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# FAIRFIELD

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**Course Title:** Policy Framework and Issues in Education  
**Course Code:** 104 Credits - 3  
**Time Allotted:** 48 Hours  
**MM:** 100 (External 75, Internal 25)

### Objectives

After this course, the student-teachers will be able to:

1. understand the importance of educational policies and programs during the pre and post independence period.
2. analyze the forces affecting the educational system.
3. appreciate the role of education in human resource development.
4. develop competencies to understand the various issues related to education and accordingly take necessary remedial measures.
5. develop vision for futuristic programs in education.

### Course Content

#### Unit - I: Pre-independence Developments in Education (8 hours)

- Charter Act 1813
- Macaulay's Minutes
- Wood's Despatch
- Hunter Commission
- Basic Education

#### Unit - II: Post-independence Developments in Education (20 hours)

- Radhakrishnan Commission (1948-49)
- Mudaliar Commission (1952)
- Kothari Commission (1964-66)
- Constitutional Provisions of Education
- National Policy of Education 1986 and Program of Action 1992
- Yashpal Committee
- Delors Commission (1997)
- Knowledge Commission (Special Reference To School Education)
- Right to Education (RTE) 2009

#### Unit - III: Issues of Indian Education (12 hours)

- Concept of Wastage & Stagnation in Education
- Vocationalization of Secondary Education
- Child Education with special focus on Girl Child Education, Women Education
- Inclusive Education
- Student Unrest (special reference to the recommendations of Lyndoh Committee)
- Examination Reforms (spl. reference to CCE, Grading System & Non Detention Policy)



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#### **Unit - IV: National Educational Programs (8 hours)**

- Universalization of Elementary Education
- Sarva Shiksha Abhiyan
- Universalization of Secondary Education

#### **Unit - I: Pre-independence Developments in Education**

##### **TOPIC: I**

##### **Charter Act 1813**

In the 18th century, it was the Christian missionaries from whom the Indian masses basically received religious education pertaining to Christianity. But when the East India Company came to India they did not allow the missionaries for the propagation of the religious education to the common people in India. Because they felt that the education from the missionaries would encourage the religious sentiments among the people in India that could affect the business policy and the diplomatic role of the East India Company. Therefore, from 1793 to 1813 the company did not permit the missionaries to work for the Indian people. Thus, it created an agitation against the East India Company that the Company was opposed to the teachings of Christ and neglected to provide education for the Indians. Interestingly, the agitation was supported by many in England and ultimately made a conclusion by introducing an education clause which is known as Charter Act of 1813. Hence, this Act ultimately made a State system of Education in India.

In this clause, the basic statement or condition of the British Government was : “It shall be lawful for the Governor-General-in-Council to direct that out of any surplus which may remain of the rents, revenues, and profits arising from the said territorial acquisition, after defraying the expenses of the military, civil and commercial establishments and paying the interest of the debt in manner hereinafter provided, a sum of not less than one lac of rupees each year shall be set apart for the revival and improvement of literature and encouragement of the learned natives of India, and for the introduction and promotion of a knowledge of the science among the inhabitants of the British territories in India.” Thus, it was the clause in which the first time in the Indian soil; official money of rupees one lac was allotted to expand the education of the Indians. This clause of the Charter Act of 1813 compelled the East India Company to accept responsibility for the education of the Indian people. As a result, from 1813 to 1857, the company opened many schools and colleges under their control which laid the foundation of the English system of education in India



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Although it was the first act through which the education system was formally laid down in India, yet it had created a controversy between the anglicist and classicist on the medium of instruction. Also the Charter Act of 1813 did not clarify the objectives of education and the methods for improvement of literature of the learned natives in India. The Charter Act had given stress on allotting the one lakhs rupees only; no specific regulations were granted for establishing the schools and colleges in India. The controversy arose mainly for the following reasons:

**Aims:** Regarding the aims of education during that time, groups of people had different opinions. One group preferred the propagation of oriental literature, whereas the other group stressed the need to introduce western literature among the Indian people.

In terms of agencies to be employed for organizing the schools and colleges, there were also some forms of conflicts and controversies. One school of thought opined that missionaries should be an agency for educational management while another group believed that it will be better if Indians themselves played the role for conducting the educational institutions. The third school of thought recommended the establishment of the schools by the company itself.

Regarding the medium of instruction there were also three opinions. The first opinion was that the western sciences and knowledge should be promoted through the classical language as a medium of instruction, namely Sanskrit and Arabic. The second school of thought was favored to the modern Indian language and lastly the third school of thought held that education should be given through the medium of English.

Methods of education also created the controversy among the people of India. It was of two opinions regarding the methods. The first opinion was that education always filters down from the upper classes of the society to the common masses. It was known as 'Downwards Filtration Theory'. The other opinion preferred that the company should themselves take the responsibility for educating the masses.

In 1823, the Governor-General-in Council appointed a "General Committee of Public Instruction", which had the responsibility to grant the one lake of rupees for education. That committee consisted of 10(ten) European members of which Lord Macaulay were the president. The committee decided to spend major portions from the grant for the improvement of oriental literature.

Interestingly, during that time, there was a rapid change in attitude towards the importance of English education, mainly due to the missionaries and the political influence of the English language. Therefore, for the Council of East India Company, the decision for granting the money faced a greater problem. The Court of Directors of the East India Company asked the Government of India to take the decision for spreading the education; however the Court of Director of the East India Company was in favour of English education. In this way, the controversy was going on for twelve years. Even, the General Committee of Public Instruction also was not able to decide the medium of instruction by vote; because out of ten members, five were supporters of English language or Anglicist as the medium of instruction and the rest were supporters of oriental or classic language or Classicists as a medium of instruction. This is the



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famous Anglicist and Classicists controversy. The Indian of the orientalist's literature was not willing to accept European knowledge and science unless it was presented to them through the classical languages. Actually, the oriental party wanted to preserve the oriental learning from existing educational institutions while the other group of anglicist party wanted to abolish the preservation of the oriental education.

## TOPIC: II

### Macaulay's Minute

As a president of General Committee of Public Instruction, Lord Macaulay wrote a minute on 2nd February 1835, where he made the conclusion regarding the controversy. Lord Macaulay stressed the implementation of the English language as a medium of instruction through his minute. According to him, English was the best medium of instruction. He held that this would enable the emergence of a class of people in the Indian society, who would be well versed in English language, western ideology, taste and opinion. This class would serve as a medium of contact with the great mass of Indian people who were culturally different from the English. This class would also be the agents of change of the great Indian society.

By introducing the English language for the education of the Indian masses, Macaulay's opinion was that the public mind of India may expand under the English system and through the English language, it may educate the people into a capacity for better government. In the minute, Macaulay wrote, "We must at present do our best to form a class who may be interpreters between us and the millions whom we govern—a class of persons, Indian in blood and colour, but English in tastes, in opinions, in morals and in intellects." Thus, from this minute, Macaulay anglicized the education in India as a whole so as to get benefits in their business policy. Actually, the Government of the East India Company wanted to educate some great Indians for profits in their business through the Downward Filtration Theory. The downward filtration theory means that the education was provided to a small portion of the people, and through them, education was conveyed to the masses.

Hence, through this theory, the minute did partiality by giving education to some favourable persons as they liked to engage them in their business policy.

In his minute, Macaulay criticized the oriental learning as "a single shelf of good European library was worth the whole native literature of India and Arabic". Macaulay believed that English should be introduced because it is a language of the ruling class and also the familiarity has been gained by higher classes of Indians.

In fact, the contribution from Macaulay through his minute was appreciated as the torch bearer in the path of progress by some people of the higher classes in India and the Company. But Lord Macaulay was not free from some of the criticisms. Some people in India had blamed Lord



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Macaulay as Macaulay, took only the quick decision to promote the English language, not to be the torch bearer to create the desire for English education. Macaulay was also blamed by some Indians for his severe condemnation of oriental literature and religion.

Thus, in lieu of the British rule over India, Lord Macaulay's Minute was accepted by Lord Bentinck, the Governor –General of India and passed the resolution to accept the English language as a medium of instruction for the Indian education system.

Macaulay argued in 1835 that providing education based on Sanskrit and Arabic in India is of no use for India's development, and argued instead for education based on English literature. He envisaged creating, "a class of persons, Indian in blood and color, but English in taste, in opinions, in morals, and in intellect". The Minute is based on an idea that English education is not just superior in 'science', but would also inculcate superior morals, etc. that were responsible for making the English superior. We can see in the Minute, an early precursor for debates to come on the role of institutions in development.

In a convincing talk, Quadri Ismail argues that when Macaulay's produced the Minute in 1835, the notion of "culture" was not yet introduced in Anglo-American perspectives. That notion was forcefully introduced by works of Mathew Arnold and E. B. Taylor, first in 1867. Ismail argues that Macaulay had a notion of culture/civilization whereby societies could be evaluated in a scale of advancement and that culture in some sense is changeable (with western education, in this case). Contrary to beliefs today, Macaulay believes that 'culture' could be changed in other societies and could be modeled after the English. Quadri argues that this is due to his 'unitary' view of culture. The Minute is likely to be one of the early representations of the view that institutions (in this case, a version of culture, morality, etc.) matter for a society's progress.

His characterization of Indian languages and traditions is openly racist and represents an important danger that any discourse on institutions can get into. At the surface, it may look like the discourse on institutions today is different, especially with an emphasis in some quarters that societies are different and that each need to develop institutions that suit themselves. But we only need to scratch beneath the surface to see manifestations of racism and notions of "White man's burden" that embody the discourse on institutions today. One example of this is a talk by John Agresto – the former *higher education senior advisor* to the Provincial Authority in Iraq. Agresto openly argues that Iraqis are not capable of loving each other beyond their clans and other ridiculous claims to argue that democracy is not possible in Iraq. (I believe some of these can be found in his book "Mugged by Reality: The Liberation of Iraq and the Failure of Good Intentions"). Parallels between the situation of Macaulay and Agresto are hard to ignore, and the it is almost scary to think what one work on institutions can does in the hands of those pursuing neo-colonial projects.

Of course, I do not believe that all discussions about institutions follow the same course. At the same time, the danger of overemphasizing Western institutions and delegitimizing others cannot



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be ignored. There is also the danger of theories of ID being hijacked by for colonial projects as we are seeing in Iraq today. I wonder if it is possible at all to theories the role of institutions without lending oneself to colonial projects, if yes, I wonder how.

## TOPIC: III

### Wood's Despatch

#### Introduction

British Parliament exercised control over the East India Company. After every 20years a new Charter Act was issued to the company by the British government. Inthe Chater Act 1813 a sum of rupees one lakh was sanctioned for thedevelopment of education in India. The chater Act, 1833 increased the sum of rupees 10lakh. In 1853 when the company's Chater come for the renewal in the British Parliament, the need for the permanent and comprehensive education policy for India was felt. So the Parliamentary committee was founded by the British Parliament to decide the policy for Indian education. The committee thoroughly studied the contemporary Indian education system and the role of company in it. It also consulted Marshman, Wilson, Halide, Cameron and Duff who had a through knowledge about the Indian Education and on its basis submitted its report to the British Parliament. A discussion took place on the report and on its basis an education policy for India was decide and added to the new Chater of the company. The president of the Company's Board of Control was Sir Charles Wood. He declared this education policy on July 19' 1854. It it therefore, on hid name termed as Wood Despatch. This declaration is long inscription of 100 articles which describes the education policy and role of Company in it.

#### AIMS OF WOOD'S DESPATCH

1. Mental development of the Indian and to raise their intellectual standard
2. To make the Indians aware of the western knowledge and science and to permute their material prosperity
3. To develop the charter and morality of Indians
4. To proper able worker for the East India Company

#### CURRICULUM OF EDUCATION –

1. Place to oriental language and literature.
2. Special place to the western knowledge and science
3. Limited permission for religious education.

#### MEDIUM OF INSTRUTION - English and vernacular language;

1. Native languages and English to be the medium of Primary education.
2. English to be the medium of higher education.



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#### ESTABLISHMENT OF GRADED SCHOOL -

- Primary school.
- Middle school.
- High school;
- College.
- University.

#### EXTENSION OF MASS EDUCATION

1. Downward filtration theory hereby stands rejected. Education will be made available not only for higher classes but for everyone.
2. The number of primary and secondary schools will be increased education
3. Scholarship will be given to the poor and meritorious students.

#### WOMEN EDUCATION

1. Girls school will be given special grants (Government Aids)
2. Individual help to women education will be encouraged

#### TRAINING OF THE TEACHERS

1. Teacher training in India will be organized on the pattern of teacher training in England
2. Scholarship for the teacher during their training period will be organized

#### GRANT IN AID SYSTEM

This report was declared that the financial aid will be given to every educational Institution in respective of their religious denomination. Provision to sanction this grant on different subjects like building construction, science laboratory construction scholarship. Salaries to teachers etc.

#### ENCOURAGEMENT OF THE ORIENTAL LITERATURE.

#### VOCATIONAL EDUCATION

1. Appropriate arrangement of vocational arrangement will be made in India
2. Educated person will be provided government job on the basis of their qualification and work efficiency

#### EDUCATION OF MUSLIMS

Special school will be opened for the education of Muslim children

#### EDUCATION AND EMPLOYEMENT

Wood's Despatch, the magnacata of Indian education –

#### MERITS –

1. Responsibility of Education on Government
2. Conformed Policy of Education
3. Establishment of Education Department



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4. Beginning of Grant in Aid System
5. Foundation of Graded Institution
6. Organization of Education in Psychological stages
7. Emphasis on women Education
8. Emphasis on Muslim Education
9. Emphasis on Vocational Education
10. Arrangement of Teacher Education
11. Emphasis on moral development of Indians
12. Foundation of Universities
13. Rejection of filtration theory
14. Emphasis on Mass Education

#### DEMERITS

1. Education under the control of company
2. More importance to western knowledge
3. Bible compulsory in Government schools
4. Only English the medium of higher Education
5. Beginning of Red Tapism in the field of Education
6. Harsh condition for grant in Aid
7. Knowledge of English compulsory in Government jobs
8. Freedom of Religious education in Missionary schools

#### TOPIC: IV

#### HUNTERS COMMISSION

The administration of India by East India Company came to an end in 1857. As a result of the first struggle for independence by Indians in 1857, the power of administration was transferred from the East India Company to the British Crown. The Queen's proclamation of 1858 advocated a policy of strict religious neutrality. It was because of the Government policy of religious neutrality the missionaries were greatly disappointed. After the transfer of administrative power from the East India Company, it was considered necessary to assess the development of education in the country. It was felt that the grant-in-aid system as suggested by Wood's Despatch was not properly carried out. Because of all these reasons, the missionaries started an agitation and formed an organization in London which was known as the "General Council of Education in India". When Lord Ripon was appointed the viceroy of India, a deputation of the General Council of Education requested him to institute an enquiry into Indian Education.





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Lord Ripon appointed the first Indian Education Commission on 3rd February 1882. Sir William Hunter (a member of viceroy's Executive Council) was appointed as the chairman of the commission. The commission was popularly known as Hunter Commission after the name of its chairman. Besides the chairman, the commission consisted of 20 other members. There was a good representation of missionaries and Indians in the commission. Among the Indian members were Saied Mahmud, Bhudev Mukherjee, Anand Mohan Bose and K.T.Telang.

The main aim of the Commission was to assess the implementation of the recommendations of Wood's Dispatch.

The Commission conducted the following enquires —

- The position of Primary Education.
- The position of State Institutions
- The position of Secondary Education
- The work of the Missionaries in the field of Education
- The Attitude of the government towards private enterprise.

Till now we know why the Hunter Commission was appointed by Lord Ripon in 1882. Let us now discuss the major recommendations made by the commission on primary education.

It was due to slow progress of Primary education during the period of 1854 to 1882 that the Government directed the Commission to pay special attention to the subject of primary education.

Accordingly the Commission made valuable recommendations for the development of primary education. The recommendations can be discussed under six heads:-

- (a) Policy**
- (b) Legislation and Administration**
- (c) Encouragement of indigenous schools**
- (d) School Administration**
- (e) Training of Teachers**
- (f) Finance**



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**(a) Policy:**

- (i) Primary education should be regarded as the instruction of the masses. It should be closely related to the practical aspect of the life of the masses.
- (ii) Primary education should be imparted through the medium of mother tongue.
- (iii) The Government should extend more patronage to primary education than before.
- (iv) In selecting persons for appointment to the government post of a lower order, preference should be given to the candidates who can read and write.
- (v) Primary education in backward districts, especially in those areas inhabited by aboriginal races, to be extended by the Department of Education through liberal grant-in-aid.

**(b) Legislation and Administration:**

- (i) The control of primary education should be handed over to District and Municipal Boards.
- (ii) The local boards should deal with the whole system for primary education as regards to finance, management, expansion and inspection of primary education of the particular local area.
- (iii) Transfer of all government primary schools to the local boards was considered necessary.

**(c) Encouragement of Indigenous Schools :**

- (i) Indigenous schools need encouragement for their improvement. Efforts should be made to encourage these schools.
- (ii) The Commission held the view that the Districts and Municipal Boards consisting of Indians would be more sympathetic to the indigenous schools than the Education Department and recommended that the work of assisting indigenous schools should be assigned to them.
- (iii) The Commission recommended that a system of "Payment by Results" should be adopted in dealing with indigenous schools.
- (iv) The same standard of examination should not be maintained throughout the whole state.

**(D) School Administration:**

Regarding the management of the schools the Commission recommended.

- (i) School houses and furniture should be simple.
- (ii) The managers should be free to choose the text books for their schools.
- (iii) School hours and holidays should be adjusted according to local needs.
- (iv) Instruction in primary schools should be simplified. Practical subjects like native methods of arithmetic, accounts and menstruation, elements of natural and physical sciences, agriculture, health should be introduced.
- (v) Various native games and exercises should be introduced for physical development of the students.



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(vi) Night schools should be established wherever necessary.

#### **(E) Training of Teachers:**

- (i) Normal schools should be established for the training of primary school teachers.
- (ii) There should be at least one Normal School in each division.
- (iii) The cost of Normal schools should be met from provincial fund.

#### **(F) Finance:**

- (i) Every District and Municipal Board should maintain a separate Fund for primary education.
- (ii) The Provincial Government should grant one third of the total expenditure to the local bodies.
- (iii) The cost of maintaining, aiding and repairing of primary schools should be met from local fund.

### **MAJOR RECOMMENDATION**

Major Recommendations of Hunter Commission of 1882 on Primary Education were.

1. Primary education should be regarded as education of the masses.
2. Education should be able to train the people for self-dependence.
3. Medium of Instruction in primary education should be the mother tongue.
4. Appointment of teachers should be made by the district authority and approved by the government.
5. School houses and furniture's should be simple and economical.
6. Normal Schools should be established for the training of teachers.
7. Curriculum should include useful subjects like agriculture, elements of natural and physical science and the native method of arithmetic and measurement etc.
8. School equipments should be economical and less expensive.
9. Spread of primary education for the tribal and backward people should be the responsibility of the Government.

#### **Recommendations on Secondary Education**

By now we are acquainted with the recommendations of the commission on Primary education. Although the Hunter Commission recognized primary education as the prime concern of the state, it also made important recommendations on secondary education. These recommendations can be divided into two heads

- (A) Administrative Reform, and
- (B) Qualitative Improvement



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### A) Administrative

### Reform:

The Hunter Commission made some important recommendations to administrative reform of Secondary Education in India. The recommendations can be summed as given below:

- (i) Government should gradually withdraw itself from the field of secondary education.
- (ii) Expansion of secondary education should be entrusted to efficient private enterprise.
- (iii) Government should sanction great-in-aid to improve secondary education.
- (iv) It was felt necessary that the government should maintain some secondary schools, at least one Model High School in those districts where they may be required in the interest of the people.
- (v) To encourage the private enterprise, the commission suggested that the managers of Aided Schools might charge less fee in comparison to the neighboring Government Schools.

### B) Qualitative

### Improvement:

The Commission made many useful recommendations for the qualitative improvement of Secondary Education in India. Following are the major recommendations.

- (i) The Commission recommended that the curriculum at the secondary stage should be bifurcated as "A course" and "B course".
- (ii) "A course" should be prepared for students to go for higher study in Universities.
- (iii) "B course" should be of practical type meant for commercial and non-literary studies.
- (iv) The commission did not refer to the use of mother tongue as medium of instruction at the high school stage. It favored English as the medium of instruction
- (v) The commission did not lay down any definite policy with regard to middle school so far as medium of Instruction is concerned.

### EFFECTS OF RECMANDATION

Use of mother tongue as the medium of instruction at primary level was also an important recommendation of the commission.

Following the method adopted in England, the commission recommended that the control of primary education should be handed over to District and Municipal Boards.

Realizing the importance of indigenous schools the commission recommended for giving grants to encourage these schools.

To improve the quality of teachers, the commission recommended establishment of Normal schools for the training of teachers.

The Commission was very liberal in matters of management of the primary schools. Managers should be given freedom in selecting text books, School hours and holidays should be adjusted according to local needs.



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The Commission was in favor of maintaining a fund by the District and Municipal Boards exclusively for maintenance of primary schools.

The Commission recommended more practical curriculum by inclusion of practical subjects in the curriculum of primary schools.

In spite of all these recommendations the progress of primary education in the subsequent period was very slow. Let us now discuss the causes of slow progress of primary education. The causes of slow progress of primary education were:-

Transfer of the control of primary education to the inexperienced local bodies.

Neglect of the indigenous schools as the introduction of the system of giving grants by "Payment by Result" adversely affected the development of indigenous schools.

Failure to introduce compulsory primary education.

Inadequate grant from the Provincial government as only one-third of the total expenditure was given as grant to the local bodies.

## TOPIC: V

### BASIC EDUCATION

**Basic education** refers to the whole range of educational activities taking place in various settings (formal, non formal and informal), that aim to meet basic learning needs. According to the International Standard Classification of Education basic education comprises primary education (first stage of basic education) and lower secondary education (second stage). In countries (developing countries in particular), Basic Education often includes also pre-primary education and/or adult literacy programs.

Universal basic education is regarded as a priority for developing countries and is the focus of the Education For All movement led by UNESCO. It is also included in the Millennium Development Goals as Goal number 2: Achieve Universal Primary Education by 2015. An extensive number of studies have proven its benefits on public health, demography (longer life expectancy, accelerated demographic transition through better birth control,...) and economy (increase of purchase power, increased productivity in traditional sectors, increased demand on service sectors,...). Other benefits, although more difficult to measure, include impact on democracy, human rights, governance and



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political stability through increasing understanding of non-violent ways to solve problems and mutual understanding between groups in conflict.

The Convention on the Rights of the Children (CRC), established by UNICEF in 1989, protects children's inalienable rights by setting standards for multiple aspects, one of which is education.

The ancient aphorism "Education is that which liberates", is as true today as it was before. Education here does not mean mere spiritual knowledge, nor does liberation signify only spiritual liberation after death. Knowledge includes all training that is useful for the service of mankind and liberation means freedom from all manner of servitude even in the present life. Servitude is of two kinds: slavery to domination from outside and to one's own artificial needs. The knowledge acquired in the pursuit of this ideal alone constitutes true study.

Persistent questioning and healthy inquisitiveness are the first requisites for acquiring learning of any kind. Inquisitiveness should be tempered by humility and respectful regard for the teacher. It must not degenerate into impudence. The latter is the enemy of the receptivity of mind. There can be no knowledge without humility and the will to learn.

Education must be of a new type for the sake of the creation of a new world.

Everyone of us has good inherent in the soul. It needs to be drawn out by the teachers, and only those teachers can perform this sacred function whose own character is unsullied, who are always ready to learn and to grow from perfection to perfection.

Useful manual labor, intelligently performed is the means *par excellence* for developing the intellect....A balanced intellect presupposes a harmonious growth of body, mind and soul....An intellect that is developed through the medium of socially useful labor will be an instrument for service and will not easily be led astray or fall into devious paths.

Craft, Art, Health and education should all be integrated into one scheme. *Nai Talim* is a beautiful blend of all the four and covers the whole education of the individual from the time of conception to the moment of death....Instead of regarding craft & industry as different from education, I will regard the former as the medium for the latter.

Our system of (Basic) education leads to the development of the mind, body and soul. The ordinary system cares only for the mind.

The teachers earn what they take. It stands for the art of living. Therefore, both the teacher and the pupil have to produce in the very act of teaching and learning. It enriches life from the commencement. It makes the nation independent of the search for employment.

It is popularly and correctly described as education through handicrafts. This is part of the truth. The root of this new education goes much deeper. It lies in the application of truth and love in every variety of human activity, whether in individual life or a corporate one. The notion of education through handicrafts rises from the contemplation of truth and love permeating life's activities. Love requires that true education should be easily accessible to all, and should be of use to every villager in his daily life. Such education is not derived from, nor does it depend upon



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books. It has no relation to sectional religion. If it can be called religious, it is universal religion from which all selection religions are derived. Therefore it is learned from the Book of Life which costs nothing and which cannot be taken away from one by any force on earth.

I hold that, as the largest part of our time is devoted to labor for earning our bread, our children must from their infancy be taught the dignity of such labor. Our children should not be so taught as to despise labor. There is no reason why a peasants son after having gone to school should become useless as he does become, as an agricultural labourer.

Literary education should follow the education of the hand—the one gift that visibly distinguishes man from beast. It is a superstition to think that the fullest development of man is impossible without a knowledge of the art of reading and writing. That knowledge undoubtedly adds grace to life, but it is in no way indispensable for man's moral, physical, or material growth.

Man is neither mere intellect, nor the gross animal body, nor the heart or soul alone. A proper and harmonious combination of all the three is required for the making of the whole man and constitutes the true economics of education....

I hold that true education of the intellect can only come through a proper exercise and training of the bodily organs, e.g., hands, feet, eyes, ears, nose, etc. In other words an intelligent use of the bodily organs in a child provides the best and quickest way of developing his intellect. But unless the development of the mind and body goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lop-sided affair. By spiritual training I mean education of the heart. A proper and all-round development of the mind, therefore, can take place only when it proceeds *pari passu* with the education of the physical and spiritual faculties of the child. They constitute an indivisible whole. According to this theory, therefore, it would be a gross fallacy to suppose that they can be developed piecemeal or independently of one another.

By education I mean an all-round drawing out of the best in child and man—body, mind and spirit. Literacy is not the end of education nor even the beginning. It is only one of the means whereby man and woman can be educated. Literacy in itself is no education. I would therefore begin the child's education by teaching it a useful handicraft and enabling it to produce from the moment it begins its training. Thus every school can be made self-supporting, the condition being that the State takes over the manufacture of these schools.

I hold that the highest development of the mind and the soul is possible under such a system of education. Only every handicraft has to be taught not merely mechanically as is done today but scientifically, i.e., the child should know the why and the wherefore of every process. I am not writing this without some confidence, because it has the backing of experience. This method is being adopted more or less completely wherever spinning is being taught to workers. I have myself taught sandal-making and even spinning on these lines with good results. This method does not exclude a knowledge of history and geography. But I find that this is best taught by transmitting such general information by word of mouth. One imparts ten times as much in this manner as by reading and writing. The signs of the alphabet may be taught later when the pupil has learnt to distinguish wheat from chaff and when he has somewhat developed his or her tastes. This is a revolutionary proposal, but it saves immense labour and enables a student to acquire in



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one year what he may take much longer to learn. this means all round economy. Of course the pupil learns mathematics whilst he is learning his handicraft.

Given the right kind of teachers, our children will be taught the dignity of labour and learn to regard it as an integral part and means of their intellectual growth, and to realize that it is patriotic to pay for their training through their labour. The core of my suggestion is that handicrafts are to be taught, not merely for productive work, but for developing the intellect of the pupils. Surely, if the State takes charge of the children between seven and fourteen, and trains their bodies and minds through productive labour, the public schools must be frauds and teachers idiots, if they cannot become self-supporting.

When it is remembered that the primary aim of all education is, or should be, the molding of the character of pupils, as teacher who has a character to keep need not lose heart.

In the schools I advocate, boys have all that boys learn in high schools; less English but more drill, music, drawing, and of course, a vocation.

I am a firm believer in the principle of free and compulsory primary education for India. I also hold that we shall realize this only by teaching the children a useful vocation and utilizing it as a means for cultivating their mental, physical and spiritual faculties. Let no one consider these economic calculations in connection with education as sordid or out of place. There is nothing essentially sordid about economic calculations.

If we want to impart education best suited to the needs of villagers, we should take the *Vidyapith* (Literary seat of learning; University) to the villages. We should convert it into a training school in order that we might be able to give practical training to teachers in terms of the needs of the villagers. You cannot instruct the teachers in the needs of the villagers through a training school in a city. Nor can you so interest them in the condition of the villages. To interest city-dwellers in villages and make them live in them is no easy task. I am finding daily confirmation of this in Segaoon. I cannot give you the assurance that our year's stay in Segaoon has made of us villagers or that we have become one with them for the common good.

Then as to primary education, my confirmed opinion is that the commencement of training by teaching the alphabet and reading and writing hampers their intellectual growth. I would not teach them the alphabet till they have had an elementary knowledge of history, geography, mental arithmetic and the art (say) of spinning. Through these three I should develop their intelligence. Question may be asked how intelligence can be developed through the *takli* (Spindle used in spinning with the fingers without the use of the spinning wheel) or the spinning wheel. It can to a marvelous degree if it is not taught merely mechanically. When you tell a child the reason for each process, when you explain the mechanism of the *takli* or the wheel, when you give him the history of cotton and its connection with civilization itself and take him to the village field where it is grown, and teach him to count the rounds he spins and the method of finding the evenness and strength of his yarn, you hold his interest and simultaneously train his hands, his eyes and his mind. I should give six months to this primary training. The child is probably now ready for learning how to read the alphabet, and when he is able to do so rapidly, he is ready to learn simple drawing, and when he has learnt to draw geometrical figures and the figures of the birds etc., he





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will draw, not scrawl the figures of the alphabet. I can recall the days of my childhood when I was being taught the alphabet. I know what a drag it was. Nobody cared why my intellect was rusting. I consider writing a fine art. We kill it by imposing the alphabet on little children and making it the beginning of learning. Thus we do violence to the art of writing and stunt the growth of the child when we seek to teach him the alphabet before his time.

What kind of vocations are the fittest for being taught to children in urban schools? There is no hard and fast rule about it. But my reply is clear. I want to resuscitate the villages of India. Today our villages have become a mere appendage to the cities. They exist, as it were, to be exploited by the latter and depend on the latter's sufferance. This is unnatural. It is only when the cities realize the duty of making an adequate return to the villages for the strength and sustenance which they derive from them, instead of selfishly exploiting them that a healthy and moral relationship between the two will spring up. And if the city children are to play their part in this great and noble work of social reconstruction, the vocations, through which they are to receive their education ought to be directly related to the requirements of the villages. So far as I can see the various processes of cotton manufacture from ginning and cleaning of cotton to the spinning of yarn, answer this test as nothing else does. Even today cotton is grown in the villages and is ginned and spun and converted into cloth in the cities. But the chain of processes which cotton undergoes in the mills from the beginning to the end constitutes a huge tragedy of waste in men, materials and mechanical power.

My plan to impart primary education through the medium of village handicrafts like spinning and carding, etc., is thus conceived as the spearhead of a silent social revolution fraught with the most far-reaching consequences. It will provide a healthy and moral basis of relationship between the city and the village and thus go a long way toward eradicating some of the worst evils of the present social insecurity and poisoned relationship between the classes. It will check the progressive decay of our villages and lay the foundation of a more just social order in which there is no unnatural division between the 'haves' and 'have-nots' and everybody is assured of a living wage and the right to freedom. And all this would be accomplished without the horrors of a bloody class war or a colossal capital expenditure such as would be involved in the mechanization of a vast continent like India. Nor would it entail a helpless dependence on foreign imported machinery or technical skill. Lastly, by obviating the necessity for highly specialized talent, it would place the destiny of the masses, as it were, in their own hands. But who will bell the cat? Will the city-folk listen to me at all? Or, will mine remain a mere cry in the wilderness? Replies to these and similar questions will depend more on lovers of education living in cities than on me.

As to the necessity and value of regarding the teaching of village handicrafts as the pivot and centre of education I have no manner of doubt. The method adopted in the institutions of India I do not call education, i.e., drawing out the best in man, but a debauchery of the mind. It informs the mind anyhow, whereas the method of training the mind through village handicrafts from the very beginning as the central fact would promote the real, disciplined development of the mind resulting in conservation of the intellectual energy and indirectly be spiritual.

In my scheme of things the hand will handle tools before it draws or traces the writing. The eyes



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will read the pictures of letters and words as they will know other things in life, and the ears will catch the names and meanings of things and sentences. The whole training will be natural, responsive, and therefore the quickest and cheapest in the land. The children of my school will therefore read much more quickly than they will write. And when they write they will not produce daubs as I do even now (thanks to my teachers) but they will trace correct letters even as they will trace correct figures of the objects they may see. If the schools of my conception even come into being, I make bold to say that they will vie with the most advanced schools in quickness, so far as reading is concerned, and even writing if it is common ground that the writing must be correct and not incorrect as now is in the vast majority of cases.

Basic education is meant to transform village children into model villagers. It is principally designed for them. The inspiration for it has come from the villages. Congressmen who want to build up the structure of *Swaraj* from its very foundation dare not neglect the children. Foreign rule has unconsciously, though none the less surely, begun with the children in the field of education. Primary education is a farce designed without regard to the wants of the India of the villages and for that matter even of the cities. Basic education links the children, whether of the cities or the villages, to all that is best and lasting in India. It develops both the body and the mind, and keeps the child rooted to the soil with a glorious vision of the future in the realization of which he or she begins to take his or her share from the very commencement of his or her career in school.

The utterly false idea that intelligence can be developed only through book-reading should give place to the truth that the quickest development of the mind can be achieved by artisan's work being learnt in a scientific manner. True development of the mind commences immediately the apprentice is taught at every step why a particular manipulation of the hand or a tool is required. The problem of the unemployment of students can be solved without difficulty, if they will rank themselves among the common laborers.

We have up to now concentrated on stuffing children's' minds with all kinds of information, without ever thinking of stimulating and developing them. Let us now cry a halt and concentrate on educating the child properly through manual work, not as a side activity, but as the prime means of intellectual training...

You have to train the boys in one occupation or another. Around this special occupation you will train up his mind, his body, his handwriting, his artistic sense, and so on. He will be a master of the craft he learns.

Literary training by itself adds not an inch to one's moral height and that character building is independent of literary training.

Let the students realize that learning without courage is like a waxen statue—beautiful to look at but bound to melt at the least touch of a hot substance.

Music should form part of the syllabus of primary education. I heartily endorse this proposition. The modulation of voice is as necessary as the training of the hand. Physical drill, handicrafts, drawing and music should go hand in hand in order to draw the best out of the boys and girls and create in them real interest in their tuition.



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A wise parent allows the children to make mistakes. It is good for them once in a while to burn their fingers.

I attach the greatest importance to primary education which according to my conception should be equal to the present matriculation less English. If all the collegians were all of a sudden to forget their knowledge, the loss sustained by the sudden lapse of memory of say a few lakes of collegians would be as nothing compared to the loss that the nation has sustained and is sustaining through the ocean of darkness that surrounds three hundred millions.

if such education is given, the direct result will be that it will be self-supporting. But the test of success is not its self-supporting character, but that the whole man has been drawn out through the teaching of the handicraft in a scientific manner. In fact I would reject a teacher who would promise to make it self-supporting under any circumstances. The self-supporting part will be the logical corollary of the fact that the pupil has learnt the use of every one of his faculties. If a boy who works at a handicraft for three hours a day will surely earn his keep, now much more a boy who adds to the work a development of his mind and soul!

English is today admittedly the world language. I would therefore accord it a place as a second, optional language, not in the school, but in the university course. That can only be for the select few—not for the millions....It is our mental slavery that makes us feel that we cannot do without English. I can never subscribe to that defeatist creed.

I must not be understood to decry English or its noble literature. The columns of the *Harijan* are sufficient evidence of my love of English. But the nobility of its literature cannot avail the Indian nation any more more than the temperate climate or the scenery of England can avail her. India has to flourish in her own climate, and scenery, and her own literature, even though all the three may be inferior to the English climate, scenery and literature. We an our children must build on our own heritage. If we borrow another, we impoverish our own. We can never grow on foreign victuals. I want the nation to have the treasures contained in that language and, for that matter, in other languages of the world, through its own vernaculars. I do not need to learn Bengali in order to know the beauties of Rabindranath's matchless productions. I get them through good translations. Gujarati boys and girls do not need to learn Russian to appreciate Tolstoy's short stories. Then learn them through good translations. It is the boast of Englishmen that the best of the world's literary output is in the hands of that nation in simple English inside a week of its publication. Why need I learn English to get at the best of what Shakespeare and Milton thought and wrote?

I do not believe that the State can concern itself or cope with religious education. I believe that religious education must be the sole concern of religious associations. Do not mix up religion and ethics. I believe that fundamental ethics is common to all religions. Teaching of fundamental ethics is undoubtedly a function of the State. By religion I have not in mind fundamental ethics but what goes by the name of denominationalism. We have suffered enough from State-aided religion or State Church. A society or a group, which depends partly or wholly on State aid for the existence of its religion, does not deserve or, better still, does not have any religion worth the name.



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"Should religious instruction form part of the school curriculum as approved by the State? Do you favour separate schools for children belonging to different denominations for facility of religious instruction? Or should religious instruction be left in the hands of private bodies? If so, do you think it is right for the State to subsidize such bodies?"

I do not believe in State religion even though the whole community has one religion. The State interference would probably always be unwelcome. Religion is a purely personal matter. There are in reality as many religions as minds. Each mind has a different conception of God from that of the other.

I am also opposed to State aid, partly or wholly, to religious bodies. For I know that an institution or group which does not manage to finance its own religious teaching, is a stranger to true religion. This does not mean that the State schools would give ethical teaching. The fundamental ethics are common to all religions.

A curriculum of religious instruction should include a study of the tenets of faiths other than one's own. For this purpose the students should be trained to cultivate the habit of understanding and appreciating the doctrines of various great religions of the world in a spirit of reverence and broad-minded tolerance. This if properly done would help to give them a spiritual assurance and a better appreciation of their own religion. There is one rule, however, which should always be kept in mind while studying all great religions and that is, that one should study them only through the writings of known votaries of the respective religions.

Real education has to draw out the best from the boys and girls to be educated. This can never be done by packing ill-assorted and unwanted information into the heads of pupils. It becomes a dead weight crushing all originality in them and turning them into mere automata.

The suggestion has often been made that in order to make education compulsory, or even available to every boy or girl wishing to receive education, our schools and colleges should become almost, if not wholly, self-supporting, not through donations or State aid or fees exacted from students, but through remunerative work done by the students themselves. This can only be done by making industrial training compulsory. Apart from the necessity which is daily being more and more recognized of students having an industrial training side by side with literary training, there is in this country, the additional necessity of pursuing industrial training in order to make education directly self-supporting. This can only be done when our students begin to recognize the dignity of labour and when the convention is established of regarding ignorance of manual occupation a mark of disgrace. In America, which is the richest country in the world and where, therefore, perhaps there is the least need for making education self-supporting, it is the most usual thing for students to pay their way wholly or partially....

If America has to model her schools and colleges so as to enable students to earn their scholastic expenses, how much more necessary it must be for our schools and colleges? Is it not far better that we find work for poor students than that we pauperize them by providing free studentships? It is impossible to exaggerate the harm we do to India's youth by filling their minds with the false notion that it is ungentlemanly to labour with one's hands and feet for one's livelihood or schooling. The harm done is both moral and material, indeed much more moral than material. A



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free scholarship lies and should lie like a load upon a conscientious lad's mind throughout his whole life. No one likes to be reminded in after life that he had to depend upon charity for his education. Contrarily where is the person who will not recall with pride those days if he had the good fortune to have had them when he worked in a carpentry shop or the like for the sake of educating himself—mind, body and soul?

The aim of university education should be to turn out true servants of the people who will live and die for the country's freedom. I am therefore of opinion that university education should be coordinated and brought into line with basic education.

I would revolutionize college education and relate it to national necessities. There would be degrees for mechanical and other engineers. They would be attached to the different industries which should pay for the training of the graduates they need. Thus the Tatas would be expected to run a college for training engineers under the supervision of the State, the mill associations would run among them a college for training graduates whom they need. Similarly for the other industries that may be named. Commerce will have its college. There remain arts, medicine and agriculture. Several private arts colleges are today self-supporting. The State would, therefore, cease to run its own. Medical colleges would be attached to certified hospitals. As they are popular among moneyed men they may be expected by voluntary contributions to support medical colleges. And agricultural colleges to be worthy of the name must be self-supporting. I have a painful experience of some agricultural graduates. Their knowledge is superficial. They lack practical experience. But if they had their apprenticeship of farms which are self-sustained and answer the requirements of the country, they would not have to gain experience after getting their degrees and at the expense of their employers.

There seems to be a mania for establishing new universities in the provinces. Gujarat wants one for Gujarati, Maharashtra for Marathi, Carnatic for Kannad, Orissa for Oriya, Assam for Assami and what not. I do believe that there should be such universities if these rich provincial languages and the people who speak them are to attain their full height.

At the same time I fear that we betray ourselves into undue haste in accomplishing the object. The first step should be linguistic political redistribution of provinces. Their separate administration will naturally lead to the establishment of universities where there are none....

There should be a proper background for new universities. They should have feeders in the shape of schools and colleges which will impart instruction through the medium of their respective provincial languages. Then only can there be a proper *milieu*. University is at the top. A majestic top can only be sustained if there is a sound foundation.

Though we are politically free, we are hardly free from the subtle domination of the West. I have nothing to say to that school of politicians who believe that knowledge can only come from the West. Nor do I subscribe to the belief that nothing good can come out of the West. I do fear, however, that we are unable as yet to come to a correct decision in the matter. It is to be hoped that no one contends that because we seem to be politically free from foreign domination, the mere fact gives us freedom from the more subtle influence of the foreign language and foreign thought. Is it not wisdom, does not duty to the country dictate, that before we embark on new universities we



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should stop and fill our own lungs first with the ozone of our newly got freedom? A university never needs a pile of majestic buildings and treasures of gold and silver. What it does need most of all is the intelligent backing of public opinion. It should have a large reservoir of teachers to draw upon. Its founders should be far-seeing.

In my opinion it is not for a democratic State to find money for funding universities. If the people want them they will supply the funds. Universities so founded will adorn the country which they represent. Where administration is in foreign hands, whatever comes to the people comes from the top and thus they become more and more dependent. Where it is broad-based on popular will, everything goes from bottom upward and hence it lasts. It is good looking and strengthens the people. In such a democratic scheme money invested in the promotion of learning gives a tenfold return to the people even as a seed sown in good soil returns a luxuriant crop. Universities founded under foreign domination have run in the reverse direction. Any other result was perhaps impossible. Therefore, there is every reason for being cautious about founding new universities till India digested the newly-acquired freedom.

I have never been an advocate of our students going abroad. My experience tells me that such, on return, find themselves to be square pegs in round holes. That experience is the richest and contributes most to growth which springs from the soil.

The dry knowledge of the three R's is not even now, it can never be, a permanent part of the villager's life. They must have knowledge given to them which they must use daily. It must not be thrust upon them. They should have the appetite for it. What they have today is something they neither want nor appreciate. Give the villagers village arithmetic, village geography, village history, and the literary knowledge that they must use daily, i.e. reading and writing letters, etc. They will treasure such knowledge and pass on to the other stages. They have no use for books which give them nothing of daily use

## **Unit - II: Post-independence Developments in Education**

### **TOPIC: I**

### **RADHAKRISHNAN COMMISSION (1948-49)**

#### **INTRODUCTION**

Universities are the seats of higher learning from where the society gets its leaders in Science, Arts and various other fields of national life. University education in India aims at providing knowledge and wisdom which are necessary attributes of a well developed personality. University education is a centre for higher branches of learning. The functions of the university are varied. It provides instruction, conduct research and post-graduate studies, and gives affiliation and extension to the colleges under it. In case of a non-affiliating unitary university, there is no college under it and its function is limited to offering masters programme and conducting research. A university's scope is national in character. The main purpose of establishing a university in a particular region is to make



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higher education accessible to all sections of the population within its territorial jurisdiction.

After independence, the first significant step taken by the Government of India in the field of education was the appointment of the University Education Commission in 1948 under the Chairmanship of **Dr. Sarvapalli Radhakrishnan**, a distinguished scholar and former vice-chancellor of Banaras Hindu University and who the second President of India became. The Commission was appointed by the Government of India to go into the problems and prospects of Indian University Education and to suggest improvements and extensions that might be considered desirable to suit the present and future requirements of the country. The Commission was appointed in November, 1948 and it submitted its report in August, 1949.

The Report of the Commission is a document of great importance as it has guided the development of university education in India since independence. The Inter-University Board of Education and Central Advisory Board of Education recommended to the Government of India that an All India Commission on Education should be appointed to inquire into the requirements of the higher education in India and to put forward the recommendations for the re-organization of the University Education system in the light of the requirements of the country and its traditions. Because of the fact that Dr. Radhakrishnan was the Chairman of the Commission it is known as 'Radhakrishnan Commission'. There were 10 members in the commission.

## **AIMS AND OBJECTIVES**

The Radhakrishnan Commission was appointed with the specific aim 'to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country'. The decision was due to the realization that a reconstruction of university education was essential for a national - cultural resurgence as well as for meeting the requirements of scientific, technical and other man – power which India needed for its socio-economic development in the wake of the independence in 1947.

### **1. Terms of Reference:**

The terms of reference of the Commission were to consider and make recommendations in regard to:

1. The aims and objectives of university education and research in India.
2. The changes considered necessary and desirable in the constitution, control, functions and jurisdiction of the universities in India.
3. The finances of the universities.
4. The maintenance of the highest standards of teaching and examinations in the universities and colleges under their control.
5. The courses of study in the universities.
6. The standards of admission to the university courses of study.



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7. The medium of instruction in the universities.
8. The provision for advanced study in Indian culture, history, literatures, languages, philosophy and fine arts.
9. The need for more universities on a regional or other basis.
10. The organizations of advanced research in all branches of knowledge in the universities and institutes of higher research.
11. Religious instruction in the universities.
12. The special problems of all the universities in India.
13. The qualification, conditions of service, salaries, privileges and functions of teachers and the encouragement for original research by teachers.
14. The discipline of students, hostels and the organization of tutorial work and any other student related matters.

### **Method of study:**

The commission made a thorough study of the problems of Higher Education in India. It toured the country extensively in order to acquaint itself with the problems.

It prepared a questionnaire which was sent over to about 600 persons who mattered in the field of education. It interviewed administrators, organizations of the students and educationists. Thus, it tried to gather information in regard to almost all the aspects of university education. Its report runs into two volumes. The first part of the report contains 18 chapters and about 747 pages. The second volume contains the statistics in regard to institutions and other educational problems and the evidence tendered by the witnesses examined by the commission

### **MAJOR RECOMMENDATION**

The Commission has laid down certain aims of university education in the country keeping in view the past tradition, the present conditions and future prospects of the country. In this context the Commission took into consideration the personal interests of the students and also of the nation. While defining the aims the Commission had been also conscious of the international obligations. We are giving below the aims of university education as laid down by the Commission:

- The aim of university education should be to produce able citizens who can take up national responsibilities successfully in various fields. The university has to produce able administrators and suitable workers in various occupations and industries. The university has to provide leadership in the various walks of life in the best interest of the nation.





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- The aim of a university should be to maintain a high standard in general, professional and vocational education by inspiring the students to search for a new knowledge and good effort that must be authentic in nature.
- It is a duty of a university to preserve and develop the culture and civilization of the land. It is on the basis of one's culture that one may acquire self-confidence, self-respect and self-dependence. These virtues on the part of citizens will make the nation really very strong.
- The university should generate new ideas and discard those which are likely to prevent the growth of the nation. For progress, it is necessary to rise above superstitions. The university has to help the students to imbibe the good aspects of their culture and to accept new values for an all - round development.
- The university should provide opportunities to acquire all kinds of knowledge.
- The university has to educate the mind and soul of the student in order that he may grow in wisdom.
- It is the responsibility of the university to create a consciousness in students for protecting the Directive Principles as to be laid down in the Constitution. The university has to make the foundation of democracy strong and it has to develop the spirit in students for ensuring equality, fraternity and social justice to all while maintaining the integrity of the nation.
- The University has to make new discoveries and inventions and it has to develop new original ideas in order to make the society strong.
- The university has to instil moral values in the students while making them well disciplined.
- The university has to develop the spirit of universal brotherhood and internationalism in the students.
- The universities have to provide leadership in politics, administration, education, industry and commerce.
- The universities should be organized as centres of civilization to train intellectual pioneers of civilization. The aim of university education should be to produce intellectual adventures.
- Universities should produce such wise persons who may disseminate learning to make democracy successful and who may make an incessant search for new knowledge and unceasing effort to fulfil the mission of life.
- One of the main functions of universities is to bring about the spiritual development of students.



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- We are engaged in a quest for democracy through the realization of justice, freedom, equality and fraternity. Hence, it is necessary that our universities should be the emblems and protectors of these ideals.
- Contents of education must accept the best of what the modern advancement has to offer without neglecting our cultural heritage from the past.
- Education should discover the innate qualities of a person and develop them through training.
- Universities should preserve the culture and civilization of the country. To be civilized, we should sympathies with the poor, respect women, love peace and independence, and hate tyranny and injustice. The university education should infuse these ideals into the youths.

#### **Major recommendations of the University Education Commission on aims and objectives of higher education**

1. To teach that life has a meaning.
2. To awaken the innate ability to live a meaningful life in all aspects by developing wisdom.
3. To acquaint with the social philosophy this should govern all our institutions - educational as well as economic and political.
4. To provide training for democracy.
5. To train for self - development.
6. To develop certain values like fearlessness of mind, strength of conscience and integrity of purpose.
7. To acquaint with cultural heritage for its registration.
8. To enable to know that education is a life - long process.
9. To develop proper understanding of the present as well as of the past.
10. To impart vocational and professional training.

#### **specific recommendations on the various aspects of the university education system in India**



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**Faculty in Universities:** The University Education Commission has emphasized that the teacher plays a vital role in the education system; therefore, an adequate faculty with required qualifications are necessary to discharge many types of duties in a university or in a college. The university Education Commission recommended that proper care should be taken in the selection procedure of a teacher for the appointment as a professor, reader, lecturer and an instructor as well as for his or her salaries. Each university should have some research fellows. Besides these, definite rules regarding the Provident Fund, leave and hours of work should be followed by a university.

**Course of study:** According to the recommendations of Radhakrishnan Commission, the general as well as specific interest of the students should be taken care of when the courses will be designed for the courses of the university level. Master Degree should be given to honours students after one year's study beyond the bachelor's degree. Literature for general education courses should be developed which will give the students an acquaintance with and mastery of the contents and methods of thinking and working in each field.

**Research and Training:** The regulations for Master of Arts and Master of Science should be uniform in all universities of India. The admission procedure as well as the process for enrolling in Ph.D. degree should be arranged on an all India basis. D.Litt. and D.Sc. Degrees should be awarded on published work of outstanding quality. A large number of Scholarship should be provided for the research work to the university by the Ministry of Education. Fundamental research should be the primary step for a university.

**Professional Education:** The University Education Commission has made some recommendations regarding professional education and has divided it into the five aspects of education as Agriculture education, Commercial Education, Engineering and Technology, Legal Education and Medical Education.

Regarding Agriculture education, the Commission emphasized that agriculture education should be recognized as an important national issue and the study of the subject of agriculture should be introduced in all stages of education i.e. primary, secondary and higher level. The existing agriculture colleges and institutions should be improved and research centre should be established.

On the aspect of the Commercial Education, the Commission recommended that commercial education should be made more practical and the graduates should be encouraged to specialize in a particular branch. On the subject of Education, the faculty of training colleges should be recruited for giving training to the people who have first-hand experiences of school teaching. In assessing students' performance, more stress should be given to practice only.

Regarding Engineering and Technology, the Radha krishan Commission recommended the inclusion of the general education and basic physical engineering science in the engineering courses. Besides



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these, the Commission also suggested that the number of engineering schools and colleges should be increased, the existing engineering colleges' should be upgraded for post graduate training and research in selected subjects and they should be closely associated with the universities.

In the context of Legal Education, the commission suggested that the law colleges should be thoroughly re-organized. Students pursuing degree courses in law should not be permitted to carry on other degree courses simultaneously.

Regarding Medical Education, the commission recommended that the maximum number of admission should be 100 and that all the departments of the study which require hospital facilities should be located in a single campus. There should be 10 beds for each student. Post-graduate training should be offered in certain well staffed colleges.

### **Religious Education:**

The University Education Commission 1948 who recommended religious education in the colleges that-

“all educational institution start work with a few minutes for silent meditation.

That in the first year of the degree course the lives of great religious leaders like Gautama the Buddha, Confucius Zoroaster, Socrates, Jesus, Sankara, Ramanuja, Madhava, Mohammad, Kabir, Naik, Gandhi be taught.

- That in the second year some selections of a universalistic character from the scriptures of the world be studied.
- That in the third year, the central problems of the philosophy of religion be considered.”

### **Medium of Instruction:**

According to the recommendation of the University Education Commission, higher education should be imparted through the regional language with the option to use the federal language as the medium of instruction either for some subjects or for all subjects. All provincial governments should take step to introduce the teaching of the federal language in all classes of Higher Secondary Schools, in Degree Colleges and in the Universities. English Should be studied in the Higher Schools and in the Universities for keeping the students in touch with the living stream of ever-growing knowledge.



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### **Examination or Evaluation System:**

The University Education Commission criticized the present system of examination and stress was given to introducing the objective type questions in the examination. Following are the basic ideas and suggestions of the University Education Commission in 1948-49 in this regard.

- The commission suggested the techniques in devising and constructing objective test for the class examination in colleges and universities.
- The Government should not insist on university degrees for the administrative services.
- According to the University Education Commission, Credit should be given for the class work and one third of the mark allotted to each subject should be reserved for work done during the course of instruction.
- The standard of success at the various examinations should be uniform in all universities.
- The Commission divided the rank after passing the examination as getting 70% or more marks should be given the rank of first class, 55% to 69% for the rank of second class and at least 40% for a the rank of third class.
- The system of grace marks should be abolished.
- Viva-voce examination should be employed only for professional and post graduate degrees.
- The essay type of questions should continue with the objective type questions but the type of question, method of examination should be thoroughly changed with a view to making it more valid and reliable.

**Students' Activities and Welfare:** Regarding the students' activities and their part in the wellbeing of the nation, the Commission suggested the following recommendations:

- The students should undergo thorough physical examination at the time of admission and at least once a year thereafter.
- All universities must have hospital and health service.
- Sanitary inspection of the campus buildings, hostels, dining rooms, kitchens and off-campus residences must be undertaken in a university.
- Competent staff should be provided for compulsory physical training and a regular time should be



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assigned for the purpose.

- Social service should be encouraged and it should remain on a completely voluntary basis.
- All students should receive N.C.C. training.
- Students union should be free from the political motives and activities.
- An office of the Dean of Students should be set up in colleges and universities.



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**Women Education:** Regarding the women education, the Commission suggested for providing the same facilities to the women colleges and universities as provided to men's colleges and universities. The curriculum should also be prepared for them, considering them as both women and citizens.

### **Administration and Finance of a University:**

The university Education Commission considered the regulations and control capacity of a university in the followings ways:

- The university education should be placed on the concurrent list.
- Regarding the finance, co-ordination of facilities in special subjects, adoption of national policies, ensuring minimum standards of efficient administration and providing liaison between universities and national research laboratories and scientific surveys etc., the Central Government must have the responsibility towards the universities.
- For the allocation of grants to the universities a central Grants Commission should be established.
- There should be no university of the purely affiliating type.
- The governing bodies of the colleges should be properly constituted.
- The aim of an affiliated college should be to develop into a unitary university and later into a federative one



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## TOPIC II

### Mudaliar Commission (1952)

#### INTRODUCTION

After achieving the independence in 1947, both the public and the Government began to take keen interest in the development of secondary education. Although the number of secondary schools and its enrolment began to significantly increase even before India's attaining independence, the quality of education imparted was unable to meet the changing socio-economic needs of the country. As such, the need for reform was strongly felt. The university Education Commission also remarked that our secondary education remained the weakest link in our educational machinery and it needed urgent reforms. Meanwhile with the attainment of independence, the political situation of the country also underwent a complete transformation. Education also needed a fresh look, calling for a new outlook which was appropriately voiced by Maulana Abul Kalam Azad, the then Education Minister in his presidential address to the Central Advisory Board of Education in 1948. The Central Advisory Board of Education at its 14th meeting held in January 1948 recommended the appointment of a commission to examine the prevailing system of Secondary Education in the country and to suggest measures for its reorganization and improvement. There were other considerations also before the Government of India for setting up a commission for Secondary Education.

In view of these considerations, the Government of India set up, the Secondary Education Commission by Resolution dated 23rd September, 1952, under the Chairmanship of Dr. A. Lakshmanaswami Mudaliar, the Vice-Chancellor of the Madras University. Therefore this commission is also known as Mudaliar Commission. The Commission was inaugurated on 6th October, 1952. It submitted its Report on June 1953.

The Government of India had also other considerations in mind when appointing this Commission, such as the desirability of changing over from the prevailing system of secondary education which is unilateral and predominantly academic in nature to one which will cater at the secondary stage for different aptitudes and interests. The Commission appointed by the Government of India consisted of the following:

1. DR. A. LAKSHMANSWAMI MUDALIAR Vice-Chancellor, Madras University, (Chairman)
2. PRINCIPAL JOHN CHRISTIE Jesus College, Oxford
3. DR. KENNETH RAST WILLIAMS Associate Director, Southern Regional Education Board, Atlanta (U.S.A.)
4. MRS. HANSA MEHTA Vice-Chancellor, Baroda University





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5. SHRI J. A. TARAPOREWALA Director of Technical Education Government of Bombay
  6. DR. K. L. SHRIMALI Principal, Vidya Bhavan Teachers' Training College, Udaipur
  7. SHRI M. T. Vyas Bombay
  8. SHRI K. G. SAIYDAIN Joint Secretary to the Government of India Ministry of Education (Ex-officio Member)
  9. PRINCIPAL A. N. BASU Central Institute of Education Delhi (Member-Secretary)
- Dr. S. M. S. Chari, Education Officer, Ministry of Education acted, as Assistant Secretary to the Commission.

### **Terms of Reference**

Under the terms of reference, the Commission was asked

"(a) to enquire into and report on the present position of Secondary Education in India in all its aspects; and

(b) suggest measures for its reorganization and improvement with particular reference to-

- (i) the aims, organization and content of Secondary Education ;
- (ii) its relationship to Primary, Basic and Higher Education ;
- (iii) the inter-relation of Secondary Schools of different types; and
- (iv) Other allied problems.

so that a sound and reasonably uniform system of Secondary Education suited to our needs and resources may be provided for the whole country."

### **The Commission pointed out the following defects of the existing system -**

- First, the education given in our schools is isolated from life. The curriculum as formulated and as presented through the traditional methods of teachings does not give the students insight into the everyday world in which they are living.
- Secondly, it is narrow and one sided and it fails to train the whole personality of the student.
- Thirdly, too much importance has been given to English. Students who did not possess special linguistic ability were, therefore, greatly handicapped in their studies.
- Fourthly, the method of teaching generally practised failed to develop in the students their independence of thought and initiative in action.
- Fifthly, the increase in size of the classes has considerably reduced personal contact between



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the teachers and the pupils. Thus the training of character and inculcation of proper discipline have been seriously undermined.

- Finally, the dead weight of the examination has tended to curb the teachers initiative, to stereotype the curriculum, to promote mechanical and lifeless methods of teaching, to discourage all spirit of experimentation and to place the stress on the wrong, or unimportant things on education.

### **AIMS AND OBJECTIVES OF THE COMMISSION**

The Commission has made the following recommendations in regard to its aims of Secondary Education -

#### **1. Development of democratic citizenship**

Since India has decided to make itself a democratic republic, the citizens have to be trained to uphold and practice the values of the democratic social order. This can be possible only when the qualities of discipline, tolerance, patriotism, co-operation, equal opportunities for thought, speech and writing, the essence of the world citizenship are inculcated and developed in the students. Secondary education, according to the Mudaliar Commission, should develop all these qualities in the students. Citizens with these qualities can grow into ideal - citizens capable of making Indian democracy a success. In short, the aim of secondary education should be to develop ideal democratic citizens in the country.

#### **2. Improvement of Vocational efficiency :**

One of the urgent needs of the country is to increase the productive efficiency of its people and to increase the national income. For this, education must aim at increasing the productivity or vocational efficiency of the young students. To achieve this goal, the Secondary Education Commission recommended for fostering the dignity of manual labour and for the promotion of technical skills for the advancement of industry and technology through secondary education. Therefore, secondary education is to be freed from purely theoretical education system and emphasis is to be placed on agricultural, technical, commercial and other practical courses.

#### **3. Education for leadership:**

Secondary education is a terminal point for majority of the students. Therefore, at the end of the school education, each pupil must be able to enter into various professions independently. "A special function of the secondary school, in the context, is to train persons who will be able to assume the responsibility of leadership - in social, political, industrial or cultural fields - in their own small groups of community or locality."



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#### **4. Development of personality:**

The secondary education must aim at the development of the personality of the students. It should be so organized that the creative energy in the students should find proper expression. They should also be trained to appreciate their cultural heritage and acquire constructive and valuable interest. They should also be trained to preserve and conserve their cultural heritage. An all-round development of the personality of the student is an essential aim of secondary education

#### **Re-organization of Secondary Education**

Regarding the organizational pattern of secondary education, the Secondary Education Commission recommended that secondary education should be a complete stage by itself. This stage of education is most important for the students in their preparation for life. To raise the standard of school education the Commission proposed the following organizational pattern:

- The duration of secondary education should be 7 years. It should cover the age of group of 11-17.
- Under the new organizational structure secondary education should commence after 4 or 5 years of primary or junior basic education.
- The middle or senior basic or lower secondary stage should cover a period of 3 years.
- The higher secondary stage should cover 3 years.
- The commission also suggested abolition of the present intermediate classes. The 12th class should be attached to the university and the 11th class should be added to the high school. Thus it pleaded for one year pre-university and 3 year degree courses.
- The commission recommended that technical schools should be started in large number and central technical institutes should be established in large cities.
- Multi-purpose schools should be established, which would provide terminal courses in technology, commerce, agriculture, fine arts and home sciences. The object of these institutions was to direct students into different walks of life at the end of the secondary course and this will reduce the pressure upon university entrance.

#### **CURRICULUM OF SECONDARY EDUCATION**

The Secondary Education Commission has discussed at length the secondary education curriculum. First it pointed out the defects of the existing curriculum, discussed in detail the principle of curriculum construction and finally the curriculum of different stages of secondary schools.

#### **Defects of the Existing Curriculum**

The Commission has pointed out the following defects in the existing curriculum:



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- The present curriculum is narrow.
- It is bookish and theoretical.
- It is overcrowded and does not provide rich and significant contents.
- There is no adequate provision for practical and other kinds of activities that should find place in any curriculum at this stage of education. Hence, the curriculum is not able to bring about the education of the whole personality of the child.
- It does not cater to the various needs and capacities of the adolescents.
- Technical and vocational subjects are very much needed for India today, but the curriculum does not find room for these subjects.
- Curriculum is too much dominated by the examination.

### **The Basic Principles of Curriculum Construction**

The Secondary Education Commission has recommended some principles to be followed in the construction of curriculum.

- **Principles of totality of experience –**

According to the Secondary Education Commission, “The curriculum does not include only the academic subjects traditionally taught in the school but it includes the totality of experiences that a pupil receives through manifold activities that go in the school, in the classroom, library, laboratory, workshop, playground and in numerous informal contacts between teachers and pupils.” All types of experiences in the school or planned by the school should be included in the curriculum.

- **Principles of variety and elasticity –**

The Curriculum should be elastic and include varieties of subjects and activities to meet the needs of the various types of pupils. The curriculum should be adaptable to meet the needs and interests of the students.

- **Principles relating to community –**

The curriculum should be related to the community. There should be community - oriented programs in the curriculum so that a child can feel that he is an integral part of the local community. The curriculum should bring the child and the community closer.

- **Principle of training for leisure –**

The Curriculum should be designed to train the students not only for work but also for leisure. For this purpose there should be a number of activities - social, aesthetic, sporting etc. which should be included in the curriculum. These activities will train the students to use their leisure time properly.

- **Principle of integration and correlation –**

The curriculum should not be merely a bundle of subjects and activities. The activities and subjects should be integrated and well - correlated. The curriculum should provide a ‘broad



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field' units having direct bearing on life.

## **The Curriculum for High and Higher Secondary Schools-**

For this stage of education, the commission has suggested that there should be a diversified course.

- (a) Compulsory subjects or main subjects; and
- (b) Optional subjects.

### **A) Compulsory Subjects:**

The Compulsory subjects shall include the following :

1. Mother tongue or regional language or composite course of the mother tongue and a classical language.
2. One other language to be chosen from among the following:
  - i) Hindi for those whose mother tongue is not Hindi.
  - ii) Elementary English (for those who have not studied English in the middle stage).
  - iii) Advanced English (for those who have studied English at the earlier stage).
  - iv) A Modern Indian Language (other than Hindi).
  - v) A modern foreign language (other than English).
  - vi) A classical language.
3. Social studies - General course (for the first two years only).
4. General science, Including Mathematics - General course (for the first two years only).
5. One Craft to be chosen out of the list given below :
  - i) Spinning and weaving
  - ii) Wood Work
  - iii) Metal Work
  - iv) Gardening
  - v) Tailoring
  - vi) Typography
  - vii) Workshop Practice
  - viii) Sewing, Needle Work and Embroidery
  - ix) Modeling



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## B) Optional Subjects :

Three subjects from one of the following groups -

### Group - 1 (Humanities) :

(a) A classical language or a third language from A (2) not already taken; (b) History; (c) Geography; (d) Elements of Economics and Civics; (e) Elements of Psychology and Logic; (f) Mathematics; (g) Music; (h) Domestic Science.

### Group -2 (Sciences) :

(a) Physics; (b) Chemistry; (c) Biology; (d) Geography; (e) Mathematics; (f) Elements of Physiology and Hygiene; (not to be taken with Biology).

### Group -3 (Technical) :

(a) Applied Mathematics and Geometrical Engineering; (b) Applied Science; (c) Elements of Mechanical Engineering; (d) Elements of Electrical Engineering.

### Group - 4 (Commercial) :

(a) Commercial Practice; (b) Book-Keeping; (c) Commercial Geography or Elements of Economics and Civics; (d) Shorthand and Typewriting.

### Group - 5 (Agriculture) :

(a) General Agriculture; (b) Animal Husbandry; (c) Horticulture and Gardening; (d) Agricultural Chemistry and Botany

### Group - 6 (Fine Arts) :

(a) History of Art; (b) Drawing and Designing; (c) Painting; (d) Modelling; (e) Music; (f) Dancing.

### Group - 7 (Home Science) :

(a) Home Economics; (b) Nutrition and Cookery; (c) Mother Craft and Child Care; (d) Household Management and Home Nursing.

## TOPIC III : KOTHARI COMMISSION (1964-66)

### INTRODUCTION

The NPERC considered the development of Common School System to be a very vital component of the overall strategy for securing equity and social justice in education. The Common School System was originally advocated by the Education Commission (1964-66), under the chairmanship of Dr. D.S. Kothari (hereafter referred to as Kothari Commission). NPE, 1968 accepted the recommendation of the Kothari Commission for bringing about the Common School System. In the context of the national system of education, NPE, 1986 restated the determination of the Government to take effective measures in the direction of the Common School System. The concept of national system of education would imply, according to NPE 1986, that, upto a given level, all students, irrespective of caste, creed, location, or sex, have access to education of comparable quality. The NPERC noted that the Common School System still remained a concept even though mooted by the Kothari Commission over a



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quarter of a century ago and expressed the view that the educational disparities are being further accentuated by the failure to implement the Common School System. The NPERC advocated concrete steps to translate the concept into a reality.

The unique features of the Education Commission (1964-66) were:

i) All the five earlier commissions did not deal with education as a whole but focussed attention on different levels of education. But this commission was not to limit its enquiry to specific sectors or aspects of education, but to have a comprehensive review of the Entire Educational System.

ii) Another unique feature of the Commission was its conviction that education is the most powerful instrument of the national development. The crucial role of education in national development appears in all its vividness on every page of the report.

**Never before education was given such a niche of national honor, and never before was it conceived as a pivot of national honor, and never before was it conceived as a pivot of nation's progress and the prosperity as revealed in the pages of the Commission's Report.**

iii) The international composition of the commission is also significant. Education in India must necessarily emerge from Indian experience, through, culture and local conditions. But as education remains the common quest of mankind, it was found profitable to draw upon the experience and thinking of educationists and scientists from other countries and to take advantage of the latest developments in the educationally advanced countries. As such the commission included 7 Indian members and 5 others; 1 each from Japan, France, U.K., U.S.A. and USSR. besides, 20 consultants from different countries of the world were available.

## **AIMS AND OBJECTIVES**

The most important and urgent reform needed in education is to transform it, to relate it to the life, needs and aspirations of the people and thereby make a powerful instrument of social, economic and cultural transformation, necessary for realization of the national goals. For this purpose the commission has suggested the following objectives of education:

- (a) Increasing productivity.
- (b) Social and national integration.
- (c) Acceleration the process of modernization.
- (d) Developing social, moral and spiritual values.

Education for Increasing Productivity though India is a land of vast resources, yet it has not become



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self-sufficient for this purpose, the resources must be exploited and education must be related to productivity to increase national income.

In order to create a link between education and productivity the following programmed has been suggested by Kothari Commission:

### **Science Education**

Science education must become an integral part of school education and ultimately some study of science should become a part of all courses in the humanities and social sciences at university stage also.

The quality of science teaching must also be improved considerably so as to promote a deep understanding of basic principles, to develop problem solving and analytical skills and to promote the spirit of enquiry and experimentation.

Work Experience. In the programmed of relating education to life and productivity, work experience must be introduced as an integral part of all education general and vocational.

To commission work experience implies participation in productive work in school, in the home, in a workshop, on a farm, in a factory or in any productive situation.

All purposeful education should include study of languages, humanities and social sciences, study of mathematics and natural sciences, work experience and social services.

Work experience is a method of integrating education with work. In the present education system work experience and social services have almost been totally neglected. Along with other elements of education work experience should be greatly emphasized for the following reasons:

- (a) It will bridge the gap between intellectual and manual work.
- (b) It will decrease the over academic nature of formal education.
- (c) It will make the entry of youth into the world of work and employment easier by enabling them to adjust themselves to it.
- (d) It will relate education to productivity and also as a means of social and national integration.

### **Vocationalisation**

Every attempt should be made to give a vocational bias to secondary education and to increase the emphasis on agricultural and technological education at the university stage.





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This will surely bring education into closer relationship with productivity. In the modern Indian society which is heading towards industrialization, it is essential to considerably expand professional education at the university stage, especially in agricultural and technological fields.

## **Education for National Integration**

India is a land of diverse social groups. Unity and harmony among these groups is the basis of national integration. Social and national integration is an important objective of a national system of education. The Commission has suggested the following steps for strengthening the nation through education.

### **The Common School System**

The present educational system in our country instead of bringing social groups and classes together is tending to increase social segregation and class distinctions.

The schools for the masses (generally maintained by the government) are of poorer quality than those run by private bodies. Good schools are not within the reach of a common man's pocket.

This is one of the major weaknesses of the existing educational system. In the opinion of the Commission, "If our educational system is to become a powerful instrument of national development in general, and social and national integration in particular, we must march toward the goal of a Common School System of public education."

The common school must be opened to all children irrespective of caste, creed, community and economic or social status.

I. It should charge no tuition fee.

II. It should maintain a good standard of education in order to meet the needs of average parents so that they may not ordinarily feel the need of sending their children to other expensive schools.

### **Social and National Service**

Social and national service should be made obligatory for all students at all stages. It should form an integral part of education at secondary school and university levels.

This programme will prove an effective instrument for building character improving discipline, inculcating a faith in the dignity of labour and developing a sense of social responsibility, if it is organised concurrently with academic studies in schools and colleges. The following are the main forms of organizing such a programme:

(a) At the primary stage this programme should be developed in all schools on the lines of Basic Education.



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(b) At the lower secondary stage social service should be made compulsory for all students for thirty days a year, at the higher secondary for twenty days and at the undergraduate stage it should be made obligatory for all students or sixty days a year, to be done in one or more stretches.

Every educational institution should develop a programme of social and community service of its own in which all students must be involved for the periods as indicated above.

(c) Labour and social service camps or N.C.C. should be organised in each district as alternative forms of such service for those students for whom no other programmes of social service have been organised in their own institutions.

### **Promoting national consciousness**

India is a land of different castes, peoples, communities, languages, religions and cultures. The main role of our schools, colleges and universities should, therefore, be to enable our students to discover 'unity in diversity' and in this way, foster a sense of national solidarity and national consciousness among them. This can be done by-

The Promotion of Understanding and Re-evaluation of Our Cultural Heritage this can be achieved by the well-organized teaching of language and literature, philosophy, religion and history of India and by introducing the students to Indian architecture, sculpture, painting, music, dance and drama. Holiday camps and summer schools on inter-state basis can also be organized fruitfully, for breaking down regional and linguistic barriers.

Creation of a strong faith in the future towards would involve an attempt to bring home to the students, the principles of the constitution, the great human values, referred to in its preamble, the nature of the democratic and socialistic society.

### **Education for International Understanding**

There is no contradiction between national consciousness and developing international understanding. Schools should promote international outlook through the study of humanities and social sciences, simultaneously with developing national consciousness.

### **Democratic Values**

The educational programme in schools and colleges should be designed to inculcate democratic values, such as scientific temper of mind, tolerance, respect for the culture of other national groups etc. This will enable our young citizens to adopt democracy not only as a form of government but also as a way of life.

In a modern society stock of knowledge is far greater, the pace of its growth is infinitely quicker and social change is very rapid. This needs a radical change in the educational system.



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Education in a modern society is no longer concerned mainly with the imparting of knowledge or the preparation of a finished product but with the awakening of curiosity, the development of proper interests, attitudes and values and the building up of such essential skills as independent study and capacity to think and judge for oneself, without which it is not possible to become a responsible member of a democratic society.

Therefore the process of modernization will be directly related to the pace of educational advance. Education brings modernization in following ways:

- (a) The way to modernize quickly is to spread education.
- (b) By producing educated and skilled citizens.
- (c) By-training an adequate and competent intelligentsia.
- (d) By bringing a radical change in the method of teaching and in the training of teachers.

### **Education for Social, Moral and Spiritual Values**

The expanding knowledge and the growing power which it places at the disposal of modern society must be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values. For this purpose, active measures should be adopted to give a value-orientation to education. These measures are:

- (a) The central and state Governments should introduce education in moral, social and spiritual values in all institutions.
- (b) The privately managed institutions should also follow the same steps.
- (c) Some periods should be set apart in the time table for this purpose.
- (d) University department should undertake preparation of special literature for this purpose by students and teachers.
- (e) For this purpose, syllabus giving well chosen information about each of the major religions should be included as a part of the course in citizenship or general education to be introduced in schools and colleges.

We may say that education is the most vital forces which can help in the realization of national objectives. While keeping in view the best features of the modern European culture and civilization, the Commission did not ignore the essential characteristics of our ancient culture and civilization as well as the needs and aspirations of our present day society.



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It is for the first time that we have been given an integrated picture of Indian education in all its wide and diverse dimensions.

## EDUCATIONAL PATTERN

The Commission recommended a new structural pattern of education. The new educational structure should be as follows:

- One to three years of pre-school education.
- A primary stage of 7 to 8 years divided into a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years.
- A lower secondary stage of 3 or 2 years of general education or 1 to 3 years of vocational education.
- A higher secondary stage of 2 years of general education or 1 to 3 years of vocational education, 50% of the total would be under vocational education,
- A higher education stage of 3 years or more for the first degree course followed by courses of varying durations for the second or research degrees.

The structural pattern thus recommended by the commission is commonly known as **10+2+3**.

The structural pattern of education.

- Pre-school education from 1 to 3 years should also be given.
- General education should last for a period of 10 years -  
4 years of lower primary,  
3 years of higher primary  
3 years of lower secondary education.
- Higher secondary education should be fixed for 2 years.
- Degree course should be of 3 years.

The age of admission to class I should not be less than 6+. The first public external examination should come at the end of the first 10 years of schooling. Secondary schools should be of two types: higher schools providing a 10 years' course and higher secondary schools providing a course of 11 or 12 years. A new higher secondary course consisting of classes XI and XII should be introduced. The pre-university courses should be transferred from Universities and added to the secondary schools. The Commission has been suggested the reorganization of the university stage. At this stage, the three year degree has been favored by the Commission.



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## **TOPIC IV : Constitutional Provisions of Education**

15th August 1947 is a red letter day in Indian History when India got freedom. The Constitution of the country was adopted on Nov. 26, 1949 and came into force on Jan 26, 1950. The Preamble of the Constitution outlines the social philosophy which should govern all our institutions including educational. Right to Education is one of the fundamental rights enshrined in the Constitution of India. The Constitution of India gives a few directions and suggestions for the development of education in the countries which are also called constitutional provisions.

**The following provisions have a great bearing on the functioning of the educational system in India:**

### **Article 28:**

According to our Constitution article 28 provides freedom as to attendance at religious instruction or religious worship in educational institutions.

### **Article 29:**

This article provides equality of opportunity in educational institutions.

### **Article 30:**

It accepts the right of the minorities to establish and administrate educational institutions.

### **Article 45:**

According to this article "The state shall endeavour to provide within a period of ten years from the commencement of this Constitution for free and compulsory education for all children until they complete the age of 14 years."

We notice that the responsibility for universal elementary education lies with the Central Government, the State Governments, the Local Bodies and voluntary organisations.

### **Article 46:**

It provides for special care to the promotion of education and economic interests of the scheduled caste, scheduled tribes and the weaker sections of society.

### **Article 337:**

This provides for special provision with respect to educational grants for the benefit of Anglo-Indian community.

### **Article 350A:**

This article relates to facilities for instruction in mother tongue at primary stage.

### **Article 350B:**

It provides for a special offer for linguistic minorities.

### **Article 351:**

This article relates to the development and promotion of the Hindi language.

The seventh schedule of the Indian Constitution contains legislative powers under three lists viz. The Union List, the State List and the Concurrent List

### **The Union List:**

This list contains 97 subjects where the following entries are related to education:

### **Entry 13:**

To provide Educational and Cultural relations with foreign countries.



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**Entry 62:**

The institutions known at the commencement of the Constitution as National Library, The Indian Museum, the Imperial War Museum, the Victoria Memorial, and Indian War Memorial. Any other such institutions financed by the Government of India wholly or in part and declared by the Parliament by law to be an institution of national importance.

**Entry 63:**

Institutions of national importance. The institution known at the commencement of this Constitution as the BHU, AMU and Delhi University etc. declared by Parliament by law to be an institution of national importance.

**Entry 64:**

The institution of scientific and technical education financed by the Government of India wholly or in part and declared by law to be institutions of national importance like IITs and IIMs.

**Entry 65:**

**Union agencies and institutions for:**

- (i) Professional, vocational or technical training, including the training of police officers.
- (ii) The promotion of special studies or research.
- (iii) Scientific or technical assistance in the investigation or detection of crime.

**Entry 66:**

Coordination and determination of standards in the institution of higher education or research and scientific and technical institutions.

**State List:**

State list consists of 66 entries, out of which the following is the entry related to education:

**Entry 12:**

According to this entry all libraries, museums and other similar institutions controlled or financed by the state, ancient and historical monuments and records other than those declared by or under law made by the Parliament to be of the national importance.

**Concurrent List:**

It comprises 47 entries, among them the following are related to education:

**Entry 20:**

Economic and social planning.

**Entry 25:**

Education, including technical education, medical education and universities subject to provision of entries 63,64,65,66 of list (Union List).

**Entry 34:**

Newspapers, books and printing presses.

**Reservation in Education**

**(A) Education of minorities :**

Article 28 of the Constitution has made certain provisions for the education of the minorities including

- (i) No religious instruction shall be provided in educational institutions wholly maintained out of state funds.
- (ii) If any institution has been established under any endowment trust even if administered by state, can impart religious education.



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(iii) None person attending an educational institution recognized by the state or receiving funds from state government shall be required to take part in any religious worship or instruction that may be conducted in such institutions or in any premises attached there to unless such person or if such person in a minor and his guardian has given his consent thereto.

### **(B) Cultural and Educational Rights:**

Under article 29 and 30 for the protection of educational interest of minorities viz.

#### **(i) Article 29 (i):**

Any section of citizen residing in the territory of India on any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

#### **(ii) Article 30 (i):**

All minorities whether based on religion or language shall have the right to establish and administer educational institutions of their choice.

#### **(iii) Article 30 (ii):**

The state shall not in granting and to educational institution discriminate against any educational institution on the ground that it is under the management of a minority whether based on religion or language.

(iv) To make any law providing for the compulsory acquisition of any property of any educational institutions established and administrated by minorities, the state shall ensure that the amount fixed by or determined under such law for acquisition of such property is such as would not restrict on abrogate the right guaranteed to them.

### **(C) Admissions:**

(i) Article 29 (II) states that no citizen of India can be denied admission into any educational institution, which is either maintained by the state or receiving aid out of state funds oil ground only of religion, race, caste, language or any of them.

(ii) Article 15 (III) states that to make special provisions for women. Hence, separate educational institutions for women can be established.

### **(D) Mother Tongue:**

For promotion of teaching of mother tongue the Constitution of India has made some provisions for Hindi language.

#### **Article 350 (A):**

It shall be endeavour of every state and local authorities with the state to provide adequate faculties for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups : the President may issue directions to any state as he considers necessary for recurring the facilities.

#### **Article 351:**

It is to promote the development of Hindi language and slates that it shall be the duty of the Central Government to promote the spread of Hindi language in the entire country.

### **(E) Right to Education:**

Article 41 of the Constitution provides that "All the citizens have equal right to education ". It states. "The state shall, within the limits of its economic capacity and development, make effective provisions for the right to work, to education and to public assistance in cases of employment, old age, sickness and disablement".



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### **(F) Weaker Section:**

Our Constitution has made some special provisions for the weaker sections of our society viz.

#### **Article 45:**

The state shall endeavour to provide within a period of ten years from the commencement of the Constitution for the free and compulsory education for all children until they complete the age of 14 years.

#### **Article 46:**

The state shall promote with special care the educational and economic interests of weaker sections of the people and, in particular, of the scheduled caste and scheduled tribes, and shall protect them from social injustice and all forms of exploitation".

The Supreme Court of India has given the following guidelines to promote education of the people:

- (i) The state can make regulatory measures to promote efficiency of education.
- (ii) Educational institutions of minority groups cannot claim immunity from general laws such as contract law, labour law and industrial law etc.
- (iii) The state can take over the management of the institutions of minority groups in case of irregularity and inefficiency.
- (iv) Teachers have the right to approach to the Arbitration Tribunal in case of any injustice to them by the institution

### **TOPIC V :**

## **NATIONAL POLICY OF EDUCATION 1986 AND PROGRAM OF ACTION 1992**

### **INTRODUCTION**

The **National Policy on Education (NPE)** is a policy formulated by the Government of India to promote education amongst India's people. The policy covers elementary education to colleges in both rural and urban India. The first NEP was promulgated in 1968 by the government of Prime Minister Indira Gandhi, and the second by Prime Minister Rajiv Gandhi in 1986. It emphasizes three aspects in relation to elementary education:

- universal access and enrolment,
- universal retention of children up to 14 years of age, and
- a substantial improvement in the quality of education to enable all children to achieve
- Revival of Sanskrit and other classical languages for contemporary use

Since the nation's independence in 1947, the Indian government sponsored a variety of programs to address the problems of illiteracy in both rural and urban India. Maulana Abul Kalam Azad, India's first Minister of Education, envisaged strong central government control over education throughout the country, with a uniform educational system. The Union government established the University Education Commission (1948–1949) and the Secondary Education Commission (1952–1953) to develop proposals to modernize India's education system. The Resolution on Scientific Policy was





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adopted by the government of Jawaharlal Nehru, India's first Prime Minister. The Nehru government sponsored the development of high-quality scientific education institutions such as the Indian Institutes of Technology. In 1961, the Union government formed the National Council of Educational Research and Training (NCERT) as an autonomous organization that would advise both the Union and state governments on formulating and implementing education policies

### NATIONAL POLICY ON EDUCATION 1968

Based on the report and recommendations of the Education Commission (1964–1966), the government of Prime Minister Indira Gandhi announced the first National Policy on Education in 1968, which called for a "radical restructuring" and equalize educational opportunities in order to achieve national integration and greater cultural and economic development.<sup>[2]</sup> The policy called for fulfilling compulsory education for all children up to the age of 14, as stipulated by the Constitution of India, and the better training and qualification of teachers.<sup>[2]</sup> The policy called for focus on learning of regional languages, outlining the "three language formula" to be implemented in secondary education - the instruction of the English language, the official language of the state where the school was based, and Hindi, the national language.<sup>[2]</sup> Language education was seen as essential to reduce the gulf between the intelligentsia and the masses. Although the decision to adopt Hindi as the national language had proven controversial, the policy called for use and learning of Hindi to be encouraged uniformly to promote a common language for all Indians.<sup>[2]</sup> The policy also encouraged the teaching of the ancient Sanskrit language, which was considered an essential part of India's culture and heritage. The NPE of 1968 called for education spending to increase to six percent of the national income.

### NATIONAL POLICY ON EDUCATION 1986

Having announced that a new policy was in development in January, 1985, the government of Prime Minister Rajiv Gandhi introduced a new National Policy on Education in May, 1986. The new policy called for "special emphasis on the removal of disparities and to equalize educational opportunity," especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities. To achieve these, the policy called for expanding scholarships, adult education, recruiting more teachers from the SCs, incentives for poor families to send their children to school regularly, development of new institutions and providing housing and services.<sup>[3]</sup> The NPE called for a "child-centered approach" in primary education, and launched "Operation Blackboard" to improve primary schools nationwide.<sup>[4]</sup> The policy expanded the open university system with the Indira Gandhi National Open University, which had been created in 1985.<sup>[4]</sup> The policy also called for the creation of the "rural university" model, based on the philosophy of Indian leader Mahatma Gandhi, to promote economic and social development at the grassroots level in rural India.

### PROGRAM OF ACTION 1992

The 1986 National Policy on Education was modified in 1992 by the P.V. Narasimha Rao



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government.<sup>[5]</sup> In 2005, Prime Minister Manmohan Singh adopted a new policy based on the "Common Minimum Programme" of his United Progressive Alliance (UPA) government.<sup>[6]</sup> Programme of Action (PoA), 1992 under the National Policy on Education (NPE), 1986 envisaged conduct of a common entrance examination on all India basis for admission to professional and technical programme in the country. For admission to Engineering and Architecture/Planning programme, Government of India vide Resolution dated 18 October 2001 has laid down a Three – Exam Scheme (JEE and AIEEE at the National Level and the State Level Engineering Entrance Examinations (SLEEE) for State Level Institutions – with an option to join AIEEE). This takes care of varying admission standards in this programme and helps in maintenance of professional standards. This also solves problems of overlaps and reduces physical, mental and financial burden on students and their parents due to multiplicity of entrance examinations.

### **Objectives of National Policy of Education and POA**

The main objective of the National Policy of Education of 1986 and Programme of Action, 1992 was to establish a national system of education implies that all students irrespective of caste; creed, sex, and religion have access to education of a comparable quality. Actually, the objectives of this policy had been divided into the several aspects.

- • In relation to Elementary Education, followings are the major objectives of National Policy of Education 1986 are mainly:
  - Universal access and enrolment
  - Universal retention of children up to 14 years of age and
  - A sustainable improvement in the quality education to enable all children to achieve essential levels of learning.
- • Regarding Secondary Education, National Policy of Education stressed on the improvement of the quality of secondary education. Effort to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills.
- • Regarding higher education, National Policy of Education and Programme of Action of 1986 and 1992 emphasized that higher education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues.
- • Thus, the basic objectives of the National Policy of Education of 1986 and Programme of Action of 1992 emphasized that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged and the minorities. Government should take a strong determination and commitment to provide education for all, the priority areas being free and compulsory education, covering children with special needs, eradication of illiteracy, education for women's equality and special focus on the education of S.C. s (Scheduled caste) and S.T. s (Scheduled tribes) and Minorities.



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- The educational policy as highlighted in the N.P.E. also emphasized on enhancing and promoting the Vocationalisation of education, adult education, education for the mentally and physically challenged persons, non-formal education, open universities and distance learning, rural university, early childhood care and education. Delinking degrees from job was also one of the basic objectives of National Policy of Education of 1986.

## Recommendations of National Policy of Education and POA

The recommendations of the policy have been divided into the following 24 chapters.

2. **Chapter-I: Early Childhood Care and Education:** Integrated Child Development service, Balwadis, Pre-Primary schools of the State government and Municipalities, Day-care centers and training institutes of teachers and the existing facilities of pre-primary education should be strengthened and should receive increased attention from the Government. Besides these, the system of monitoring and evaluation should be strengthened.
4. **Chapter-II: Elementary Education, Non-Formal Education and Operation Blackboard:** National Policy of Education and its modified policy emphasized on elementary education as (i) universal enrolment and universal retention of children up to 14 years of age and (ii) a substantial improvement in the quality of education. Besides these, this policy also calls for drive for a substantial improvement of the primary schools and provision of support service. Even some measures have been proposed for securing participation of girls and of children from the scheduled castes and scheduled tribes families, other educationally backward section and minorities.

In the context of operational blackboard, the policy envisaged the following facilities that should be kept for implementing the operational blackboard. -(i) two reasonably large rooms that are usable in all weather; (ii) necessary toys and games material; (iii) blackboards, (iv) maps, (v) charts, and (vi) other learning materials.

Modern technological tools-such as solar packs for provision of power in non-formal education centres, audio-visual aids, radio-cassette players should be used to improve the learning environment of non-formal education centres, as well as to enhance the quality of non-formal education.



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4. 6. **Chapter- III. Secondary Education and Navodaya Vidyalayas:** Regarding Secondary education, the National Policy of Education of 1986 implied extension of the school system in the unserved areas consolidating the existing facilities and providing special arrangements for the gifted children and high achievers. The arrangements should require:

- (i) Programme to ensure access to secondary education being widened to cover unserved areas.
- (ii) Programme of consolidation in other areas;
- (iii) Programme of setting up Navodaya Vidyalayas.

Besides these, as a short term measure the State Government should be persuaded to open secondary schools in unserved areas taking blocks as a unit having a lower ratio than 1:2:5 duly considering the present distance of habitation from the nearest secondary school and population in the unserved habitation.

7. 8. **Chapter-IV. Vocationalisation of Education:** From classes 1 to 5, Socially Useful Productive Work/ Work Experience creates an integral part of the curriculum in many states. At the middle stage, the work experience programme should aim at developing confidence and sufficient psycho-motor skills to students through certain occupational training courses.
9. 10. **Chapter-V. Higher Education:** The National Policy of Education of 1986 and its revised policy which is known as Programme of Action of 1992 had laid importance on higher education, particularly on graduate, post-graduate and research work. It suggested that Autonomous Colleges should be established according to UGC directives. Technical institutes like medical, engineering, agriculture universities etc. should be set up and development of Vocational skill was to be stressed upon.

Followings are the necessary strategies that should be kept up for improving the innovations in higher education.

- (i) Consolidation and expansion of institutions
- (ii) Development of Autonomous colleges and departments
- (iii) Redesigning courses
- (iv) Training of teachers
- (v) Strengthening research
- (vi) Improvement in efficiency
- (vii) Creation of structures for co-operation at the state and national levels,
- (viii) Mobility.



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Besides these, the AICTE (All India Council of Teacher Education) had laid down norms and standards for diploma, degree and Post Graduate courses in the various fields. Guidelines were laid down for admission to technical institutions on merit to be followed by all concerned. The National Technical Manpower Information System had been set up by the Government of India with a view to generating strong data base in order to monitor the supply and utilization of engineering and technical manpower at the national and individual state level so as to ensure a planned development of technical education.

**12. Chapter VI. Open University and Distance Education:** Open University and distance education have been designed to promote the accessibility of education at higher stage as well as making higher education as flexible as is required by the learners. The Central Open University which is known as Indira Gandhi National Open University has been assigned the responsibility to coordinate the distance learning system in the country and determine its standards in order to develop and strengthen the Open University system. The National Policy of Education and its Revised Policy have to develop some conditions relating to the Open University system and distance mode of learning which are as follows:

(i) The Indira Gandhi National Open University should initiate action for its academic programme.

(ii) The courses should be structured on a modular pattern with the facility for the accumulation of the credits. Provision will be made for transfer of the credits from the formal to the non-formal system and the vice-versa.

(iii) Standards should be prescribed to determine the minimum level of learning at every stage of education and criteria will be evolved to objectively assess this level of attainment so that the opportunities should be provided to all including housewives, agricultural and industrial workers and professionals to continue their education.

(iv) State Governments should ensure that Open Universities will be established after very careful planning and requiring available resources and facilities.



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14. **Chapter VII. Rural Universities and Institutes:** The National Policy of Education of 1986 and its Revised Policy of 1992 envisaged that the rural universities and institutions should be developed in rural areas after studying the needs of such pattern of educational institutions in rural communities as well as also strengthening the programme of Gandhian Basic Education.
16. **Chapter VIII. Technical and Management Education:** Regarding the Technical and Management Education system, the policy stated that technical and management education system should be clustered with reference to the interrelated objectives, priorities and programs of the key functional areas like development of human resource development spectrum with great potentials for adding values to products and services and for contributing to the national economy and improving quality of life of the people.
18. **Chapter IX. Making the system work:** The National Policy of Education and its Revised Policy which is known as Programme of Action referred to the necessity of introducing discipline into the present system of education. It had also been referred to by the NPE and POA that the teacher's accountability towards the profession should be developed on behalf of improving the students' service and the behavior of the students should be promoted in accordance with acceptable norms; and also better facilities for the educational institutions should be ensured in order to derive the performance of the institutions.
20. **Chapter X. De-linking of Degrees from Jobs and Manpower Planning:** The National Policy of Education and its revised policy envisaged that some job-oriented degree courses as well as skill oriented courses should be made for promoting human capital in the state as well as in the nation.
22. **Chapter XI. Research and Development:** In National Policy of Education and POA, the stress was laid on research as an essential component of higher education because of its role in creating new knowledge and insights imparting innovations and dynamism to the educational process.
24. **Chapter XII. Women Education:** The N.P.E. and POA laid stress on the problems of universalization of elementary education as, in essence, the problem of the girl child and on the increasing participation of girls at all stages of education, particularly in streams like sciences, vocational, technical and commerce education. The POA also stressed the need for reorienting the education system to promote the women's equality in education. It advocated the need for institutional mechanism to ensure that gender sensitivity be reflected in the implementation of all national programs. The national education system should play a positive role in the empowerment of women and contribute towards the development of new values through redesigned curricula and text books with women's studies being promoted as part of the various courses. Followings were the main strategies to promote women education by the NPE and POA as:



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- (i) to gear the entire education system to plan a positive interventionist role in the empowerment of women,
- (ii) to promote women's studies as a part of various courses and to encourage the educational institutions to take up active programme to further women's development.
- (iii) To create dynamic managerial structure to cope with the targets envisaged.

## 26. Chapter XIII. Education of Scheduled Castes and Scheduled Tribes, and backward

**Sections:** The priorities should be accorded to opening primary schools in tribal areas, scheduled caste areas and backward areas, according to the NPE and POA. Besides these, cent percent enrolment of SC/ST children in the age group of 6-11 ensuring their retention in school leading to satisfactory completion of the primary stage of education or its equivalent through the non-formal stream has to be achieved by 1990. At least 75 percent of the children in the age group of 11-14 will have to be enrolled and retained in school leading to satisfactory completion of class VIII according to the NPE and POA. Followings were some of the recommendations of the policy related to the Scheduled tribes, Scheduled caste and backward sections as:

- (i) The socio-cultural milieu of the STs had its distinctive characteristics including, in many cases, their own spoken languages. This underlines the need to develop the curricula and devise Instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.
- (ii) Educated and promising Scheduled Tribe youths should be encouraged and trained to take up teaching in tribal areas.
- (iii) Residential schools, including Ashram Schools, should be established on a large scale.
- (iv) Incentive schemes should be formulated for the Scheduled Tribes, keeping in view their special needs and life styles. Scholarships for higher education should be emphasized for technical, professional and para-professional courses. Special remedial courses and other programs to remove psycho-social impediments should be emphasized to improve their performance in various courses.



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(v) Anganwadis, Non-formal and Adult Education Centers should be opened on a priority basis in areas predominantly inhabited by the Scheduled Tribes.

(vi) The curriculum at all stages of education should be designed to create an awareness of the rich cultural identity of the tribal people and also of their enormous creative talent.

(vii) Pre-metric Scholarship scheme for children of Scheduled caste whose families were engaged in occupations such as scavenging, flaying and tanning to be made applicable from Class I onwards. All children of such families, regardless of incomes, should be covered by this scheme and time-bound programs targeted on them should be undertaken;

(viii) Constant micro-planning and verification should be ensured in the context of enrolment, retention and successful completion of courses by SC students, and provision of remedial courses should be provided in order to improve their prospects for further education and employment.

(ix) Recruitment of teachers from Scheduled Castes;

(x) Recruitment of teachers from Scheduled Castes;

(xi) Provision of facilities for SC students in students' hostels at district headquarters, according to a phased programme;

(xii) Location of school buildings, Balwadis and Adult Education Centers in such a way as to facilitate full participation of the Scheduled Castes;

(xiii) The utilization of Jawahar Rozgar Yojana resources so as to make substantial educational facilities available to the Scheduled Castes;

(xiv) Suitable incentives should be provided to all the educationally backward sections of the society, particularly in the rural areas. Hill and desert districts, remote and inaccessible areas and islands should be provided with adequate institutional infrastructure.

28. **Chapter XIV. Minorities Education:** Article 29 and Article 30 of the Constitution guarantee the right of minorities to conserve the language, script and culture and to establish and administer educational institutions of their choice whether based on religion or language. The NPE and POA had addressed the problems of the minorities. As the minority groups are educationally deprived or backward, therefore greater attention should





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be paid to their education of these groups in the interest of equality and justice. Simultaneously, objectivity should be reflected in the preparation of textbooks. In all school activities and all possible measures should be taken to promote an integration based on the appreciation of the common national goals and ideals, in conformity with the core curriculum.

30. **Chapter XV. Education of the Handicapped:** The NPE and POA proposed to stipulate that the education of the children with locomotors handicap and other mild handicaps should be same and common as the normal children. The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures have to taken in this regard:
  - i. wherever it is feasible, the education of the children with motor handicaps and other mild handicaps will be common with in the education of the normal children.
  - ii. Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
  - iii. Adequate arrangements will be made to give vocational training to the disabled.
  - iv. Teachers' training programs will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and
  - v. Voluntary effort for the education of the disabled will be encouraged in every possible manner.
32. **Chapter XVI. Adult Education:** The NPE and POA envisaged that adult education would be a means for reducing economic, social and gender disparities. The whole nation had pledged itself, through the National Literacy Mission, to the eradication of illiteracy, particularly in the age group of 15-35 through various means, with special emphasis on total literacy campaigns. The Central and State Governments, political parties and their mass organizations, the mass media and educational institutions, teachers, students, youth, voluntary agencies, social activist groups, and employers, must reinforce their commitment to mass literacy campaigns, which include literacy and functional knowledge and skills, and awareness among learners about the socio-economic reality and the possibility to change it. The National Literacy Mission should be geared to the national goals such as alleviation of poverty, national integration, environmental conservation, observance of the small family norm, promotion of women's equality, universalisation of primary education, basic health-care, etc. It should also facilitate energisation of the cultural creativity of the people and their active participation in development processes.



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34. **Chapter XVII. Content and Process of School Education:** Regarding the content and process of school education, NPE and POA made the followings points:
- I. Access to education of a comparable quality for all irrespective of caste, creed, location or sex.
  - II. Introduction to the norms of minimum levels of learning for different stages and provision of threshold facilities so that learning becomes a more enjoyable experience even for the slow learners.
  - III. Articulation of a national system of education with a common structure, national curricular framework which contains common core.
  - IV. Examination reforms and introduction of evaluation as an ongoing process in schools for the improvement of teaching and learning.
  - V. Development of culture specific curricular and instructional material for the tribal people and educationally deprived minority groups keeping in view their rich cultural identity.
  - VI. Overhauling of the system of teacher education and strengthening that of the technical and resource support structures, including the establishment of District Institutes of Education and Training.
  - VII. Decentralization of educational administration, creation of a spirit of autonomy for educational institutions with greater role assigned to the institutional heads and development of professionalism among teachers.
  - VIII. Promotion of non-governmental and voluntary efforts and people's participation for giving impetus to innovative ideas and practices and mobilization of resources.



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36. Chapter XVIII. Evaluation Process and Examination Reforms: The Policy visualized integration of the assessment of performance with the process of learning and teaching, and utilizing the process of evaluation to bring about qualitative change in education. In order to ensure the student's performance, the assessment methods must be valid and reliable. The following short term measures had been proposed by the NPE and POA;
  - I. Public examinations will continue to be held only at the levels of classes X and XII,
  - II. Decentralization of the operation involved in the conduct of examinations to make the system work more effectively.
  - III. School boards in certain States have set up a number of sub centres to decentralize the conduct of examinations. Adoption of similar measures by other States will be pursued.
  - IV. At the university level continuous institutional evaluation will be introduced at the post graduate level, to begin with, in unitary universities, deemed universities and autonomous colleges.
  - V. Students' performance will be indicated through letter grades, and assessment of overall performance will be on the basis of cumulative grade point average.
  - VI. Modifications in the qualifying recruitments for admission in the universities and colleges will be examined to accelerate the process of change in the level of examinations.
38. **Chapter XIX. Youth and Sports:** The NPE and POA stressed the following formulation (i) integration of sports and physical education in the learning process and evaluation of performance and (ii) involvement of youth in national and social development and sports and games etc. particularly, through educational institutions at the level of higher learning.
40. **Chapter XX. Language Development:** The NPE and POA elaborately discussed about the concept of language development and emphasized the adoption of regional languages as the media of instruction at the university stage. Regarding language development, the NPE and POA discussed and proposed many efforts and initiatives such as implementation of
  41. Three- language formula, improvements in the linguistic competencies of students at the different stages of education,
  42. Provision of facilities fore the study of English and other foreign languages, and
  43. Development of Hindi language as a link language etc.
45. **Chapter XXI. Cultural development:** While the formulating the national policy, the basic emphasis was given to interlinking education with culture. By interlinking education and culture, the stress was given in the development of child's personality, particularly in terms of helping the child to discover his inner talent and to express it creatively.



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- 47. **Chapter XXII. Media and Educational Technology:** The NPE and POA emphasized that in order to avoid structural dualism; modern educational technology should be reached out to the most distant areas and to the deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability.
- 49. **Chapter XXIII. Teacher and their Training:** The new programs of teacher-education should emphasize need to continuing education and also the need for teachers to meet the thrusts envisaged in this Policy.

District Institutes of Education and Training (DIET) should be established with the capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions should be phased out. Selected Secondary Teacher Training Colleges should be upgraded to complement the work of the State Councils of Educational Research and Training. The National Council of Teacher Education should be provided the necessary resources and capability to accredit institutions of teacher-education and to provide guidance regarding curricula and methods. Networking arrangements should be created between institutions of teacher education and university departments of education.

- 51. **Chapter XXIV. Management Education:** According to the NPE and POA, educational planning should be linked to manpower planning. For this, such mechanism should be set up that can link the need based requirement of the society with what it has at present

## TOPIC VI : YASHPAL COMMITTEE

### INTRODUCTION

Concern regarding academic burden on students and unsatisfactory quality of learning has been voiced time and again in our country during the past two decades. The question has been discussed extensively by several committee and groups. The Ishwarbhai Patel Review Committee (1977), National Council of Educational Research and Training (NCERT) Working Group (1984) and National Policy on Education (NPE) Review Committees (1990) made several recommendations to reduce the academic burden on students. The curriculum development agencies are generally in agreement with the recommendations of the committee and assure the public that these would be kept in view at the time of the forthcoming revision of curricula. But the problem, instead of being mitigated, becomes more acute when a new curriculum is introduced. This has happened in the case of new curriculum introduced in the wake of implementation of NPE (1986).

With a view to have a fresh look on the problems of education, particularly with regard to the problem of academic burden on students, the Ministry of Human Resource Development, Government of India, set up a National Advisory Committee in March



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1992 with the following terms of reference :

To advise on the ways and means to reduce the load on school students at all levels particularly the young students, while improving quality of learning including capability for life- long self-learning and skill formulation.

Before starting its work, the Committee decided the parameters of its work and also the methodology for completing the task entrusted to it. With a view to keeping a national perspective in view, the Committee decided not to confine its work to the Central Board of Secondary Education (CBSE) or NCERT syllabi and textbooks but to take into account the textbooks used in different states and union territories also.

Secondly, the Committee decided to base its recommendations on the data obtained through perception surveys. Wide- ranging consultations with teachers and analysis of textbooks and other instructional materials. Thirdly, the Committee decided to look at the work of agencies/organizations doing innovative programs.

The process of consultation was initiated with a meeting with a few faculty members of NCERT followed by meeting with teachers and principals working in different states at four places in the country, namely Delhi, Thiruvananthapuram, Pune And Calcutta. The consultation meetings were also held with voluntary organizations engaged in innovative programmes, syllabus and textbook writers, private publishers, and Chairpersons of Boards of Secondary Education. Some members of the Committee organized meetings with parents, teachers and students at Bombay, Nasik Baroda and Calcutta. Surveys to ascertain the opinions of teachers and parents were conducted with the help of questionnaires at Bombay and Delhi.

To involve the whole country in this exercise of looking at the problems of school education from the perspective of mechanical load of studies on children, views and suggestions were invited from the students, teachers, parents and general public through advertisements in the newspapers and special announcements by All India Radio and Doordarshan. The Committee received more than 600 memoranda, letters and write-ups from students, teachers, parents and professionals interested in children's educations. 82-year-old Prof Yashpal and his committee members have, in their report to the Ministry of Human Resource Development, suggested the scrapping of all higher education regulatory/monitoring bodies and creation of a super regulator: a seven-member Commission for Higher Education and Research (CHER).

The committee in its final report, submitted to the Ministry of Human Resource Development (MHRD) on June 24, recommended that the deemed university status be abandoned and that all deserving deemed varsities be either converted full-fledged universities or scrapped -- and a GRE like test be evolved for university education.

The committee said a plethora of regulatory bodies like UGC, AICTE, NCTE *et al* be replaced by a seven-member Commission for Higher Education and Research (CHER) under an Act of



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Parliament. It has also recommended, obviously buffering the new regulator against political pressures, that the position of chairperson of the proposed commission be analogous to that of election commissioners.

It also said that the jurisdiction of other regulators -- Medical Council of India, Bar Council of India and others -- be confined to administrative matters, with universities taking up their academic responsibilities.

Finalised on June 22 given to HRD Minister Kapil Sibal on June 24, the report said that IITs and IIMs should be encouraged to diversify and expand their scope to work as full-fledged universities.

The panel also proposed a national testing scheme for university admissions on the lines of GRE open to all aspirants and to be held more than once a year.

The proposed CHER, the report said, should first identify India's 1,500 top colleges to upgrade them as universities and then create clusters of potentially good colleges to evolve as universities. Also, all levels of teacher education should be brought under the purview of higher education.

Expressing concern on the mushrooming of engineering and management colleges, that had "largely become business entities dispensing very poor quality education", Yashpal committee lamented the growth of deemed universities and called for a complete ban on further grant of such status. Existing ones, the committee said, should be given three years to develop as a university and fulfill the prescribed accreditation norms.

Raising doubts about the source of funding of private education providers, the committee said mostly it was either "unaccounted wealth from business and political enterprises or from capitation fees". It said the system of conferring academic designations as chancellors and vice-chancellors to members of the promoter's family should be done away with. They should submit to a national accreditation system. However, the committee underlined the need for private investment in higher education.

The committee has also criticized the UPA government's policy of setting up IIMs and IITs indiscriminately, saying that mere numerical expansion, without any understanding of symptoms of poor education, would not help.

Terming the government's indiscriminate establishment of educational institutes as a "nervous and hurried response", the panel said in its report: "Creation of a few institutions of excellence and some Central universities, without addressing the issue of deprivation that the state-funded universities are suffering from, would only sharpen the existing inequalities."

The committee found that many private educational institutes in the country deny full salaries to their teachers and indulged in "unethical practices" of impounding certificates and passports of its



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faculty.

With respect to the fee structure, the committee said many private institutions charged exorbitant fees, beyond the prescribed norms and were unable to provide even minimum competent faculty strength.

An institution working with the motive of profit did not have the right to be called a university, the committee felt.

Recommending curricular reform, the committee said teachers should have the freedom to design courses and students should be able to study subjects outside their courses.

Of the seven members of the proposed CHER, one should be an eminent professional from the world of industry. Chairperson and members should be selected by a committee headed by the PM, Leader of Opposition and the Chief Justice of India. Commission will have five divisions dealing with future directions, accreditation management, funding and development and new institutions. An eminent individual should head each division for five years, the committee suggested.

### **The Committee**

The committee met on June 22 to adopt the 43-page final report.

The committee has, in its interim report, suggested "creation of an all-encompassing Commission for Higher Education, a central statutory body to replace the existing regulatory bodies" like the University Grants Commission, the Medical Council of India, All India Council for Technical Education, NCTE *et al.*

The proposed autonomous statutory body will comprise six members and a chairman appointed by the President. State Higher Education Councils, along the lines of those existing in West Bengal, Kerala and Andhra Pradesh, will form the second tier of the system.

Taking a firm stand against the liberal granting of deemed university status by the UGC in recent years, the Committee recommended that approval for deemed universities be stopped forthwith. Further, all existing ones must submit to new accreditation norms within three years failing which they ought to lose their deemed university status.

There has been considerable misuse of Section 3 of the UGC Act that frames the guidelines for according deemed university status, the report states. "In the last five years, 36 institutions, excluding RECs, have been notified as deemed universities, raising concerns that a majority of these institutes are not established with any educational purpose," the interim report states. From 1956-90 only 29 institutions were permitted, whereas 63 institutes have been granted deemed



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university status in the last 15 years.

The committee has stressed the need for more attention to under-graduate programs and a multi-disciplinary approach to learning.

The IITs and IIMs, “which are bright spots in the otherwise dismal higher education scenario” should, while keeping intact their unique features, expand their academic reach to include the humanities and arts, and function as full-fledged universities.

The committee recommends that all research bodies connect with universities in their vicinity, and that all universities combine teaching and research.

Pointing to the practice of private managements running educational institutions as profit making enterprises, the committee stressed the need for “different layers of institutions” in the sector, including state-run, private and those established under public-private partnerships.

On the contentious issue of the entry of foreign universities, the committee strikes a cautious note. “Giving an open license to all and sundry, carrying a foreign ownership tag to function like universities in India, most of them not even known in their own countries, would only help them earn profit for their parent institutions located outside or accrue profit to the shareholders. Such institutions must give an Indian degree and be subject to all rules and regulations that would apply to any Indian university,” the committee states.

On April 6 the University Grants Commission (UGC) and the All India Council for Technical Education (AICTE) expressed reservations on the recommendations of the Yashpal committee which suggested dismantling of regulatory bodies in higher education.

The UGC has said that reforms, rather than closure, are the need of the hour. Responding to the recommendation of the Yashpal Committee, appointed by the commission to suggest reforms in higher education, UGC chairman Sukhadeo Thorat has reportedly said that efforts should be to identify and plug existing loopholes in the AICTE and the Medical Council of India rather than dismantling them.

The committee headed by former UGC chairman Yashpal had suggested that all the regulatory bodies should be scrapped and a higher education commission be set up to monitor different aspects of higher education. But this idea did not get support from the UGC and the AICTE at a consultation meeting held here on April 6 to discuss the major recommendations of the committee on “Renovation and Rejuvenation of Universities.”

AICTE chairman R A Yadav maintained that the Yash Pal Committee should go into the details of the functioning of the regulatory body before suggesting its replacement.





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The recommendation to set up a higher education commission was first made in 1964 Kothari Commission and was subsequently discussed at several meetings of the Central Advisory Board chaired by Human Resource Development Minister Arjun Singh.

### **Single autonomous body**

It was also suggested by Knowledge Commission headed by Sam Pitroda who was in favor of a single autonomous body to regulate all education.

In his recommendations to the Prime Minister, Pitroda said the current system “is over-regulated but under-governed” and there was a “clear need for an independent regulatory authority for higher education (IRAHE).” The IRAHE, Pitroda added, must be at an arm’s length from the government and independent of all stake-holders, including the government. The Knowledge Commission suggested that the IRAHE could be set up by an Act of Parliament and would be the only agency authorized to accord degree-granting power to higher education institutions. It would be responsible for setting the criteria and deciding the entry and would apply the same norms to public and private institutions.

The Yashpal committee in its interim report had suggested that the higher education commission would create appropriate norms, processes and structures for accreditation of institutions providing higher education -- both general and professional.

It also called for doing away with the deemed university system, divesting professional course regulators like the AICTE and the Medical Council of India of all academic functions and expanding IITs and IIMs to full-fledged varsities

## **TOPIC VII : DELORS COMMISSION (1997)**

### **INTRODUCTION**

16 years ago, a UNESCO world commission came up with a blue-print of Education For the 21st Century. It was headed by J. Delors, a former prime minister of France and included 12 outstanding education leaders and experts from all over the world.

Known as the Delors’ report, it identified 4 pillars for a new paradigm of education in the 21st Century. To quote from the report: “If it is to succeed in its tasks, education must be organized around four fundamental types of learning which through a person’s life will be the pillars of knowledge--- (1) Learning to Know----(formal/informal education) (2) Learning to do—(skills) (3) Learning to Live Together-----and Learning to Be-----(self-realization).”

The report also spoke about 7 over-arching tensions, these being:

1. The tension between the global and the local.



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2. The tension between the universal and the individual.
3. The tension between tradition and modernity.
4. The tension between long term and short term considerations.
5. The tension between competition and concern for equality of opportunity.
6. The tension between expansion of knowledge and our capacity to assimilate it.
7. The tension between the spiritual and the material.

A number of national and international meetings were held at various places in many countries, as a follow up of the recommendations of the Delors' report. I was privileged to be invited to one such international conference, held in Melbourne, Australia. The only other delegate to the conference from Pakistan was the then federal education minister. On return to Pakistan I asked the minister to hold a seminar on the Delors' report and the deliberations held in Melbourne. No conference or meeting on this subject has been held in this country, till today. Last month UNESCO's Regional Office at Bangkok, for Asia and Pacific countries held the 16th Apies international conference focusing on one of the Delors' four pillars ARE: Learning to Live Together. In his welcome address, Dr. Gwang-Jo Kim, Director UNESCO Bangkok, referring to the above cited 7 tensions, aptly remarked that the world had changed a lot since 1996 and there was a pressing need to "examine these tensions with reference to current context, bringing new insights and perspectives to the dialogue about the future of education in the 21st Century". Dr. Kim emphasizing the importance of learning to live together said that it was the very "Heart of Education". He added that it was, in the present day and age, crucial that we addressed the need to learn about other people, their history and cultures and thus by "recognizing interdependence as well as the risks and challenges involved, we will be able to develop more effective solutions to manage and minimize conflicts". One of the key speakers at the conference was the illustrious Chinese professors Zhou Nanzhao who earlier was a part of the UNESCO International team which produced the 1996 report on education for the 21st century. Referring to the current context for the four pillars of education, he observed that there was an imperative need for interaction between globalization and preservation of local cultural identities, participation of people at large in democracy for social cohesion and transition from inequitable economic development to sustainable human development. He proposed the promotion of citizenship values, respect for others' cultures, appreciation of differences, creating awareness of commonalities leading to resolving conflicts through dialogues and working peace and development. He made a spirited plea for making concerted efforts to ensure that Learning To Live Together (LTLT) is universally accepted as an educational response to resolving of differences and conflicts. Quoting from Delors' report, he stressed the "special responsibility" of education in the building of a "mutually supporting world" and further that education must have "an ethical component" and that it should also inculcate "respect" for others' cultural and spiritual values.

#### **TPOIC VIII : KNOWLEDGE COMMISSION (SPECIAL REFERENCE TO SCHOOL EDUCATION)**

**National Knowledge Commission** is an Indian think-tank charged with considering possible policies that might sharpen India's comparative advantage in the knowledge-intensive service sectors. It was



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constituted on 13 June 2005, by the Prime Minister of India, Dr. Manmohan Singh.

In particular, the Commission was to advise the Prime Minister's Office on policy related to education, research institutes and reforms needed to make India competitive in the knowledge economy. The Commission was to recommend reform of the education sector, research labs, and intellectual property legislation; as well as consider whether the Government could itself upgrade its use of the latest techniques to make its workings more transparent. The NKC website was launched in February 2006.

As a high-level advisory body to the Prime Minister of India, the National Knowledge Commission has been given a mandate to guide policy and direct reforms, focusing on certain key areas such as education, science and technology, agriculture, industry, e-governance etc. Easy access to knowledge, creation and preservation of knowledge systems, dissemination of knowledge and better knowledge services are core concerns of the commission.

### **Terms of Reference**

As per Government Notification of 13th June 2005, the following are the Terms of Reference of the National Knowledge Commission (NKC).

- Build excellence in the educational system to meet the knowledge challenges of the 21st century and increase India's competitive advantage in fields of knowledge.
- Promote creation of knowledge in S&T laboratories.
- Improve the management of institutions engaged in intellectual property rights.
- Promote knowledge applications in agriculture and industry.
- Promote the use of knowledge capabilities in making government an effective, transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit.

### **Objectives**

The overarching aim of the National Knowledge Commission is to enable the development of a vibrant knowledge based society. This entails both a radical improvement in existing systems of knowledge, and creating avenues for generating new forms of knowledge.

Greater participation and more equitable access to knowledge across all sections of society are of vital importance in achieving these goals.

In view of the above, the NKC seeks to develop appropriate institutional frameworks to:

- Strengthen the education system, promote domestic research and innovation, facilitate knowledge application in sectors like health, agriculture, and industry.
- Leverage information and communication technologies to enhance governance and improve connectivity.



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- Devise mechanisms for exchange and interaction between knowledge systems in the global arena.

## Organization

The National Knowledge Commission consists of six Members, including the Chairman. All Members perform their duties on a part-time basis and do not claim any remuneration for the same.

The Members are assisted in their duties by a small Technical Support Staff headed by an Executive Director seconded to the NKC by the government. The Commission is also free to co-opt Experts to assist in the management of its tasks.

The Planning Commission is the nodal agency for the NKC for planning and budgeting purposes as well as for handling Parliament related responses.

## The methodology followed by the NKC is as follows:

- Identification of key focus areas.
- Identification of diverse stakeholders and understanding major issues in the area.
- Constitution of Working Groups of experts and specialists; organization of workshops, extensive formal and informal consultations with concerned entities and stakeholders
- Consultation with administrative Ministries and the Planning Commission
- Discussion in NKC to finalize recommendations in the form of letter to the PM from the Chairman, NKC
- Letter to PM containing key recommendations, first steps, financial implications etc. The letter will be supported by the relevant explanatory documents.
- Widespread dissemination of NKC recommendations to state governments, civil society and other stakeholders, also using the NKC website
- Initiating the implementation of the recommendations under the aegis of the PMO.
- Finalizing the recommendations based on stakeholder feedback and coordinating/following up the implementations of proposals

## TOPIC IX : RIGHT TO EDUCATION (RTE) 2009

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.



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Article 21-A and the RTE Act came into effect on 1 April 2010. The title of the RTE Act incorporates the words 'free and compulsory'. 'Free education' means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. 'Compulsory education' casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6-14 age group. With this, India has moved forward to a rights based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in the Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

The RTE Act provides for the:

1. Right of children to free and compulsory education till completion of elementary education in a neighborhood school.
2. It clarifies that 'compulsory education' means obligation of the appropriate government to provide free elementary education and ensure compulsory admission, attendance and completion of elementary education to every child in the six to fourteen age group. 'Free' means that no child shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education.
3. It makes provisions for a non-admitted child to be admitted to an age appropriate class.
4. It specifies the duties and responsibilities of appropriate Governments, local authority and parents in providing free and compulsory education, and sharing of financial and other responsibilities between the Central and State Governments.
5. It lays down the norms and standards relating inter alia to Pupil Teacher Ratios (PTRs), buildings and infrastructure, school-working days, teacher-working hours.
6. It provides for rational deployment of teachers by ensuring that the specified pupil teacher ratio is maintained for each school, rather than just as an average for the State or District or Block, thus ensuring that there is no urban-rural imbalance in teacher postings. It also provides for prohibition of deployment of teachers for non-educational work, other than decennial census, elections to local authority, state legislatures and parliament, and disaster relief.
7. It provides for appointment of appropriately trained teachers, i.e. teachers with the requisite entry and academic qualifications.
8. It prohibits (a) physical punishment and mental harassment; (b) screening procedures for admission of children; (c) capitation fee; (d) private tuition by teachers and (e) running of schools without recognition,
9. It provides for development of curriculum in consonance with the values enshrined in the Constitution, and which would ensure the all-round development of the child, building on the child's knowledge, potentiality and talent and making the child free of



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fear, trauma and anxiety through a system of child friendly and child centered learning

### **UNIT - III: ISSUES OF INDIAN EDUCATION**

#### **TOPIC I : CONCEPT OF WASTAGE & STAGNATION IN EDUCATION**

##### **Meaning of Wastage:**

While clarifying the meaning of the word in education Hartog Committee remarked the following:

"By wastage we mean premature withdrawal of children from schools at any stage before completion of the primary courses".

This statement does not mean there is no wastage in the Secondary Course and Higher Course. Any student, who receives education at any stage, is expected to complete his education with the prescribed period. If one withdraws from the course before completion, then that individual or individuals are deemed to be wastage to the course.

In Primary Education, the main objective is the attainment of stable literary through five year schooling. If a child entering school leaves it or is withdrawn from school before completing class V, it leads to wastage in education. So wastage is premature withdrawal of children from schools. A rough and ready method to measure wastage is to compare diminution in enrolment from class to class in series of years.

Such students do not complete the study of their curriculum and consequently the time, money and energy expended on such students prove to be sheer wastage. Hence the most popular use of the word "Wastage" in education means the wastage of time, effort and money.

##### **Meaning of Stagnation:**

The students at every stage of education are expected to pass the examination after finishing the whole course. But it has been found that in general practice many students are not able to pass the examinations in one class or in more than one class within the prescribed period.

Thus, they fail and remain in the same class. These failed students repeat the same class and course whereas their other colleagues pass that class and study in the next upper class. This process has been called the process of stagnation. Thus by stagnation it is meant the stay of students in a particular class for more than one year.

So the word 'Stagnation' in education means the detention of a student in a class for more than one year on account of his unsatisfactory progress. The Hartog Committee reports, "By stagnation we mean the retention in a lower class of a child for a period of more than one year. Of course stagnation always means wastage".



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Really it was the Hartog Committee (1929), which for the first time pointed out that the "massive wastage and stagnation are taking place in primary education. Primary Education is ineffective unless it at least produces literacy".

No child who has not completed primary course of at least 4 years will become permanently literate. The investigation conducted by Gokhale Institute showed that literacy could be obtained before it could lapse. That is because, pupils acquire stable literacy only after they complete at least class IV.

As in the case of primary education, the wastage and stagnation were also eating the vitals of the secondary education. The tremendous loss that is caused because of the problems of the wastage and stagnation will be clear by looking at the results of High School Final every year.

University education everywhere in the country is also not free from the ghost of wastage and stagnation. Probably, the problems of wastage and stagnation exist in a greater degree at this stage of education. It has been remarked that great 'wastage' of public money is taking place every year in the University Education.

What is more regrettable is the fact that there is some indifference towards the serious loss of public money. Also no less indifference is shown for the wastage of time, money and energy of the students, their parents or guardians and their ambitions and aspirations in life.

### **Causes of Wastage and Stagnation:**

The causes of wastage and stagnation are of 3 categories: economic, educational and social.

#### **Economic Causes:**

Studies conducted on the subject show that 65% of wastage is due to poverty. According to Kothari Commission Report, "A child is sent to school between 6-9 years of age because at this age he is a nuisance at home than a help.

At the age of 9 or 10, the child becomes an economic asset, because he can work at home or earn something outside. This is especially true of girls who have to assist the over-worked mother at home. The child is withdrawn from the school and thus he becomes a wastage case".

Parents mostly involve their children in domestic work and this leaves no time to child for study. Financial handicap is responsible for wastage and stagnation. Out of poverty some parents utilize the service of their children to supplement earning.

In many cases poor parents find it almost impossible to lose the assistance of children. Poverty of Indian people is miserable that they find themselves unable to meet other expenses connected with the education even against the provision of free education of their children during harvest time; children cannot afford to go to school as they are required in the farm. Again, out of poverty children lack minimum diet and are unable to stay for long in schools.



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## **Social Causes:**

Class and caste distinctions prevail in India, the former in urban areas and the latter in rural areas. Especially in the case of girls custom of early marriages or betrothals stands a bar. There is an opposition to send grow-up girls to schools especially to the mixed schools without women teachers.

Muslim parents exhibit more of orthodox views about their girls. Even in the case of boys some parents due to caste restrictions do not want their children to mix with power caste boys and girls. Co-education of boys and girls in some places is looked with suspicion. And as there is no separate provision of education for girls, deprivation of girls from schools leads to much wastage.

## **Educational Causes:**

Only educational causes are responsible for another 30% of wastage. Government of India admits this in the following words:

"The educational institutions being ill-equipped, poorly housed and with dull and depressing environment unfortunately could not exercise effective counter-acting influence".

Uncontrolled fresh admissions without consideration of age or time have no permanency. That is, admissions are made of under-aged and over-aged children. Again admissions are done throughout the year. So there is more of wastage and stagnation. That is because under-aged children lost interest in classes, whereas over-aged children remained away from school out of shame.

Lack of adequate accommodation, too much of over-crowding schools with high pupil-teacher ratio become the main causes of wastage and stagnation. Again, increased number of single-teacher schools, inefficient teaching, lack of teacher-pupil contact, frequent transfer of teachers and plural class-teaching disturbed the quality of instruction which ultimately cause much wastage and stagnation.

In short, dull and unattractive schools, incomplete schools, inefficient and poor quality of teachers, defective examinations, uninteresting curricula, lack of proper parental attitude, absence of school health services and school mid-day meals are responsible for much of wastage and stagnation in schools.

## **Miscellaneous Causes:**

Sometimes children in schools suffer from diseases of serious kinds and they are withdrawn for a long period causing wastage. Death of one of the parents or both causes much hardship to children. Orphan children drop-out from school without completing education, and so the wastage.

## **Remedial Measures**

Statistics indicate huge wastage at the Primary stage. Of every 100 pupils that enter class I only 40





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reach class V and only 20 reach class VIII. So steps are required to be taken for fighting against such alarming wastage those 80 students out of every hundred leave school before they complete age of 14.

1. Stagnation and wastage can be reduced by concentrating on quantitative improvement by (a) Universal provisional and (b) Universal retention. Again attempts should be made for qualitative improvement of pupils.
2. Qualified teachers should be appointed to create better quality in the instructional programme to attract children.
3. Fresh admissions should be made at the beginning of the school session within two months from the date of commencement of school year. And it should not be done throughout the year.
4. As far as possible provision should be made for starting of Pre-Primary Schools to admit children below 6 years of age. So that it will be a sort of pre-registration and preparation of the pupils to get admitted in schools. It will avoid the enrolment of under-aged over-aged children.
5. The curriculum may be made modest, simple and interesting so that it can be implemented most efficiently.
6. Improvement, of the Professional competence of teachers may be made by providing training facilities, both pre-service and in-service. Necessary guide books for teachers and work books for students and other literature should also be provided.
7. Adequate and attractive school buildings should be provided. Necessary equipment and teaching aids should be supplied for making education more interesting and effective.
8. Teacher-pupil ratio may be maintained at such a level as to ensure adequate individual attention to be paid to each individual in every class particularly in class-I. As far as possible only trained and competent teachers should remain in charge of class I.
9. As master of policy it has been adopted that children from class-I may be liberally promoted to class-II and the like without any detention at any stage.
10. Provision of part-time schooling may be made for the benefit of children who cannot attend the school during regular hours on account of domestic and economic disabilities.
11. Effective supervision and inspection may be provided in schools.
12. Best possible use may be made of the existing resources, both human and material. The schools may be graded according to efficiency and standards. This will provide ground for qualitative improvement of schools, which ultimately will go to reduce wastage and stagnation.
13. Special provision should be made for educating the mentally retarded children by opening special



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institutions in each State or district level.

To reduce wastage and stagnation in a bigger way, pupils may be given nutritious diet by introduction of mid-day meals under the School Health Service Programme. Existing mid-day meals system should be carefully regulated.

## **TOPIC II : VOCATIONALIZATION OF SECONDARY EDUCATION**

The centrally sponsored scheme of Vocationalisation of secondary education is being implemented since 1988 to enhance individual employability and to reduce the mismatch between the demand and supply of skilled manpower and provides alternative for those pursuing higher education. The scheme so far has created a massive infrastructure of 21000 sections in around 9619 schools covering a population of 10.03 lack students at +2 level.

The ministry has also launched very recently the revised scheme of Vocationalisation of secondary education.

The centrally sponsored scheme of Vocationalisation of secondary education provides for diversification of educational opportunities so as to enhance individual employability, reduce the mismatch between demand and supply of skilled manpower and provides an alternative for those pursuing higher education.

The centrally sponsored scheme of Vocationalisation of secondary education at + 2 level is being implemented since 1988. The revised scheme is in operation since 1992-93. The scheme provides for financial assistance to the states to set up administrative structure, area vocational surveys, preparation of curriculum, text book, work book curriculum guides, training manual, teacher training programme, strengthening technical support system for research and development, training and evaluation etc. It also provides financial assistance to ngos and voluntary organizations towards implementation of specific innovative projects for conducting short-term courses.

The scheme, so far, has created infrastructure of 21000 sections in 9619 schools and creating a capacity of about 10 lakh students at + 2 level. The grants released so far since the inception of the scheme is rs. 765 crore.

Based on the recommendations of various committees/review groups, the existing scheme is being revised.

### **Problem areas in present vocational education and training system at secondary level**

through, the study of the prevalent vocational education system in india the following problem areas have been identified :-



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1. There is a high dropout rate at secondary level. There are 220 million children who go to school in India. Of these only around 12% students reach university. A large part of the 18-24 years age group in India has never been able to reach college. Comparing India to countries with similar income levels – India does not under perform in primary education but has a comparative deficit in secondary education.

Vocational education is presently offered at grade 11, 12th – however students reaching this grade aspire for higher education. Since the present system does not allow vertical mobility, skills obtained are lost. Enrollment in 11th & 12th grade of vocational education is only 3% of students at upper secondary level. About 6800 schools enroll 400,000 students in vocational education schemes utilizing only 40% of the available student capacity in these schools.

3. International experience suggests that what employers mostly want are young workers with strong basic academic skills and not just vocational skills. The present system does not emphasize general academic skills. The relative wages of workers with secondary education are increasing.

4. Private & industry participation is lacking. There are no incentives for private players to enter the field of vocational education.

5. Present regulations are very rigid. In-service training is required but not prevalent today. There is no opportunity for continuous skill up-gradation.

6. There is a lack of experienced and qualified teachers to train students on vocational skills. In foreign countries bachelors of vocational education (bve) is often a mandatory qualification for teachers. However, in India no specific qualifications are being imparted for vocational education teachers.

7. Vocationalisation at all levels has not been successful. Poor quality of training is not in line with industry needs.

8. There is no definite path for vocational students to move from one level / sector to another level / sector. Mobility is not defined and hence students do not have a clear path in vocational education.

9. No clear policy or system of vocational education leading to certification / degrees presently available for the unorganized / informal sector. No credit system has been formulated for the same. Over 90% of employment in India is in the informal sector. Jss offers 255 types of vocational courses to 1.5 million people; community polytechnics train about 450,000 people within communities annually offers 85 courses through 700 providers. None of these programs have been rigorously evaluated, till date.



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10. Expansion of vocational sector is happening without consideration for present problems

### **Government Initiatives**

**National Vocational Qualification Framework:** To stimulate and support reforms in skills development and to facilitate nationally standardized and acceptable, international comparability of qualifications, a “National Vocational Qualifications Framework” is being established by the Central Government. Central Advisory Board of Education (CABE) has resolved to set up an inter-ministerial group which would also include representatives of State Governments to develop guidelines for such a National Framework.

The unified system of national qualification will cover schools, vocational education and training institutions and higher education sector. NVQF will be based on nationally recognized occupational standards which details listing of all major activities that a worker must perform in the occupation or competency standards – a detailed listing of the knowledge, skills and attitude that a worker should possess to perform a task written by the particular employment-led sector skills council.

The National Skill Development Policy 2009 has proposed the following features for the framework:-

- a) Competency based qualifications and certification on the basis of nationally agreed standards and criteria;
- b) Certification for learning achievement and qualification;
- c) A range of national qualification levels – based on criteria with respect to responsibility, complexity of activities, and transferability of competencies;
- d) The avoidance of duplication and overlapping of qualifications while assuring the inclusion of all training needs;
- e) Modular character where achievement can be made in small steps and accumulated for gaining recognizable qualification;
- f) Quality Assurance regime that would promote the portability of skills and labour market mobility;
- g) Lifelong learning through an improved skill recognition system; recognition of prior learning whether in formal, non-formal or informal arrangements;



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- h) Open and flexible system which will permit competent individuals to accumulate their knowledge and skill through testing & certification into higher diploma and degree;
- i) Different learning pathways – academic and vocational – that integrate formal and non-formal learning, notably learning in the workplace, and that offer vertical mobility from vocational to academic learning;
- j) Guidance for individuals in their choice of training and career planning;
- k) Comparability of general educational and vocational qualifications at appropriate levels;
- l) Nationally agreed framework of affiliation and accreditation of institutions;
- m) Multiple certification agencies/institutions will be encouraged within NVQF

### **TOPIC III**

#### **CHILD EDUCATION WITH SPECIAL FOCUS ON GIRL CHILD EDUCATION, WOMEN EDUCATION**

Education of women is an important aspect for boosting the social and economic development of the country. Promotion of Girls Education particularly at Elementary Level is to bring certain benefits for the Society in the form of social development and reconstruction. Promotion of Education of Girls needs to be in the form of content and quality of schooling, teachers, materials, enrolments, retentions, acquisition of basic literacy and numeric skills. The purpose behind it was to bring social development across variety of sectors, increasing economic productivity, political participation, health and sanitation, delayed marriage and making effective investment for future generation. Though there are many other possible ways and methods to achieve this national goal, but education of girls is an effective way which has simultaneous impact on all aspects. Significantly, India is the second largest educational system in the world (after China) with a total enrolment of 114.6 million at primary and 41.3 million at upper primary levels; out of which 47.52 million and 18.72 million are girls at primary and upper primary levels respectively. As one of the major goals of SSA is to promote social justice, all gender and social category gaps are expected at primary level by 2007 and at elementary level by 2010. In view of elementary education being a fundamental right of all the children in the age group of 06-14 years as per the Constitutional Amendment Act, 2002. Universalization of Elementary Education is the target set by Govt. of India to be achieved by 2010.

#### **OBJECTIVES**



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After going through this unit, you will be able to

- i) Get a comprehensive picture related to status of literacy in our country.
- ii) Understand the situation pertaining to enrolment of girl children at elementary level.
- iii) Develop awareness on status of drop out of girls children at elementary level.
- iv) Know about the status of female teachers at elementary level.
- v) Able to explore some ideas related to basic facilities available for enhancing education of girls at elementary level.

Education of girls in India, particularly in rural areas is one of the major concerns of the educationists, administrators and policy makers. Out of the total children who are not attending the schools, more than two-third of them are girls. Education of girls is the prime focus of Sarva Shiksha Abhiyan (SSA) for achieving the goals of Universalization of Elementary Education. Hence, it is considered that there is a need to visualize the status of education of girls at elementary level and the problems that usually hamper their education Government of India exhibits a wider range of commitment on accelerating education of girls especially the ones belonging to SC/STs and rural areas. Despite this, much need to be done to improve the educational status of girl children particularly in rural India. During 2002-03, the enrolment of girls at primary level was 38.09 million, at upper primary level 24.31 million, and at secondary/higher secondary level it was 28.59 million. At all levels enrolment status of girl children is lower than that of boys and this difference goes on increasing as we move towards higher level. Though participation of girls at all stages of education has been increasing steadily since 1951 to 2003 (primary level from 28.1 per cent to 46.8 per cent, middle level from 16.1 percent to 43.9 percent and secondary/higher secondary level from 13.3 percent to 41.3 percent) yet the girls' participation is still below 50 percent at all stages of education. It is also reported that dropout rates among girls are at higher side than that of their boy counterparts.

## **CONSTITUTIONAL PROVISIONS FOR GIRL CHILD EDUCATION**

The constitution of India not only grants equality to all citizens including girls/women and forbids any discrimination based on religion, race, caste, sex and place of birth but also empowers the state to practice Protective Discrimination in favor of girls/women, children and any socially and educationally backward classes or the scheduled castes and scheduled tribes. Under the protective discrimination clause, the State (our country) has passed several legislations and initiated special programs and schemes for the protection, welfare and development of girls/women and children. As per the Directive Principles of state policy, the Article 45 of our Constitution enjoins that the State shall Endeavour to provide within a period of 10 years from the commencement of the Constitution, compulsory education for all children until they complete the age of fourteen years. This constitutional directive was interpreted by our policy planners as eight years of elementary education (five years of primary and three years of upper primary education) for all children in the age group 6-14 years as a programme of Universal Elementary Education (UEE).

## **IMPORTANT COMMITTEES AND COMMISSIONS ON GIRL EDUCATION**

**1 The Secondary Education Commission (1952-1953)** upheld opening of every type of education to



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women open to men.

## **2. Report of the Durgabai Deshmukh Committee or National Committee on Women's Education (1958-59) recommended:**

- Appointments of school mothers in all the schools where there is no woman teachers;
- Separate lavatory arrangement in every co- educational school;
- 20
- Help in cash or kind such as covering the cost of books and stationery; school uniform or clothing and other educational equipments to all girls upto middle level, whose parents are below certain level of income;
- Crèches for siblings;
- Schemes for awarding prizes to the villages which show the largest proportional enrolment and average attendance of girls;
- Two three prizes in the form of useful articles for regular attendance;
- Attendance scholarships in the form of useful articles to poor girls;
- Creation of a strong public opinion for girls' education;
- Provisions of suitable conditions in schools rather than passing of compulsory legislation so that parents can't be encouraged to send their daughters to schools;
- Women heads in coeducation schools;
- Free and subsidised transport in order to bring middle and secondary schools, within easy reach; and
- Suitable hostel facilities. The day boarding and lodging arrangements in these hostels should be cheap, and payment in kind should be permitted

## **3 Towards Equality: Report of the Committee on the Status of Women in India (1962-63) suggested incentives to prevent dropouts among girls.**

**4 The Committee to Look into the Causes for Lack of Public Support Particularly in Rural Areas, for Girls' Education and to Enlist Public Cooperation, 1963 and Committee on Differentiation of Curricula for Boys and Girls, 1964** focussed on appointment of women teachers; appointment of women teachers on staff should be obligatory where girls do attend a middle school ordinarily meant for boys, and grant of free books, writing materials and clothing to girls.

**5 The Education Commission (1964-66)** fully endorsed the recommendations of National Committee on the Education of Women; The Commission emphasized on the following points:

- Educating public opinion to overcome traditional prejudices against girls' education;
- Appointing women teachers;
- Popularizing mixed primary schools; and opening separate schools for girls at the



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higher primary stage, wherever possible and demanded;

Providing free books and writing materials and if needed clothing also..

### **6 Towards an Enlightened and Humane Society NPE, 1986 – A Review Committee**

**for Review of National Policy on Education, 1986 in 1990** upheld the need for adequate support services (water, fuel, fodder and child care) to the promotion of girls' education and more provisions of schooling facilities like at least one primary school in each habitation with a population of 300 or more and at least one middle school in each habitation with a population of 500 or more.

**7 The National Perspective Plan for Women (1988-2000)** recommended for women's education on the top priority basis so that women can't attain a comparable level of education by 2000. The plan suggested that:

Educational programs need to be restructured and school curricula to be modified to eliminate gender bias.

Awareness needs to be generated among the masses regarding the necessity of educating girls. The media and various forms of communication have to be geared and a fruitful rapport has to be established between the community at large and the educational personnel.

Fifty percent posts in elementary schools should be reserved for women teachers. In every school, at least one woman teacher should be there.

School timings should be flexible and schools must be available within a walking distance. Hence, a substantial increase is required in the number of schools for girls.

The recommended distance of 3 km. for a middle school is a handicap for many girls,

It is therefore, necessary to provide hostel facilities over there

### **Suggested Programmes for achieving UEE for girls:**

The Tenth Plan focused on some women-centric programs such as the existing Mahila Samakhyas, and two new schemes, the Kasturba Gandhi Swatantra Vidyalaya (KGSV) and the National Programme for the Education of Girls at the Elementary Level (NPEGEL). The KGSV and the NPEGEL are proposed to be taken up during the Tenth Plan with the following features:

Focus on educationally backward areas in girls' education.

Focus on girls from the disadvantaged sections like those belonging to SC/ST, minorities, etc.

Tackling gender-specific issues that prevent girls and women from having access to education.

Providing women and adolescent girls with the necessary support structure, and an informal learning environment to create opportunities for education;

Helping girls to overcome socio-cultural and economic factors inhibiting their access to elementary education.

## **TOPIC IV: INCLUSIVE EDUCATION**





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**Inclusion** in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-disabled students. Implementation of these practices varies. Schools most frequently use them for selected students with mild to severe special needs

Inclusive education differs from previously held notions of *integration* and *mainstreaming*, which tended to be concerned principally with disability and 'special educational needs' and implied learners changing or becoming 'ready for' or deserving of accommodation by the mainstream. By contrast, inclusion is about the child's right to participate and the school's duty to accept the child. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities. A premium is placed upon full participation by students with disabilities and upon respect for their social, civil, and educational rights. Inclusion gives students with disabilities skills they can use in and out of the classroom.

Fully inclusive schools, which are rare, no longer distinguish between "general education" and "special education" programs; instead, the school is restructured so that all students learn together.

## TYPES OF INCLUSION

Inclusion has two sub-types the first is sometimes called **regular inclusion** or **partial inclusion**, and the other is **full inclusion**.

"Inclusive practice" is not always inclusive but is a form of integration. For example, students with special needs are educated in regular classes for nearly all of the day, or at least for more than half of the day.<sup>[5]</sup> Whenever possible, the students receive any additional help or special instruction in the general classroom, and the student is treated like a full member of the class. However, most specialized services are provided outside a regular classroom, particularly if these services require special equipment or might be disruptive to the rest of the class (such as speech therapy), and students are pulled out of the regular classroom for these services. In this case, the student occasionally leaves the regular classroom to attend smaller, more intensive instructional sessions in a resource room, or to receive other related services, such as speech and language therapy, occupational and/or physical therapy, and social work.<sup>[5]</sup> This approach can be very similar to many mainstreaming practices, and may differ in little more than the educational ideals behind it.

In the "full inclusion" setting, the students with special needs are always educated alongside students without special needs, as the first and desired option while maintaining appropriate supports and services. Some educators say this might be more effective for the students with special needs. At the extreme, full inclusion is the integration of all students, even those that require the most substantial educational and behavioral supports and services to be successful in regular classes and the elimination of special, segregated special education classes. Special education is considered a service, not a place and those services are integrated into the daily routines and classroom structure,



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environment, curriculum and strategies and brought to the student, instead of removing the student to meet his or her individual needs. However, this approach to full inclusion is somewhat controversial, and it is not widely understood or applied to date. Much more commonly, local educational agencies provide a variety of settings, from special classrooms to mainstreaming to inclusion, and assign students to the system that seems most likely to help the student achieve his or her individual educational goals. Students with mild or moderate disabilities, as well as disabilities that do not affect academic achievement, such as using wheelchair, are most likely to be fully included. However, students with all types of disabilities from all the different disability categories have been successfully included in general education classes, working and achieving their individual educational goals in regular school environments and activities

**These are the principles that guide quality inclusive education:**

**□ All children belong.**

Inclusive education is based on the simple idea that every child and family is valued equally and deserves the same opportunities and experiences. Inclusive education is about children with disabilities – whether the disability is mild or severe, hidden or obvious – participating in everyday activities, just like they would if their disability were not present. It's about building friendships, membership and having opportunities just like everyone else.

**□ All children learn in different ways.**

Inclusion is about providing the help children need to learn and participate in meaningful ways. Sometimes, help from friends or teachers works best. Other times, specially designed materials or technology can help. The key is to give only as much help as needed.

**□ It is every child's right to be included.**

Inclusive education is a child's right, not a privilege. The Individuals with Disabilities Education Act clearly states that all children with disabilities should be educated with non-disabled children their own age and have access to the general education curriculum.

## **BENEFITS OF INCLUSIVE EDUCATION**

Here are key findings about the benefits of inclusion for children and families:

**□ Families' visions of a typical life for their children can come true.**

All parents want their children to be accepted by their peers, have friends and lead "regular" lives. Inclusive settings can make this vision a reality for many children with disabilities.

**□ Children develop a positive understanding of themselves and others.**

When children attend classes that reflect the similarities and differences of people in the real world, they learn to appreciate diversity. Respect and understanding grow when children of differing abilities and cultures play and learn together.

**□ Friendships develop.**

Schools are important places for children to develop friendships and learn social skills. Children with and without disabilities learn with and from each other in inclusive classes.

**□ Children learn important academic skills.**

In inclusive classrooms, children with and without disabilities are expected to learn to read, write and



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do math. With higher expectations and good instruction children with disabilities learn academic skills.

All **children learn by being together.**

Because the philosophy of inclusive education is aimed at helping all children learn, everyone in the class benefits. Children learn at their own pace and style within a nurturing learning environment.

## **TOPIC V : STUDENT UNREST**

The student community plays a vital role in every society. It has always been recognized as a great force. The students are the future leaders. They are young, energetic and enlightened. In every country the leadership emerges out of the students who are idealistic and have some dreams about their life, society and country. They are, no doubt, a sensitive set of people who do not like many social and economic evils. In their idealism they set high goals for themselves. Students are the hope of tomorrow. In our country there is a general problem of student unrest. Very often they go on strikes and indulge in violence. Teachers accuse them of lack of respect for them. Parents are also not happy with them. Their activities are a source of trouble to the government. Students do not take adequate interest in their studies. In examinations they do not fare well. Sometimes without any ground they boycott the examination and resort to strike. They threaten their teachers and damage public property. If school authorities or government take any action against them, they take to violence. They are not prepared to obey anybody. They show little regard for the laws of the land.

The phrase *student unrest* usually refers to demonstrations, the occupation of campus buildings and even some minor riots by students in the period from about 1967 till the early 1970s. It affected most of Western Europe and the U.S. Nearly all the students involved were opposed to the role of the U.S. in the Vietnam War. Beyond that, student grievances tended to vary from country to country.

It is accepted by all that there is great unrest among students. But what is the real cause of it. Some people put the entire blame on the students. There are some who blame the teachers, while some others blame the authorities for this.

The student community plays a vital role in every society. It has always been recognized as a great force. The students are the future leaders. They are young, energetic and enlightened. In every country the leadership emerges out of the students who are idealistic and have some dreams about their life, society and country. They are, no doubt, a sensitive set of people who do not like many social and economic evils. In their idealism they set high goals for themselves. Students are the hope of tomorrow. In our country there is a general problem of student unrest. Very often they go on strikes and indulge in violence. Teachers accuse them of lack of respect for them. Parents are also not happy with them. Their activities are a source of trouble to the government. Students do not take adequate interest in their studies. In examinations they do not fare well. Sometimes without any ground they boycott the examination and resort to strike. They threaten their teachers and damage public property. If school authorities or government take any action against them, they take to violence. They are not prepared to obey anybody. They show little regard for the laws of the land. It is accepted by all that there is great unrest among students. But what is the real cause of it. Some people put the entire blame



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on the students. There are some who blame the teachers, while some others blame the authorities for this problem. Then there are some persons who think that our system of education is responsible for it. As a matter of fact the whole fault does not lie with any of these. The main cause of this problem is something deeper. We must try to get at the root of the problem.

There is no denying the fact that there is a widespread unrest among the students in India as in many other countries of the world. Of late this unfortunate phenomenon has assumed such an alarming proportion that educationists, administrators and thinkers have been forced to sit up and apply their minds to find out some worthwhile solution of this malaise. It is accepted by all that because of its typical, complicated and sensitive nature, this problem cannot be dealt with like any other administrative or technical problem. Any attempt to deal with this delicate human problem in a roughshod manner is fraught with grave social and political consequences; hence it requires a very careful and sympathetic handling.

It is again an admitted fact that there are number of causes of the growing unrest among the student community in India. The present system of education, frustration due to unemployment, ideological vacuum, indifference of authorities towards students' problems, continued influence and interjection of politics in the educational institutions, environmental crisis and decline in the general standards, are some of the potent factors which have stirred up a commotion in our temples of learning.

India is passing through a period of transition. There is a spirit of revolt in the new generation against the older values, standards and age-old traditions. The clerk-oriented system of education that India inherited from the British has not so far undergone any perceptible change so as to be commensurate with the post-independence conditions and aspirations. Our universities and colleges continue to be baboon producing factories. It is a sad commentary on the system of our education that graduates and post-graduates are running after white-collar jobs without any success, as their number far exceeds the number of such jobs available in the country. There are not enough employment opportunities even for the highly technically and professionally trained and experienced people. The specter of unemployment and bleak future haunts them and makes them restive.

During the freedom movement in India the student community was called upon to contribute its bit and it played a valuable role, as it considered the attainment of freedom as the panacea for all our ills. During the movement students' enthusiasm and energy were usefully directed and channelized. At that time they had an ideal before them. But after the independence of the country, the slogans of socialism and "garibi hatao" could not catch the fancy of the student community. There is a complete ideological vacuum, which coupled with lack of direction has resulted in total bewilderment. Lack of constructive programme and purpose has swayed the energies of the student to vandalism and rowdiness.

Our youth in the universities and colleges read a lot about the oddities, novelties and ultra-modern fashions prevalent amongst the students of other rich and prosperous Western countries. They feel like



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emulating them but are seriously handicapped by utter lack of resources within the country, This also leads to frustration, which in turn is manifested in indiscipline and unrest.

There is a serious complaint that those in charge of educational institutions have shown utter indifference to the demands and problems of the students. Students' main grievances relate to the defective system of examinations, faulty curriculum, inadequate hostel accommodation, lack of library facilities, ill-equipped laboratories, exorbitant tuition fees, etc. There may be complaints about the harsh, indecent and dictatorial behavior of the teaching staff. The medium of instruction may well be another item in their complaints. May be, they want their mother tongue to be the medium of instruction rather than English, which results in enormous national waste in the percentage of failures.

Students have some grievances against public authorities as well. They feel that public authorities have miserably failed in their duty in not creating adequate employment opportunities for them. Reckless, unimaginative and sinister interference by the authorities in the affairs of the students and educational institutions has also provoked their anger. Protests against police excesses are often the spontaneous outbursts of violent and unruly behaviour. Students are a sensitive lot, full of passion and energy. Sometimes politicians inject their nefarious politics among the student community and utilize them for the furtherance of their vested interests. They provoke and incite them to resort to strikes and demonstrations on trivial matters and on matters absolutely unrelated to them. The student agitation in Tamil Nadu on the official Language Bill and in Aligarh on the issue of Aligarh Muslim University (Amendment) Bill is apt examples to be cited in this connection. Thus the unprincipled politicians deliberately create unrest and agitation among the students over subjects not related to their studies.

The environmental crisis with which the students are confronted today is another factor responsible for the student unrest. The student is required to live in his own house in the traditional way. But in college and the coffee house he finds himself amongst ultra-moderns while in the market and on the streets he is confronted with the Hippie culture. All this, unmistakably, creates emotional imbalance in the mind of the Indian youth, who find themselves at a cross-road of contradictory values and standards. It definitely leads to turbulence and unrest in the students and often prompts them to unseemly behavior.

An extensive study conducted on the influence of Mass Media on the students indicates that it does teach them the alphabet of indiscipline and violence. On television and screen, sometimes, we find that acts of indiscipline, violence and unruly behavior are portrayed as heroic virtues and, qualities. It is enough to misguide the impressionable youth who try to imitate and emulate those heroic deeds. This definitely leads to abnormal behavior.

The teacher-taught relation is another serious problem. No personal contact between the teacher and the taught is possible in a crowded class-room. The student community does not have much of traditional respect and esteem for the teachers. There is rather a business-like dealing between them'.



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The students have developed an attitude of buyers while the teachers have reduced themselves to the status of sellers. Rich and mischievous students believe that every teacher has his price. This attitude gives rise to indiscipline and impertinence among the students.

The unrest, indiscipline and turmoil in the student com-

munity is a grave danger to our social, economic and political life. Let it be clearly understood that it is not a law and order problem ; it is rather a human problem and deserves a human approach. The malady of student unrest is deep-rooted and requires very sympathetic handling. Again, it cannot be cured overnight. Ways and means have to be found and concerted efforts have to be made to uproot the causes of this cancerous disease.

The first step that can be suggested is that the complaints and grievances of the students should be promptly attended to. Their demands should be examined on merits and genuine difficulties removed. Even if small, insignificant and petty grievances are allowed to remain unrepressed, they may stir up massive protests and demonstrations. It is no use condemning the student community as a whole. There can be no doubt that a little accommodation shown to them would soften their aggressive attitude. Attempts should be made to make them realize that resort to strikes and violence does positive harm to the society and in no way brings any good to them. They should not be allowed to form an impression that nothing sort of vandalism and row dyism would make the administration redress their grievances. Unfortunately lunch an impression has been created in the minds of the students.

As the situation exists at present, a student after having completed his education has to run from pillar to post in search of a job, often without success. One can hardly imagine the deep frustration that overtakes him on this account Therefore better and more employment opportunities should be created for and assured to the students. Then, the system of education and examination needs a complete overhaul. It should be closely related to careers. These measures would go a long way towards preventing unrest and frustration among the students.

## **TOPIC VI : EXAMINATION REFORMS**

The examination system of India has remained unchanged from so many years. No doubt, this system is full of stress. That's why most of Newspapers and Magazines publish articles on this topic during examination session. In the education system of India, ability of a student is decided by an exam. In this system there is no place for performance of a student in full academic session. Scoring more and more marks in exams has become the only aim of a student.

Impact of this stressful examination system is immense. Those who are in favor of this system should think about those bad impacts. First of all, if this system is good then all those who secure good marks in these must be brilliant and successful in life but reality is different. Now a day's most of



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institutions don't give admission on marks basis. They have a separate test and this trend is growing rapidly because they have no faith in this examination system. Unfortunately, these institutions to rely on exams for assessment of a student. This faulty examination system is forcing so many students to commit suicide every year. These incidents are growing rapidly. According to estimates more than 20,000 students has committed suicide in the last year.

## NEED FOR EXAMINATION REFORM

- a) Because Indian school board exams are largely inappropriate for the 'knowledge society' of the 21st century and its need for innovative problem-solvers.
- b) Because they do not serve the needs of social justice.
- c) Because the quality of question papers is low. They usually call for rote memorization and fail to test higher-order skills like reasoning and analysis, let alone lateral thinking, creativity, and judgment.
- d) Because they are inflexible. Based on a 'one-size-fits-all' principle, they make no allowance for different types of learners and learning environments.
- e) Because they induce an inordinate level of anxiety and stress. In addition to widespread trauma, mass media and psychological counselors report a growing number of exam-induced suicides and nervous breakdowns.
- f) Because while a number of boards use good practices in pre-exam and exam management there remain several glaring shortfalls at several boards.
- g) Because there is often a lack of full disclosure and transparency in grading and mark/grade reporting.
- h) Because there is need for a functional and reliable system of school-based evaluation

## COUNTINUOUS AND COMPREHENSIVE EVALUATION

**Continuous and comprehensive evaluation** is an education system newly introduced by Central Board of Secondary Education in India, for students of sixth to tenth grades. The main aim of CCE is to evaluate every aspect of the child during their presence at the school. This is believed to help reduce the pressure on the child during/before examinations as the student will have to sit for multiple tests throughout the year, of which no test or the syllabus covered will be repeated at the end of the year, whatsoever. The CCE method is claimed to bring enormous changes from the traditional *chalk and talk* method of teaching, provided it is implemented accurately

### New scheme of evaluation

As a part of this new system, student's marks will be replaced by grades which will be evaluated through a series of curricular and extra-curricular evaluations along with academics. The aim is to reduce the workload on students and to improve the overall skill and ability of the student by means of evaluation of other activities. Grades are awarded to students based on work experience skills, dexterity, innovation, steadiness, teamwork, public speaking, behavior, etc. to evaluate and present an



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overall measure of the student's ability. This helps the students who are not good in academics to show their talent in other fields such as arts, humanities, sports, music, athletics, etc.

## Pattern of Education

Unlike CBSE's old pattern of only one test at the end of the academic year, the CCE conducts several. There are two different types of tests. Namely, the *formative* and the *summative*. Formative tests will comprise the student's work at class and home, the student's performance in oral tests and quizzes and the quality of the projects or assignments submitted by the child. Formative tests will be conducted four times in an academic session, and they will carry a 40% weight age for the aggregate. In some schools, an additional written test is conducted instead of multiple oral tests. However, at-least one oral test is conducted.

The summative assessment is a three-hour long written test conducted twice an year. The first summative or *Summative Assessment 1* (SA-1) will be conducted after the first two formatives are completed. The second (SA-2) will be conducted after the next two formatives. Each summative will carry a 30% weight age and both together will carry a 60% weightage for the aggregate. The summative assessment will be conducted by the schools itself. However, the question papers will be partially prepared by the CBSE and evaluation of the answer sheets is also strictly monitored by the CBSE. Once completed, the syllabus of one summative *will not* be repeated in the next. A student will have to concentrate on totally new topics for the next summative.

At the end of the year, the CBSE processes the result by adding the formative score to the summative score, i.e.  $40\% + 60\% = 100\%$ . Depending upon the percentage obtained, the board will deduce the CGPA and thereby deduce the grade obtained. In addition to the summative assessment, the board will offer an optional online aptitude test that may also be used as a tool along with the grades obtained in the CCE to help students to decide the choice of subjects in further studies. The board has also instructed the schools to prepare the report card and it will be duly signed by the principal, the student and the Board official.

Often during the evaluation of Social Science papers, the following concepts are observed.

- Investigation of the situation - What is the question and what is to be explained.
- Deductive Method - What does the student know and how can he use it to explain a situation.
- Co-relation with a real life situation - Whether the situation given matches any real life situation, like tsunamis, floods, tropical cyclones, etc.
- Usage of Information Technology - Can the problem be solved with the use of IT? If yes, how?

In addition to that, various assignments can be given such as projects, models and charts, group work, worksheet, survey, seminar, etc. The teacher will also play a major role. For example, they give remedial help, maintain a term-wise record and checklists, etc





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## TWO TYPES OF ASSESSMENT IN CCE

### *Formative assessment*

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally *low stakes*, which means that they have low or no point value. Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback

### *Summative assessment*

The goal of summative assessment is to *evaluate student learning* at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often *high stakes*, which means that they have a high point value. Examples of summative assessments include:

- a midterm exam
- a final project
- a paper
- a senior recital

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.

## GRADING SYSTEM

### Marks and grades

In CCE, the marks obtained in an exam are usually not revealed. However, equivalent grades, which would be deduced using a special method by the teachers during evaluation would be revealed. This is considered as a drawback since a child with 92 marks will get the same grade as the child with 100 marks and their talents cannot be recognized by anyone else other than their teachers. Though this system might have some drawbacks it instills this value that students need to compete with themselves to get a better grade and not with others. The grading system is as follows.-

CGPA	Grade!	QUALIFIED	MERITED
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9.1-10.0	A1	YES	YES
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8.1-9.0	A2	YES	YES
7.1-8.0	B1	YES	YES
6.1-7.0	B2	YES	YES
5.1-6.0	C1	YES	YES
4.1-5.0	C2	ON UPGRATION	NO
3.1-4.0	D	ON UPGRATION	NO
2.1-3.0	E1	NO	NO
1.1-2.0	E2	NO	NO

## NO DETENTION POLICY

The 'no detention policy', under the Right to Education (RTE) Act, states that until class VIII, no child can be held back or expelled from school

Continuous and Comprehensive Evaluation promises to address this issue to a good extent. It emphasizes on evaluating a child through the year and not just based on performance in one or two term exams. Conducting unit tests, for fewer marks, could also be help to make students accountable without adding to the stress

## UNIT - IV: NATIONAL EDUCATIONAL PROGRAMS

### TOPIC I : UNIVERSALIZATION OF ELEMENTARY EDUCATION

India has the oldest education system in the world. In ancient India education was provided in the special schools and main focus was on religious education. But with the incoming of the Britishers in India education system got changed. They devised colonial education as an 'ideological apparatus' to legitimize the privileges of colonizers and their domination. They totally focused on uprooting the indigenous education system of Indians. But they were given strong opposition by enlightened Indians who tried to save and revive the Indian languages and emphasized on national system of education. With the independence of India from the Britishers in 1947 agenda of education got changed and it was tried to relate the education with the need and aspirations of the people. Policy discourse in elementary education in India has been studied under following two heads:

- Policy discourse regarding elementary education during British regime.
- Policy perspective regarding elementary education in India after independence



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***Policy discourse regarding elementary education during British regime  
Efforts by the British Government***

At the beginning of nineteenth century the British administration first began to organize a modern system of education for India and this modern education system started with the Charter Act of 1813 under which parliament directed East India Company to accept the responsibility for the education of Indian people. But nothing was decided and in 1835 Lord Macaulay presented a lengthy minute to than Governor General which shaped the Indian Education System on British lines. In 1854 Wood's Despatch which was given by the Charles Wood, realized the need of educating the masses because Despatch admitted that the education of the masses had been totally neglected. Wood's Despatch on Education recognized the responsibility of government for elementary education in the native tongue. In 1882 Hunter Commission was appointed. The Commission examined the condition of education in each province and promoted the role of government responsibility for education. It also suggested that each state should be left free to adopt any system which was suitable according to their local conditions. The commission supported the indigenous system of education followed by the Despatch's (1854) principles (Ghosh, 2009). Several schools were opened in the villages and local government took the responsibility of primary education Afterward in 1944, Central Advisory Board of Education submitted a comprehensive Report on Post-War Education Development known as the Sargent report. The Sargent report was the first Commission that made some attempt to solve the educational problems of the country in relation to its needs. It emphasized to introduce compulsory and free education for boys and girls within the age of 6 and 11 years. But before it could be finalized, India achieved Independence.

***Responses of Indian National Movement to universalisation of elementary education***

Although before 1947 British Government made several educational plans to improve the condition of elementary education in India. During that time many Indians also came forward who played a remarkable role in Indian education by providing various suggestions and educational plans in the context of Indian situations and needs. This educational planning by Indians was different from British's policies and planning in the ways and means (Ghosh, 2009)

In this direction Gopal Krishan Gokhale took first step in 1910 by moving a resolution in the Imperial Legislative council on 19 March 1910. It stated, "That this Council recommends that a beginning should be made in the direction of making elementary education free and compulsory throughout the country, and that a mixed commission of officials and non-officials be appointed at an early date to frame definite proposals." The Elementary Education Bill also known as Gokhale's Bill suggested that free and compulsory education for boys between the age of 6 and 10

G. K. Gokhale believed that an illiterate and ignorant nation can never make any solid progress and must fall back in the race of life. So the Bill suggested the free and compulsory education, the expenditure was to be shared between the local bodies and the Government. Gokhale's Bill also established compulsory elementary education as a state responsibility. The Bill included provision for banning the child labour of boys (Kumar, 2005). When within the next one year nothing tangible was done for the progress of primary education in British India, Gokhale introduced a private Bill "to provide for the gradual introduction of the principle of compulsion into the elementary educational



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system of the country” on 16 March 1911. The Bill was circulated for opinion and came up for discussion on 17 March 1912. The debate lasted for two days and in course of the debates it was clear that the Government of India was not willing to accept the bill. It was argued that there was no popular Demand for compulsory primary education, that the local bodies as well as provincial government were against this measure as this would involve them in many a difficulty in respect of organization and administration of this subject. So, the bill was rejected by 38 votes to 13 (Ghosh, 2009). But these efforts led the British government to review the whole field of education and government increased the amount to be spent on elementary education. Mahatma Gandhi was also against the system of education propagated by the Britishers and he wrote a series of articles in the *Harijan* about his idea on educational reconstruction in India, suggesting a scheme of universal compulsory education for all children in the age group of 6-13 through the medium of mother tongue which would be self-supporting, leading to all-round development of the pupils. Afterward in October 1937, an all India National Educational Conference was summoned at Wardha under the president ship of Mahatma Gandhi and adopted the following four resolutions:

- That in the opinion of this conference free and compulsory education is provided for seven years on the nationwide scale.
- That the medium of instruction be the mother tongue.
- That the process of education throughout this period should centre round some form of manual productive work, and that all other abilities to be developed or training to be given should, as far as possible, be integrally related to the central handicraft chosen with due regard to the environment of the child.
- That the conference expects that this system of education will gradually be able to cover the remuneration of teachers.

The conference then appointed a committee with Dr. Zakir Hussain as its chairman. The committee submitted its report on December 2, 1937 and the scheme of education suggested by it is popularly known as the “Wardha Scheme”. The Indian National Congress which met at Haripura in February 1938 under the president ship of Subhash Chandra Bose accepted Gandhi’s scheme and it was immediately implemented in the seven provinces with congress ministries. But with the resignation of the Congress ministers any hope of an educational reconstruction under provincial autonomy were lost.

### ***Policy perspective regarding elementary education in India after independence***

After Independence efforts had been made to convert the entire system of education to the national pattern. Thus in January 1948 in his inaugural address to the All India Educational Conference, Jawaharlal Nehru observed “Great changes have taken place in the country and the educational system must also be in keeping with them. The entire basis of education must be revolutionized.” So, keeping in view the importance of education for the tasks of national reconstruction and strengthening of democracy some educational provisions were made in the Indian Constitution and also various commissions and committees were appointed from time to time



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for the universalisation of elementary education.

### ***Provisions in Indian Constitution on universalisation of elementary education***

The Government of India ensures in article 45 of the Indian Constitution that, state shall Endeavour to provide within ten years of commencement of the constitution free and compulsory education to all children up to the age of fourteen years. To formulate this constitutional provision was not an easy task as during the Constitution Assembly 'debate' a member contended that the commitment made in the draft Article (later to be known as Article 45) to provide free and compulsory education to children up to 14 year of age should be limited to only 11 years of age as India would not have the necessary resources. The dilution would have been made but for Dr. Ambedkar's clarity of mind that it is at this age of eleven years that a substantial proportion of children become child laborers. He forcefully argued that the place for children at this age in independent India should be in schools, rather than in farms or factories. This is how an unambiguous commitment to provide free education through regular full time schools to all children up to 14 years of age by 1960 became an integral part of Indian constitution. But the majority in constituent Assembly ignored Dr. Ambedkar's plea to place Article 45 in Part III of the Constitution, thereby denying education the status of a Fundamental Right in modern India. Instead, this article was placed in the Part IV of the Constitution making it a Directive Principle of the State Policy. It states that, "*The state shall endeavour to provide, within a period of 10 years from the commencement of the constitution, for free and compulsory education for all children until they complete the age of 14 years.*"

### **The Article 45 has been interpreted to include:**

- Early childhood care, balanced nutrition, health support and pre-primary education for children below six years of age.
- Elementary education of 8 years (class 1-8) for 6-14 age group children. The Article 45 of the constitution reveals that the provision of universalisation of primary education in India was to be fulfilled by 1960. But it had not been fulfilled even up to the present time.

Another step in the way of UEE is the provision through Article 30, which states that all minorities, whether based on religion on language, shall have the right to establish and administer educational institutions of their choice and Article 350-A pointed out that it shall be the Endeavour of every state or of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic groups. While the constitution provided a basic framework, policies and programmes in education are also formulated on the basis of recommendations of various commissions and committees set up for the purpose.

### ***Recommendations of Various Commissions on Universalisation of Elementary Education***

***Education Commission (1964-66). Kothari Commission*** very well recognized the role of education in the national development. The Commission opined that it is the responsibility of educational system to bring the different social groups together. It further remarked that instead of removing the class



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distinctions education is perpetuating them. A large proportion of the good schools are private but charge high fees, which are normally beyond the means of many, therefore only the top ten percent of the people send their children to them (Education Commission, 1966).

So, the Education Commission (1964-66) recommended a common School system of Public Education (CSS) as the basis of building up the national System of Education with a view to bring the different social classes and groups together and thus promoting the emergence of an egalitarian & integrated society .It opined about equalization of educational opportunity to all without any discrimination on the basis of merit and also to provide a prescribed proportion of free studentship to prevent segregation of social classes (Sadgopal, 2008).

It recommended that all these provisions made for universalisation of elementary education are for the fulfillment of the directive principle contained in Article 45 of the constitution and the state should strive to provide free and compulsory education for all children up to the age of 14 years (Education Commission, 1966).

**National Policy on Education (1968).** Human Resource Development is considered to be a key instrument of national development and individual welfare. On this path the National Policy of 1968 marked a significant step in the history of education in the post-independence of India. It aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. The government of India accordingly resolves to promote the development of education in the country with these principles: free and compulsory education for all children up to the age of 14 years, give attention of status of teachers and equalize educational opportunity.

Principles contained in the National Education Policy 1986 were old but they had been stated in new spirit and perspective. The policy laid emphasis on creation of common school system as recommended by Kothari Commission. The NPE (1986) reiterated the issues of equality of educational opportunity and free and compulsory education for all children up to 14 years. The NPE (1986) opined the National System of Education and envisages a common education structure. It also launched the programme of NFE (Non Formal Education) to solve the problem of children dropping out of school and to adopt an array of meticulously formulated strategies based on micro planning and applied at the grass-root level all over the country, to ensure children's retention at school. The NPE also had a special provision for afternoon centers for girls (Kumar, 2001).

The NPE tried to justify non-formal education by presenting various arguments.

According to the NPE essentialities are organizational flexibility, diversity in learning activities to relate the learner's needs decentralization of management and relevance of the curriculum.

Though the NPE took a significant step of proposing new way of increasing enrolment of that particular section of the population which is unable to get school education, but by doing this it paved a way to parallel schools rather than a common school system as proposed by Education Commission 1964-66. Thus, NPE (1986) stressed on essentiality of NFE for universalisation of elementary education and the reason was that the formal education could not cope up the increasing demands of elementary education for universalisation. Alternative had therefore been developed in the form of NFE, Distance Education, and Correspondence Courses etc.



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***District Primary Education Programme (DPEP).*** The DPEP was the first programme initiated as a part of the larger Social Safety Net Credit Adjustment Loan under the Structural Adjustment Programme of the World Bank to India in 1991 (Kumar, Priyam & Saxena, 2001). The goal and the objectives of funding and assistance of DPEP were within general discussion of universalisation of elementary education in India, with emphasis on access and quality. It aims to reduce the difference in enrollment, drop-out rate and leaving achievement among boys and girls, raising learning achievements in terms of measured achievement level and further the project is described as a first investment in long-term programme to improve the literacy and numeric skills of the citizens of India. So, keeping in view the large number of out of school children in 6-14 age groups the DPEP began in 1994 with 42 districts spread over seven states in the first stage and further expanded to 271 districts covering fifteen more states which were most educationally backward. The focus was on decentralized and participatory planning and monitoring of development initiatives (Pathania, 2009:83-84).

Another feature of DPEP was its funding source. There was an attempt to argue DPEP as a programme having a strong national character, even though a substantial share of the funds was drawn from the external sources. So, DPEP signified a process of contested mainstreaming, of the national model of external assistance for primary formal education in the states (Kumar, Priyam & Saxena, 2001). This programme was based on the decentralization and also fulfillment of the required things like filling up of the posts of the teachers, but not regularly, hence ban on the appointment of full time teachers in primary education and middle schools. The main agenda of post Jomtien policy had been to replace the teachers with under qualified, untrained or under-trained and unpaid persons appointed on short-term contracts to be called Para-teachers (Sadgopal, 2010). So, after 1990's education policy underwent a drastic change. Education coincided with literacy. Foreign aid began pouring in for elementary education and instead of regular appointment of teachers, contractual appointments got legalized and contractual teachers were given different names like Para teachers, Siksha Karmis, Service Providers etc. *Sarva Shiksha Abhiyan (SSA)*. SSA (Sarva Shiksha Abhiyan) is also an external funded programme, towards achieving the long cherished goal of UEE through a time bound integrated approach, in partnership with State. SSA, which promises to change to face of the elementary education sector of the country aims to provide useful and quality elementary education to all children in the 6-14 age group. In the terms of the international discourse, SSA is the Government of India's main programme for the delivery of Millennium Development Goal 2, the achievement of universal primary education. In terms of the national discourse it gives substance to the 2002 constitutional amendment on elementary education as a fundamental right. It's aimed to universalize an improved quality of education for the children in India aged between 6 to 14 years (Little, 2010).

SSA is described as a programme with a clear time frame for universal elementary education; a response to all demand for quality basic education all over the country; an opportunity of promoting social justice through basic education; a effort at effectively involving the Panchayati Raj Institutions, School Management Committees, Village and Urban Slum level Education committees, Parent's Teacher's Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools; A partnership between the Central, state and local government; and A opportunity for state to develop their own vision of elementary



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education.

**Right to Education Act, 2009.** The much hyped and much awaited high profiled “The Right of Children to Free and Compulsory Education Act 2009” (popularly called Right to Education Act or RTE Act) was legislated in August 2009, which comes into effect on April 1, 2010. This act is a detailed and comprehensive piece of legislation which includes provision related to school teachers and specific divisions of duties and responsibilities of different stakeholders. Important features of the Act are: Every child from 6 to 14 years of age has right to free compulsory education in a neighborhood school till completion of elementary education; Private schools must take in quarter in their class, strength from weaker section and disadvantaged groups sponsored by the government; No child shall be subjected to physical punishment or mental harassment; no child will be held back or expelled till completion of elementary education; All schools except government schools are required to be recognized by meeting specified norms standards within three years to avoid closure.

However, there are lots of lacunae in this bill. Firstly, this bill excluded children below six years of age from the provision of fundamental right to free early childhood care and preprimary education. It also restricted the fundamental right of even the 6-14 year age group by placing a conditionality in the form of phrase “as the State may, by law, determine” as this gave the state the instrumentality to arbitrarily restrict, dilute and distort the fundamental right given through Article 21 A. This bill also shifted the constitutional obligation towards free and compulsory education from the states to the parents/guardians by making it their fundamental duty under article 51 A (k). (Sadgopal, 2010). It also legitimized multi-layered school system which is totally against the spirit of common school system. So, to make elementary education a basic right in real sense these lacunae need to be addressed seriously.

## TOPIC II SARVA SHIKSHA ABHIYAN

Sarva Shiksha Abhiyan (SSA) is a Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time bound manner, as mandated by the 86th amendment to the Constitution of India making free and compulsory Education to Children of 6-14 years age group, a Fundamental Right.

SSA is being implemented in partnership with State Governments to cover the entire country and address the needs of 192 million children in 1.1 million habitations.

The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants.





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Existing schools with inadequate teaching strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training, grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level.

SSA seeks to provide quality elementary education including life skills. SSA has a special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bridge the digital divide.

Here in Nagaland, SSA with its aim of achieving all-round, quality elementary education has now introduced taekwondo and archery as a sports discipline with the aim to provide opportunity to all ST students specially girl students, emphasizing on the importance of games and sports. Under this flagship programme, the two disciplines have been introduced in Government schools, for the first time, since July 2010 in every district of the state.

All together, 44 schools with a capacity of 50 students each are benefiting from these two disciplines. It is expected that in future, a greater number of schools will be introducing these two disciplines, providing opportunities to more students. SSA has indeed taken a step further towards useful and quality education

SSA has been operational since 2000-2001 to provide for a variety of interventions for universal access and retention, bridging of gender and social category gaps in elementary education and improving the quality of learning. SSA interventions include inter alia, opening of new schools and alternate schooling facilities, construction of schools and additional classrooms, toilets and drinking water, provisioning for teachers, periodic teacher training and academic resource support, textbooks and support for learning achievement. With the passage of the RTE Act, changes have been incorporated into the SSA approach, strategies and norms. The changes encompass the vision and approach to elementary education, guided by the following principles:

(i) Holistic view of education, as interpreted in the National Curriculum Framework 2005, with implications for a systemic revamp of the entire content and process of education with significant implications for curriculum, teacher education, educational planning and management.

(ii) Equity, to mean not only equal opportunity, but also creation of conditions in which the



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disadvantaged sections of the society – children of SC, ST, Muslim minority, landless agricultural workers and children with special needs, etc. – can avail of the opportunity.

(iii) Access, not to be confined to ensuring that a school becomes accessible to all children within specified distance but implies an understanding of the educational needs and predicament of the traditionally excluded categories – the SC, ST and others sections of the most disadvantaged groups, the Muslim minority, girls in general, and children with special needs.

(iv) Gender concern, implying not only an effort to enable girls to keep pace with boys but to view education in the perspective spelt out in the National Policy on Education 1986 /92; i.e. a decisive intervention to bring about a basic change in the status of women.

(v) Centrality of teacher, to motivate them to innovate and create a culture in the classroom, and beyond the classroom, that might produce an inclusive environment for children, especially for girls from oppressed and marginalised backgrounds.

(vi) Moral compulsion is imposed through the RTE Act on parents, teachers, educational administrators and other stakeholders, rather than shifting emphasis on punitive processes.

(vii) Convergent and integrated system of educational management is pre-requisite for implementation of the RTE law. All states must move in that direction as speedily as feasible

### **BASIC FEATURES OF SARVA SHIKSHA ABHIYAN**

Sarva Shiksha Abhiyan is an effort to universalise elementary education by community-ownership of the school system. It is a response to the demand for quality basic education all over the country. The SSA programme is also an attempt to provide an opportunity for improving human capabilities to all children, through provision of community-owned quality education in a mission mode.

- A programme with a clear time frame for universal elementary education.
- A response to the demand for quality basic education all over the country.
- An opportunity for promoting social justice through basic education.
- An effort at effectively involving the Panchayati Raj Institutions, School Management



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Committees, Village and Urban Slum level Education Committees, Parents' Teachers' Associations, Mother Teacher Associations, Tribal Autonomous Councils and other grass root level structures in the management of elementary schools.

- An expression of political will for universal elementary education across the country.
- A partnership between the Central, State and the local government.
- An opportunity for States to develop their own vision of elementary education

### **AIMS OF SARVA SHIKSHA ABHIYAN**

The Sarva Shiksha Abhiyan is to provide useful and relevant elementary education for all children in the 6 to 14 age group by 2010. There is also another goal to bridge social, regional and gender gaps, with the active participation of the community in the management of schools.

Useful and relevant education signifies a quest for an education system that is not alienating and that draws on community solidarity. Its aim is to allow children to learn about and master their natural environment in a manner that allows the fullest harnessing of their human potential both spiritually and materially. This quest must also be a process of value based learning that allows children an opportunity to work for each other's well being rather than to permit mere selfish pursuits.

Sarva Shiksha Abhiyan realizes the importance of Early Childhood Care and Education and looks at the 0-14 age as a continuum. All efforts to support pre-school learning in ICDS centres or special pre-school centres in non ICDS areas will be made to supplement the efforts being made by the Department of Women and Child Development.

### **OBJECTIVES OF SARVA SHIKSHA ABHIYAN**

- All children in school, Education Guarantee Centre, Alternate School, ' Back-to-School' camp by 2003;
- All children complete five years of primary schooling by 2007
- All children complete eight years of elementary schooling by 2010
- Focus on elementary education of satisfactory quality with emphasis on education for life
- Bridge all gender and social category gaps at primary stage by 2007 and at elementary education level by 2010
- Universal retention by 2010

### **WHY A FRAMEWORK FOR IMPLEMENTATION (AND NOT A GUIDELINE)**

- To allow states to formulate context specific guidelines within the overall framework
- To encourage districts in States and UTs to reflect local specificity



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- To promote local need based planning based on broad National Policy norms
- To make planning a realistic exercise by adopting broad national norms.

The objectives are expressed nationally though it is expected that various districts and States are likely to achieve universalisation in their own respective contexts and in their own time frame. 2010 is the outer limit for such achievements. The emphasis is on mainstreaming out-of-school children through diverse strategies, as far as possible, and on providing eight years of schooling for all children in 6-14 age group. The thrust is on bridging of gender and social gaps and a total retention of all children in schools. Within this framework it is expected that the education system will be made relevant so that children and parents find the schooling system useful and absorbing, according to their natural and social environment.

### **SARVA SHIKSHA ABHIYAN AS A FRAMEWORK AND AS A PROGRAMME**

Sarva Shiksha Abhiyan (SSA) has two aspects – I) It provides a wide convergent framework for implementation of Elementary Education schemes; II) It is also a programme with budget provision for strengthening vital areas to achieve universalisation of elementary education. While all investments in the elementary education sector from the State and the Central Plans will reflect as part of the SSA framework, they will all merge into the SSA programme within the next few years. As a programme, it reflects the additional resource provision for UEE.

### **BROAD STRATEGIES CENTRAL TO SSA PROGRAMME**

- Institutional Reforms - As part of the SSA, the central and the State governments will undertake reforms in order to improve efficiency of the delivery system. The states will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralisation and community ownership, review of State Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, status of education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already carried out several changes to improve the delivery system for elementary education.
- Sustainable Financing - The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long -term perspective on financial partnership between the Central and the State governments.
- Community Ownership - The programme calls for community ownership of school-based interventions through effective decentralization. This will be augmented by involvement of women's groups, VEC members and members of Panchayati Raj institutions.
- Institutional Capacity Building -The SSA conceives a major capacity building role for national, state and district level institutions like NIEPA / NCERT / NCTE / SCERT / SIEMAT



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- Improvement in quality requires a sustainable support system of resource persons and institutions.
- Improving Mainstream Educational Administration - It calls for improvement of mainstream educational administration by institutional development, infusion of new approaches and by adoption of cost effective and efficient methods.
- Community Based Monitoring with Full Transparency - The Programme will have a community based monitoring system. The Educational Management Information System (EMIS) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will be encouraged to share all information with the community, including grants received. A notice board would be put up in every school for this purpose.
- Habitation as a Unit of Planning - The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.
- Accountability to Community - SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency to the community.
- Priority to Education of Girls - Education of girls, especially those belonging to the scheduled castes and scheduled tribes and minorities, will be one of the principal concerns in Sarva Shiksha Abhiyan.
- Focus on Special Groups - There will be a focus on the inclusion and participation of children from SC/ST, minority groups, urban deprived children disadvantaged groups and the children with special needs, in the educational process.
- Pre-Project Phase - SSA will commence throughout the country with a well-planned pre-project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system. These include provision for household surveys, community-based microplanning and school mapping, training of community leaders, school level activities, support for setting up information system, office equipment, diagnostic studies, etc.,
- Thrust on Quality - SSA lays a special thrust on making education at the elementary level useful and relevant for children by improving the curriculum, child-centered activities and effective teaching learning strategies.
- Role of teachers - SSA recognizes the critical and central role of teachers and advocates a focus on their development needs. Setting up of Block Resource Centres/Cluster Resource Centres, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum-related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.
- District Elementary Education Plans - As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made and required in the elementary education sector, with a holistic and convergent approach. There will be a Perspective Plan that will give a framework of activities over a longer time frame to achieve UEE. There will also be an Annual Work Plan and Budget that will list the prioritized activities



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to be carried out in that year. The Perspective Plan will also be a dynamic document subject to constant improvement in the course of Programme Implementation.

## **PUBLIC-PRIVATE PARTNERSHIP IN SSA**

Sarva Shiksha Abhiyan takes note of the fact that provision of elementary education is largely made by the government and government aided schools. There are also private unaided schools in many parts of the country that provide elementary education. Poorer households are not able to afford the fees charged in private schools in many parts of the country. There are also private schools that charge relatively modest fees and where poorer children are also attending. Some of these schools are marked by poor infrastructure and low paid teachers. While encouraging all efforts at equity and 'access to all' in well-endowed private unaided schools, efforts to explore areas of public-private partnership will also be made. Government, Local Body, and government aided schools would be covered under the Sarva Shiksha Abhiyan, as is the practice under the Mid Day Meal scheme and DPEP. In case private sector wishes to improve the functioning of a government, local body or a private aided school, efforts to develop a partnership would be made within the broad parameters of State policy in this regard. Depending on the State policies, DIETs and other Government teacher-training institutes could be used to provide resource support to private unaided institutions, if the additional costs are to be met by these private bodies.

## **FINANCIAL NORMS UNDER SARVA SHIKSHA ABHIYAN**

- The assistance under the programme of Sarva Shiksha Abhiyan will be on a 85:15 sharing arrangement during the IX Plan, 75:25 sharing arrangement during the X Plan, and 50:50 sharing thereafter between the Central government and State governments. Commitments regarding sharing of costs would be taken from State governments in writing.
- The State governments will have to maintain their level of investment in elementary education as in 1999-2000. The contribution as State share for SSA will be over and above this investment.
- The Government of India would release funds to the State Governments/Union Territories only and instalments (except first) would only be released after the previous instalments of Central government and State share has been transferred to the State Implementation Society.
- The support for teacher salary appointed under the SSA programme could be shared between the Central Government and the State government in a ratio of 85:15 during the IX Plan, 75:25 during the X Plan and 50:50 thereafter.
- All legal agreements regarding externally assisted projects will continue to apply unless specific modifications have been agreed to, in consultation with foreign funding agencies.
- Existing schemes of elementary education of the Department (except National Bal Bhawan and NCTE) will converge after the IX Plan. The National Programme for Nutritional Support to Primary Education (Mid-Day-Meal) would remain a distinct intervention with foodgrains and specified transportation costs being met by the Centre and the cost of cooked meals being met by the State government.



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- District Education Plans would inter-alia, clearly show the funds/resource available for various components under schemes like PMGY, JGSY, PMRY, Sunishchit Rozgar Yojana, Area fund of MPs/MLAs, State Plan, foreign funding (if any) and resources generated in the NGO sector.
- All funds to be used for upgradation, maintenance, repair of schools and Teaching Learning Equipment and local management to be transferred to VECs/ School Management Committees/ Gram Panchayat/ or any other village/ school level arrangement for decentralisation adopted by that particular State/UT. The village/ school-based body may make a resolution regarding the best way of procurement.
- Other incentive schemes like distribution of scholarships and uniforms will continue to be funded under the State Plan. They will not be funded under the SSA programme.

### **TOPIC III : UNIVERSALIZATION OF SECONDARY EDUCATION**

Secondary education serves as a link between the elementary and higher education, and plays a very important role in this respect. A child's future can depend a lot on the type of education she/he receives at the secondary level. Apart from grounding the roots of education of a child, secondary education can be instrumental in shaping and directing the child to a bright future. This stage of education serves to move on higher secondary stage as well as to provide generic competencies that cut across various domains of knowledge as well as skills.

Providing secondary education to all, both boys and girls, with a focus on quality education assumes greater meaning today, when we consider the emerging challenges in our society. For instance, rising levels of socioeconomic aspirations and also the democratic consciousness particularly among marginalized sections of population such as the dalits, tribals, OBCs, religious and linguistic minorities and girls seek space in the secondary education system for greater access, participation and quality. The recent significant development viz., Universal Elementary Education (UEE) being achieved through Sarva *Shiksha Abhiyan* (SSA) and also the impact of globalization and rapid growth of new technologies have led to reassessment of India's preparedness to generate required technical manpower, develop new knowledge and skills, and remain competitive at global level. The secondary and higher secondary education system has a key role to play in enabling the nation to move towards these objectives. Given the high transition rate of about 85% from class VIII to IX and the anticipated progress in UEE, which is now widely acknowledged, that the time has arrived for taking proactive measures to plan and provide for universal access to secondary education and senior secondary education in a phased-wise manner.

A sub-committee of Central Advisory Board of Education (CABE), which is the highest deliberative and advisory forum on education in the country, was, therefore, constituted in September, 2004. This Committee (2005) was assigned with a responsibility of preparing a blueprint for the universalisation of secondary education consequent upon the attainment of universalisation of elementary education. Deliberating widely on the concerns and challenges of secondary education in India, the Committee submitted its report in June, 2005.



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Their major recommendations are as follows:

- The guiding principles of Universal Secondary Education should be universal access, equality and social justice, relevance and development, and structural and curricular considerations. There have to be norms for schooling. Such norms should be developed for each state with common national parameters as well as state specific parameters.
- Each state should develop a perspective plan for universal secondary education. Decentralized micro-level planning should be the main approach to planning and implementation of universal secondary education.
- Financial requirements for covering the cost of universal elementary and secondary education will form approximately 5.1 percent of the GDP which is not sufficient. The immediate allocation of 6 percent of the GDP for education and progressive increase in this proportion will be necessary to move towards universalisation of secondary education. The present vision document reiterates some of the major issues and concerns

***Guiding Principles:***

For achieving the goal to provide quality education to all adolescents both girls and boys, up to the age of 16 by 2015 and senior secondary education up to the age of 18 by 2020, secondary education system needs to strengthen its preparedness for the coming plan periods allowing a paradigm shift in its conceptual design. The four guiding principles for creating the conceptual design of secondary education as visualized by this Committee are reproduced under:

***Universal Access:*** Access is to be envisaged in physical, social, cultural and economic terms – all interwoven in a common concept. This calls for a redefinition of some of the basic features of the Indian school. For instance, it is not sufficient to provide physical access to an orthopedically disabled child.

It is equally critical that the disability of such a child is not seen in medical terms alone. The moment a barrier-free physical access is provided, this child's disability disappears and she/he becomes as capable as the rest of her/his peers. In this sense, the disability is a social construct and the matter does not end by solving the problem at the physical level alone but demands a change in the mindsets of her/his classmates, teachers and the curriculum planners or textbook writers. Similarly, in the case of a *dalit* child, access is as

much a cultural question as it is one of a school being available in the neighborhood. There are poignant accounts of how alienating and humiliating school experience can be for children of the deprived sections of society. This kind of alienation is equally visible in gender discrimination as it operates as a 'hidden curriculum' all the time as an extension of patriarchy embedded in society. In these circumstances, children don't just 'drop out' voluntarily, but either they are 'pushed out' or even 'walk out' in protest. It is

only when the school is able to create a new cultural ambience and a child friendly curriculum that universal access would begin to mean more than just concrete, black boards or even computers.





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**Equality and Social Justice:** These two fundamental principles as enshrined in the Constitution imply equality and social justice towards secondary education, inside secondary education and through secondary education. It is only when the school curriculum empowers the child adequately to initially understand, the question and finally deals with that inequality and injustice, the child would be in a position to continue to seek equality and social justice in her life after the school. This is not all. We must draw attention to at least six dimensions of equality and social justice for which the school system will

have to strive for viz. (a) gender; (b) economic disparity; (c) social i.e. SCs/STs; (d) Cultural (including the issues of religious and linguistic diversity); (e) disability (both physical and mental), and (f) rural-urban. All these dimensions need to be reflected with sensitivity in the curriculum such that the self-esteem of each child is built up. This is necessary for ensuring that all children are able to complete their secondary education. The issue has a structural dimension too. Almost 25% of the secondary schools today are

private unaided schools whose clientele comes only from the privileged sections of society. This means that the children studying in such schools are deprived of the experience of knowing children of different social classes and diverse cultural backgrounds. It is inconceivable that such schools can inculcate a sense of equality or social justice among their students or even build up an appreciation of the composite culture and plural character of India. This anomaly can be taken care of only by including the private unaided schools in a Common School System, as recommended by the Education Commission (1964-66).

**Relevance and Development:** No education today can be accepted as being relevant unless it (a) helps in unfolding the full potential of the child; and (b) plays the role of linking the development of the child with the society and its political, productive and socio-cultural dimensions. We would like to list five domains in which the developmental role of education can be envisaged: (a) building up citizenship for a country that is striving to become a democratic, egalitarian and secular society; (b) interdisciplinary approach to knowledge, concept formation (not just piling up information) and its application in daily

life and attributes such as critical thought and creativity; (c) evolving values in a plural society that is, at the same time, stratified and hierarchical; (d) generic competencies that cut across various domains of knowledge as well as skills; and (e) skill formation in the context of rapidly changing technology which demands formation of multiple skills, transfer of learning and ability to continue to learn. A substantial proportion of parents send their children to schools with expectation that education will enable their children to face the 'world of work' with confidence and carve out a meaningful livelihood for themselves. For this purpose, it is essential that learning emerges from the child's social ethos and her productive experience, and at the same time ensures that the child will have access to global knowledge and challenges.

**Structural and Curricular Aspects:** Curricular reforms cannot be delinked from structural reforms. There is a consensus today throughout the country with respect to the 10+2 pattern of school education, as recommended by the Education Commission (1964-66). The Education Commission had also advocated that a minimum of 10 years of common curriculum is required for building citizenship



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in a democracy and for linking the 'world of knowledge' with the 'world of work'. In this concept, diversified courses will be introduced only at the +2 stage. These recommendations related to curriculum could be implemented by all States/ UTs only because the Central Government enabled a nation-wide switchover to the 10+2 pattern. In contrast, the policy on vocational education of "diverting" at least 25% of the children enrolled at the + 2 stage to the vocational stream by the year 2000 has not found favour with students. According to the Ministry's Annual Reports, less than 5% of the enrolment at the + 2 stage in the year 2003 was in vocational stream. One can infer that the children refused to be "diverted" and preferred the academic stream. The issue has been recently addressed by the National Focus Group on 'Work and Education', as constituted by NCERT, as part of the exercise of reviewing and revising the curriculum framework. The above report (April 2005) recommends a two-pronged strategy with radical structural and curricular implications for the entire school education, including secondary education, viz. (a) Productive work must be introduced in the curriculum as a pedagogic medium for acquisition of knowledge, building values and skill formation from pre-primary stage to the + 2 stage; (b) A nation-wide programme of Vocational Education and Training (VET) must be built up in mission mode and be structurally and administratively placed outside the school system incorporating modular courses with lateral and vertical linkages. As long as the proposed two-pronged strategy of simultaneous structural and curricular reforms is not institutionalized, it is inconceivable that the "world of work" can be meaningfully integrated with the "world of knowledge" and vocational education can become a significant and effective programme. Hence, the four guiding principles, imply a paradigm shift necessary for moving towards the goal of universalisation of secondary education. This shift is expected to simultaneously impact at the level of access, socio-cultural character, developmental objectives and structural-cum-curricular provisions of secondary education - all at the same time and throughout the nation. For speedy change an unambiguous commitment to a policy framework is Necessary for translating this vision on the ground.



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