a) Critically analyze recommendations of various commissions/educational policies in India since independence in the light of provisions for ensuring equity and equality in education.

**Ans:** Our society is basically patriarchal in nature when men dominate over women and enjoy more rights and privileges than women, equal rights and privileges including educational were denied to the fair sex through the ages. But it is true that in ancient India women enjoyed high honour and status in the society. A good number of them were highly educated such as Gargi, Maitreyee and Lilabati. After Muslim period totally changed that picture. Indian Education Commission (1882): “It will have been seen that female education is still in an extremely backward condition”. For the spread of women education the commission made some important recommendations – Govt. should give more liberal grants to private girl’s school. Establishment of Normal School for training of women teachers. School fees should be nominal. University Education Commission (1948-49):

“They shall not try to imitate men, but shall desires as good education as women as men get as men. Women’s and men’s education should have many elements in common, but should not in general be identical in all respects.” Secondary Education Commission (1952-53): This Commission stat that our constitution has guaranteed equal rights for both the sexes in all works of life (section 16 A). So every type of education open to men should also be open to women. Women have made their mark almost in all the fields which generation ago would have been considered as unsuitable for them. In 1959 the National Council for Women Education was set up under the chairmanship of Sm. Durgabai Desmukh. A special unit was opened in the central ministry of education to look after women education. In 1961 the National Council for women education appointed a committee under the chairmanship of Sm. Hansa Mehta to solve the problems of a separate curriculum for girls. In 1963 the National Council for rapidexpansion of women education in rural areas, the chairmanship of M. Bhakat Batsalam. To equalise educational opportunity between men and women to minimise the disparity in education between men and women. The Education Commission (1964-66) fully endorsed and advocated earliest and fullest implementation of above three committees. The Commission said that: “For all development of human resource the improvement of human beings and for moulding the character of children the education of women is of great importance than that man.” The National Education Policy (1968): The education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation. The National Education Policy (1986): “Education will be used as an agent of basic change in the status of women. The National Education system will play a positive; interventionist role in the empowerment of women.”

b) Why is it important to formulate policies for education at state level? Discuss any two schemes of our state government for promoting education among deprived sections.

**Ans:** Secondary Education - External website that opens in a new window is the most significant stage in the educational hierarchy as it prepares the students for higher education and the world of work. The policy at present is to make secondary education of good quality available, accessible and affordable to all young persons in the age group of 14-18. At present, the following schemes targeted at secondary stage (i.e. class IX to XII) are being implemented in the form of Centrally Sponsored Schemes:

1. Rashtriya Madhyamik Shiksha Abhiyan
2. Model Schools Scheme

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:

1. National Scholarships - External website that opens in a new window
2. Post Doctoral Research Fellow (Scheme)

c) As a principal of a school, prepare a plan of action to engage community in planning and management of the school.

**Ans:** Managing communications effectively is a key dimension of leadership. Effective communication underpins the knowledge, skills and dispositions principals require to have a direct and indirect influence on student outcomes, as identified in the Best Evidence Synthesis on leadership. Taking time to review your communications strategy and ideas will be time well spent. Many problems, in and out of schools, can be directly traced to the effectiveness of your and your school’s communications – whether information was communicated or not, what was communicated, how it was communicated, and who communicated it. Taking time to think about what you want to say will also ensure you maintain your integrity and professionalism, that of your school, and of the wider educational community.

**Communication planning**
Principals apply a range of formal and informal communication skills every day. Communications may be deliberately planned or ad hoc; face to face or virtual; written, video or verbal; digital or non-digital.

Use a table like the one below to help you get an overview of your communications:

<table>
<thead>
<tr>
<th>Who?</th>
<th>Why?</th>
<th>How?</th>
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<tbody>
<tr>
<td>Students</td>
<td></td>
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<td>Leadership team</td>
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<tr>
<td>Teachers</td>
<td></td>
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<tr>
<td>Parents, whanau – current and prospective</td>
<td>Facebook, LMS, newsletters, face to face, presentations, phone, special event, learning conferences, parent teacher evenings</td>
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