
BOOK REVIEW

J. C. Aggarwal and S. Gupta (2010)
“Right to Education and Revitalising Education”

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In the present scenario when there is a paradigm shift in education this book written by J. C. Aggarwal and S. Gupta is handy for the students and teachers of education.

First chapter of this book “A brief history of Education Reforms in India” has been written with the aim of highlighting the educational reforms in India. The authors have adopted Historical and Analytical approach in discussing the educational history of India. In the chapter, the authors deals with some of the land marks in the field of educational reforms. The chapter begins with the Wardha Scheme of education which was approved by Gandhiji, to the educational reform measures undertaken by the NDA Government.

Second chapter explains the details of one of the flagship programme of education that is *Sarva Siksha Abhiyan* (SSA). In this chapter, major features, significance and importance of the SSA has been explored.

The third chapter, “Rights of Children to Free and Compulsory

Education Act, 2009” has been written with emphasis on the above Act. The Act was formulated after making some amendments in the Constitution. Then it provides general information about the Act. The chapter also contains the format and all details of the Act.

The fourth chapter “School Education: ‘Report to Nation’ – National Knowledge Commission 2006-09, is a report on the status of education level in India. It gives a detailed account on the current scenario of education, facilities, problems of curriculum, pedagogy in India. It further supplemented by some major recommendations and observation on the reforms of education in India.

The fifth chapter, “Secondary Education; Universalising Opportunity: World Bank Report, 2009” of this book includes the major observations and recommendations made in a report published by Human Development Unit – South Asian Region, World Bank. It gives details as to why we should invest in the secondary education in India and what are the key challenges

and chances of investing in secondary education in India. Experts have also given the idea that how the expansion in secondary education should take place which is followed by some recommendations on improving the level of secondary education of India.

The sixth chapter “National Knowledge Commission (2006): Major Observations and Recommendations” includes the observation and recommendations of NKC which was constituted by Prime Minister of India on June 13, 2005, to assist PMO on the matters of education, research institutes and reforms needed in education. The Commission gave its recommendations and observations on Right to Education, Higher Education and Vocational Education. The observation is followed by some valuable recommendations further in this chapter report of NKC is discussed and some important suggestions on various aspects of the report are also given. This chapter is the repetition of the fourth chapter “School Education: ‘Report to Nation’ – National Knowledge Commission 2006-09” because that chapter advocates the report of National Knowledge Commission and this is about the formation, foundation and goals of the National Knowledge Commission. Therefore, in my opinion these two chapters can be merged into one because there is no point to study one thing in two chapters.

Chapter seven “Renovation and Rejuvenation of Higher Education: Professor Yash Pal Committee Report (2009) is a report of the advice on Renovation and Rejuvenation of Higher Education. The Committee was formed

to review the role of statutory bodies like the University Grants Commission (UGC) and All India Council of Technical Education (AICTE) in the context of changes in higher, professional and technical education in the country and demands of new knowledge economy. The chapter includes the list of all recommendations made by the Committee on the status and reforms needed in Higher Education in India.

The eighth chapter, “Grading System” of the book is about the adoption of the grading system in the education system in India. The Secondary Education Commission was constituted in 1952-53 by Government of India to make recommendations on the adoption of grading system in Indian education system. Later in this chapter the demerits of the grading system are discussed and some observations are made. The chapter consist of some major announcement made by the then CBSE Chairman Dr. Ashok Ganguly in 2005 and the proposal of introducing some reforms in the education system of India.

The ninth chapter “Follow up Action on Continuous and Comprehensive Evaluation by CBSE 2009” of this book is about to implement some reforms as suggested by HRD Minister. This chapter gives the information about the new scheme of Continuous and Comprehensive evaluation in Class IX and X introduced by CBSE. The chapter contains relevant extracts from the document. It thoroughly gives the details about the objectives of the scheme and also explains about the evaluation process that what should be assessed and how it should be

done, types of assessment, functions of Comprehensive and Continuous Evaluation.

Chapter ten, “Overview of Development and Recent Initiative in Education” is an assessment of some of the major educational reforms and initiatives introduced in education system by Government of India. It gives the details of outcomes and drawbacks about the initiatives launched by Government of India that what is the current status of the schemes and up to which level it is completed. This chapter further contains some exclusive extracts from the RTE Act, 2009. The chapter concludes with a table of International comparison of Indian education on certain other key Educational Parameters.

The last chapter, “Essential Points Relating to Education Reforms and Implementation of the Act in the Present Scenario” contains a brief but meaningful effort by authors. They have pointed out some essential points which need to be taken into consideration while planning and implementing new schemes and educational reforms.

The entire book gives an idea about the status of education in India, new initiatives launched and what is the status of these schemes and the need for any kind of reform. The book also contains some important reports by MHRD, Human Right Development Commission etc. on the state of education in India.

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