**ITEM NO. 5**

**INDIAN EDUCATION**

**PASSAGE 4, Domain: Reading Literacy**

**Passage 4 Topic- Education Classes- IX - X**

**Learning Outcomes – Understand and Reflect**

**Expected time: 35 min Total Credit: 10**

**PUBLIC EDUCATION**

1. More public schools for more boys and girls mean the best possible education in the best possible environment to as many boys and girls as possible and as early as feasible in our local conditions. It follows the principle of education to all, as against some education for all or all education for some. An ideal personality does not develop in a vacuum. It enriches itself in a congenial group, a creative club and a well-knit community through healthy interactions on equal footing. An all-around training is a prerequisite for a well-balanced personality. The public school is an apt example of a total environment suitable for balanced development in the traditional Gurukul system.

2. No meritorious boy or girl should be excluded from the admission purview of Indian public schools and none should be handicapped from availing the ample opportunities and elaborate facilities for want of means. Access has to be open and equal to all, irrespective of race, creed, caste, colour and economic or social status. With this aim, the Doon School, the very first of its kind, was established in 1935 at Dehradun by the Indian Public School Society. It was registered by its pioneer, S.R. Das in 1928 was spurred by nationalistic fervour and set the momentum for a continuous sprouting of such schools. Public school education, to be within the reach of the best boys and girls, calls for public assistance. Individuals and organisations cannot undertake this gigantic task. The alternative is to strive to find newer public schools by the provision of social and governmental scholarships to the pupils studying there, who desire as well as deserve public school education on a merit-cum-means basis. Educational opportunities and facilities must be equalised in terms of both quantity and quality. The Central, state and local governments can share the costs in the ratio 6 : 3: 1 among themselves.

3. The entry to a good education should not depend upon wealth, power, class and caste, residence and occupation, but on a child's intelligence, abilities, talents, achievements and overall merit. Public schools should function as vibrant centres of learning. Public school education should equip men and women to perform their duties justly, skilfully and magnanimously. Public schools are also an important social responsibility of the government as any other school as far as funds are concerned. The situation, Indian public schools urgently need to be financially integrated into the mainstream of our national secondary education.

4. Freedom from outside control, a set of rules and regulations and freedom to introduce innovative experiments are the very life and breath of public schools all over the world. Aid has to be without any strings attached.

5. Public education is not to be privatised. A public school is not the prized preserve of any one social group but is a common school for uncommon children and an uncommon school for common children. In terms of physical facilities and academic achievements, public schools are ideal institutions with educational traditions. All gifted children, like the mentally challenged, instead of being handicapped by poor parents, must be helped by the government through a national scheme of scholarships. Inequality of wealth in a mixed economy is bound to reflect itself in the mirror of mixed education.

**Questions**

**1. Choose the correct option:**

**'Gifted children' referred to in the passage means:**

(i) Boys (ii) girls

(iii) Handicapped children (iv) mentally retarded children

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| Domain:    Reading Literacy | Theme: Education | Class(es): IX and X  Expected time:1 MIN  Total Credit:2 |
| Description of Item:     |  |  | | --- | --- | | YES | Text | |  | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcomes:  (As per NCERT)  a) become active and accomplished readers  b) understand the value of education for all  c) reflect and develop concern for differently-abled children | |

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| **Framework** | **-** | **Characteristics** |
| SCENARIO | **-** | PUBLIC |
| TEXT FORMAT | **-** | CONTINUOUS |
| TYPE | **-** | DESCRIPTION |
| PROCESS | **-** | UNDERSTAND AND REFLECT |
| ITEM | **-** | SIMPLE MCQ |
| PROFICIENCY LEVEL | **-** | 1 B |

**SCORING FOR ITEM 1**

**Full credit:** Option (iv) mentally retarded children

**No credit:** Other response or missing

**2. What urged S.R. Das to start the Doon School?**

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| --- | --- | --- |
| Domain:    Reading Literacy | Theme: Education | Class(es): IX and X  Expected time:2 MIN  Total Credit:2 |
| Description of Item:     |  |  | | --- | --- | | YES | Text | |  | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcomes:  (As per NCERT)  a) become active and accomplished readers  b) understand the value of education for all  c) reflect and develop concern for differently-abled children | |

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| **Framework** | **-** | **Characteristics** |
| SCENARIO | **-** | PUBLIC |
| TEXT FORMAT | **-** | CONTINUOUS |
| TYPE | **-** | DESCRIPTION |
| PROCESS | **-** | LOCATE, UNDERSTAND AND REFLECT |
| ITEM | **-** | SHORT RESPONSE |
| PROFICIENCY LEVEL | **-** | 2 |

**SCORING FOR ITEM 2**

**Full credit:** A desire to provide the best possible education to Indian boys and girls in the best possible environment, urged S.R. Das to start the Doon School.

**No credit:** Other response or missing

**3. What are the values associated with public schools?**

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| --- | --- | --- |
| Domain:    Reading Literacy | Theme: Education | Class(es): IX and X  Expected time:2 MIN  Total Credit:2 |
| Description of Item:     |  |  | | --- | --- | | YES | Text | |  | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcomes:  (As per NCERT)  a) become active and accomplished readers  b) understand the value of education for all  c) understand the importance of social values  d) promote brotherhood and empathy | |

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| **Framework** | **-** | **Characteristics** |
| SCENARIO | **-** | PUBLIC |
| TEXT FORMAT | **-** | CONTINUOUS |
| TYPE | **-** | DESCRIPTION |
| PROCESS | **-** | UNDERSTAND AND REFLECT |
| ITEM | **-** | SHORT RESPONSE |
| PROFICIENCY LEVEL | **-** | 2 |

**SCORING FOR ITEM 3**

**Full credit:** Liberty, equality and fraternity are the values associated with public schools

**Partial credit:** Two of the above mentioned values

**No credit:** Other response or missing

**4. How can public schools be run smoothly and efficiently?**

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| Domain:    Reading Literacy | Theme: Education | Class(es): IX and X  Expected time:2 MIN  Total Credit:2 |
| Description of Item:     |  |  | | --- | --- | | YES | Text | |  | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcomes:  (As per NCERT)  a) become active and accomplished readers  b) understand the value of education for all  c) comprehend and arrive at conclusion  d) develop qualities like honesty, sincerity and promote nationalism | |

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| **Framework** | **-** | **Characteristics** |
| SCENARIO | **-** | PUBLIC |
| TEXT FORMAT | **-** | CONTINUOUS |
| TYPE | **-** | DESCRIPTION |
| PROCESS | **-** | LOCATE AND INTERPRET |
| ITEM | **-** | SHORT RESPONSE |
| PROFICIENCY LEVEL | **-** | 2 |

**SCORING FOR ITEM 4**

**Full credit:** Freedom from outside control, a set of rules and regulations and permission to introduce innovative experiments can help to run public schools smoothly and efficiently**.**

**Partial credit:** any one or two of the above mentioned points

**No credit:** Other response or missing

**5. According to the author, what should be the criteria of admission to a Public School?**

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| Domain:    Reading Literacy | Theme: Education | Class(es): IX and X  Expected time:2 MIN  Total Credit:2 |
| Description of Item:     |  |  | | --- | --- | | YES | Text | |  | Image | |  | Table | |  | Graph | |  | Map | |  | Poem | | Learning Outcomes:  (As per NCERT)  a) become active and accomplished readers  b) understand the value of education for all  c) reflect and develop concern for differently-abled children | |

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| --- | --- | --- |
| **Framework** | **-** | **Characteristics** |
| SCENARIO | **-** | PUBLIC |
| TEXT FORMAT | **-** | CONTINUOUS |
| TYPE | **-** | EXPOSITORY |
| PROCESS | **-** | Locate UNDERSTAND |
| ITEM | **-** | Short RESPONSE |
| PROFICIENCY LEVEL | **-** | 1b |

**SCORING FOR ITEM 5**

**Full credit:** The admission of a child should depend on his/her talents, intelligence, achievements and overall merit; and not on his/her class, wealth and caste.

**No credit:** Other response or missing

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**Name of the Vidyalaya: KV 4**

**KVS Region: Jaipur**

**Credit Pattern**

**Full Credit: 02**

**Partial Credit: 01**

**No Credit: 00**