period of ten years from the commencement of the constitution for free and compulsory education for all children , until they attain the age of fourteen.

No efforts were made by the government for along time to make available free and compulsory education to children in spite of its policy to provide all children free and compulsory education at least up to primary and upper primary level. The national policy for children adopted by the government of India in 1974 stipulated that the states shall take stapes to provide free and compulsory education for all children up to age of fourteen for which a time bound programme will be drawn up consistent with the availability of resources. The national policy on education [NPE] of 1986, as modified in 1992 stated that free and compulsory elementary education of quality shall be provided to all children up to the age of fourteen. A child's right to education was not stated expressly as a fundamental right, neither in part 3rd of the Indian constitution nor in the national policy of education. Having regard to the fundamental significance of education to the life of an individual and the nation the Supreme court in the *Bandhua mkti* case and *Mohini jain* case observed that without education being provided to the citizens of this country, the objectives set forth in the preamble to the constitution can not be achieved. The court held that the right to education flows directly from right to life which is a specified fundamental right guaranteed under article 21 in the *Unnikrishanan* case. The Supreme court determined the parameters of the right to education by stating that the right to education as understood in the context of article 45 and 51 means every child/children of this country has a right to free education until he completes the age of fourteen years. India retified the convention on the right of child of 1989 on 11 december 1992. The ratification of the convention obliges India to honour the obligations imposed by the convention by virtue of article 51 of the constitution.

In order to make free and compulsory education to a child a fundamental right, the constitution (83rd amendment) Bill, 1987 was introduced in Rajya sabha to insert a new article 21 A in the constitution of conferring on all children in the age group of six to fourteen years, the right to free and compulsory education.However

the bill was withdrawn on 27 november 2001. Earlier the subject was scrutinized by the Parliament standing committee on HRD and was also dealt with in the 165 report of law commission of india . After taking into consideration the report of the law commission and recommendation of the standing committee a new bill - The Constitution 93 amendment 2001 was introduced which was passed by a unanimous vote in Lok sabha on 28 november 2001 and by Rajya sabha on 14 may 2002.

The following articles were included in the amendment :

Article 21A : The state shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the state may by law determine.

Article 45 : The state shall provide childhood care and education for all children until they complete the age of six years.

Article 51 A and K : Who is parent or guardian to provide opportunities for education to his child as the case may be ward between the age of six to fourteen years.

Constitution ninety third amend ment bill 2001 [insertion of new article 21A substitution of new article 45 and amendment of article 51A] former HRD minister Dr MM Joshi moving the motion for consideration of the bill said; right now the government have passed an important legislation. I am also moving an equally important motion for the consideration of the bill. This is a historical bill and if passed , it will have the way for all round development of India. India is an exception in the world where this system has not been implemented so far. At present there are approximately 21 crore boys and girls in the age group of 6 to 14 years out of which 20 percent are those for whom education are beyond reach. This is a curse for our country and we have to get free from it at the earliest .India has been progressed a lot in the field of education . our literacy rate is 66% and if the present trend of last 3-4 years continued, we will achieve our targets much before the time fixed. The present situation of India was not like what we are facing today.

The system of education deteriorated in the first 50- 60 years of rule by the Britishers. The reason for this that they have adopted the system which were costlier and the ways and means adopted for imparting education was not compatible with our tradition and culture. The education of women was more deplorable .Inspite of all our efforts in this direction we have not achieved much in this regard.

I do not want to go in details for all those reason responsible for this. But I will definitely like to mention one thing that the allocation we have made in the first five year plan for education was never repeated in any outley in say government so far. Today the entire country is accepting the fact that it has become most necessary to provide free and compulsory education in India. I have brught this bill for consideration of house. The Supreme court has also acceded the fact in the Unnikrishnan case that education is also a fundamental right and article 45 could be seen that way. But education being in concurrent list and such education needed in entire country it has become responsibility of the government to implement this in that from. It had been said in the earlier amendments brought in this connection that article 45 should be abrogated in to another article 21A be added in the existing article 21 and make it a fundamental right and also to put responsibility on the guardians as well. Had it been accepted no government ,be it of the centre or state would have any constitutional right to provide any education to the child from birth upto six years age. That is why we have made a provision in the article 45 where in ,we have made provision not only to provide education to the children upto six years age but also to take care of them. The importance of education would have, had we not adopted this system. We are definitely making arrangements with the help of state governments for the children between the age group of zero to six years. The number of children between the age group of zero to six years is large in our country. Therefore, it would be very difficult if we leave its the management to the governments. We have taken views of the educational experts. Our concern is that the children should be healthy and have sound mind. In our country, there are about ten lakh schools and villages for which arrangements have to be made by state governments and union governments. I would like to assure you that there will be no lapse on our part and full attention will be paid towards the free education and child care for the children between the age group of zero to six years. We are requesting all volunteer organisations corporate houses to help in this sector. The education for all drive is an ongoing scheme. Almost all the states have agreed that full attention should be given towards quality of schools and this system will be implemented in phases in future. ★