

**TOWARDS A NEW  
NATIONAL EDUCATION POLICY**

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**Proposals**

*By*

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PREAMBLE:

1. India seeks today a relevant education. It seeks to consolidate on the tremendous progress already made in providing basic infrastructure and facilities for education at primary, secondary and tertiary stages including professional and research institutions. The new policy should be instrumental in rejuvenating and updating the existing national system and design of education so as to make it respond more fully to the needs and aspirations of the people and to enable the country to meet the difficult and demanding challenges of the 21st century. The new N.E.P. should make its own real contribution to bring about a social transformation, and the establishment of a new social order, integrate and unite the people of India and modernise society, while preserving what is authentically and abidingly Indian in our cultural heritage. The new policy should also enhance efficiency and productivity in all sectors, industrial, agricultural as well as the service sector.

2. The 1968 policy, under the 17 heads of items, was indeed a comprehensive statement and included practically all the important and urgent issues facing the nation and for whose solution, education has had to play its part. The tasks it set before the nation and for the Government were so many and of such challenging dimensions that it is not at all surprising that, in several areas, including very critical ones, the tasks remain yet unfinished.

3. At this stage of progress in our country and keeping in view the present stage of economic development and more so its social climate, including serious tensions caused by inequality and injustices, it is necessary to select some areas and identify certain priorities which by reason of being key result areas, would have a significant effect on the entire system and hence deserve the special and focussed attention of the Government and of the people.

4. In order to arrive at these priorities, it is, therefore, necessary to view education within a framework, which would then help identify the priorities. It is also presumed that the framework will be what is of current relevance and urgency and hence in need of review from time to time. Accordingly, the educational policy will also need periodic review.

5. Linking education to personal and national development, on the one hand, and to unity and national integration, on the other, would provide such a framework.

6. Since policies, no matter how good, serve little purpose, unless they are implemented, the N.E.P. should contain also implementation strategies so that the plans, which are present decisions for future actions, are indeed converted into deeds and implemented. In this the Government must hold itself accountable to the people, at the national as well as State and regional levels and should, in turn, demand accountability from all those and from every level, who are entrusted with the tasks of implementation. Our failures in the past, in the field of education, as in other fields, were not due to bad plans and policies but bad implementation of good plans.

#### THE FRAMEWORK

7. India's long tradition respects knowledge as well as those who possess it. Over the millenia, knowledge had divided society into a minority of haves and a majority of havenots, not only in India but also elsewhere. In today's world, run on the wheels of knowledge and its applications, using the discoveries of science and technology, we still have today a minority of developed nations and a majority of developing ones. Knowledge and its applications have once again divided the world into the haves and

the havenots. In our country, even after four decades of educational expansion, only a small minority get an education worth the means of growth, personal development and upward mobility, both economic and social. The majority, even today, have only marginal or negligible access to such an education. Education has thus contributed to the layering of our society and to the deep divisions among our people. There is a causal link between education and development provided the education given goes beyond alphabetisation or learning by rote the three R's but insists rather on the formative process, developing the mind, forming interests, enabling the young to acquire values, attitudes and motivation as well as numerous skills and techniques and finally helping the student to develop a philosophy of life or life stance, linking the self, the other and the world outside into a meaningful whole. Such a relevant education will contribute both to personal and national development and, through it, powerfully help to unite and integrate the people. Without the substance of reasonable living standards for all, national integration will remain a teasing illusion. To explain a little further, mere ideology will not integrate our people. Million of our people who remain hungry, naked and without shelter and who are also without any power or privileges, cannot be integrated with the small minority of those who have an abundance of all these. Furthermore, caste, religion and language continue to divide our people. Education can and must make its contribution to remove these emotional and irrational barriers. Knowledge, through education, must be used to build a united India and weld its people. This means that education, of a reasonably good quality, which even today is available only to a minority and which

keeps education elitist in character, must give way to universalization of education, providing access to quality education to all or almost all of our people.

8. Education by its nature has not only a personal but also a social dimension. Hence it must be linked to national goals as well. There is today a growing tendency to regard education as a private and personal matter, meant to attain personal interests and goals. That is why it is necessary to focus on the social dimension of education as well. There are four national goals which have critical urgency for the well-being of our Indian people. These goals are:

- A. A United, Secular India
- B. A Modern Nation
- C. A Productive People; and
- D. A Humane and Caring Society

Education can have no greater concern and role responsibility than to promote these.

It is widely accepted today that the present system of education is largely dysfunctional and does not serve the needs of our people and hence of the country. Therefore, it is in need of radical reform. In evolving a new design of education, the following criteria of relevance have to be kept in mind:

- (a) that it provides, in fact, education to the majority of the people and not to a minority;
- (b) that it be truly developmental in character, enabling the students to discover, develop and discipline their talents, abilities and skills, so that they become continuous learners;
- (c) that it provides for a national minimum standard of achievement for the different stages and levels from primary to the

- tertiary, including professional education;
- (d) that it has planned linkages with real job opportunities and the world of work;
  - (e) that it effectively contributes to national development;
  - (f) that it functions as a fully articulated Open Learning System and permits both lateral and vertical mobility for purposes of further education and/or training;
  - (g) that it continues to be within the existing national pattern of 10+2+3, which should be uniformly applicable throughout the country, and in every State and Union Territory. However, within this framework, flexibility should be provided particularly for pre-vocational and vocational education and training

#### POLICY PRIORITIES AND KEY RESULT AREAS

##### 9. UNIVERSALIZATION OF EDUCATION

Universalization of Elementary Education (UEE-age group 6-14) is a constitutional imperative and obliges the Government to ensure this and further that this education be free and compulsory. Since 1950, the first Year of Republic, we have recorded 136% increase in primary schools, while an eight-fold increase took place for middle schools. By 1978, 92.81% of the rural population had primary schooling facilities within the habitation or within reasonable walking distance. However, if universal elementary education has to be achieved by 1990, an additional 631 lakhs of students have to be enrolled and retained. Retention is posing the most serious problem to UEE. The drop-out rate in 1946-47 by Class V was 68.2 which rose to 70.1 in 1965-66 and stood at 60.4 in 1978-79. At the end of Class VIII, it decreased only marginally from 87.5 in 1946-47 to 82.3 in

1972-73. The position has changed very little since then, as evident from the statistics provided by the Ministry of Education and the All India Educational Survey of NCERT show. In a study on "Effective Cost of Primary Education in India" by the Planning Commission, the excess cost for the whole of India comes to 85.7% of which 39.4% is due to stagnation and 46.3% due to dropping out. Accordingly, we lost 86 out of every Rs.100 we invest in this important sector of human resource development. We have thus the shocking fact that in the age group of 10-12, the overwhelming majority of these children is out of school and not in school.

Whether considered from the perspective of development or integration, provision of a relevant minimum general education to all or almost all of our people is not merely a constitutional imperative but even more so a national imperative, demanded in terms of equity and justice, equality and fraternity.

#### 10. Adult Education

Since the nation's most precious resource is not its metals and minerals but the men and women of the country, a special effort has to be made to develop and train this immense human resource for improving their own quality of life and contribute significantly to the national product and development. In the age group of 15-35 alone, there are about 110 million who are illiterate and who possess little of developed skills apart from rudiments of traditional skills and crafts, traditionally handed down. Much before the literacy



component is introduced to them. In any programme of national reconstruction, this young adult group must be fully kept in view and systematic efforts made to enable them to participate fully in the life and developmental activities of the nation, instead of continuing to remain marginalised. The present largely unimaginative and irrelevant programmes must give way to more functional and developmental educational programmes and as much accounting done of performance, as is proposed for the UEE.

#### 11. Implementation Strategies

(a) Universalization of Elementary Education (UEE) is directly linked to social justice, to which the country is committed. The dimensions and challenges of UEE are so big and so complex that it cannot be done unless the resources of people throughout the country are mobilized and not merely left to be done by the Government. What needs to be achieved is the creation of a national fervour and a sense of national commitment to achieve UEE. Even if the present target of 1990 cannot be reached, the commitment must remain till the task is fully accomplished.

(b) Macro Planning or centralised planning must give way to micro planning, namely planning from the local and grass roots level. We consider adoption of effective management strategies as crucial to educational reconstruction.

(c) The basic instrument for reaching UEE should be the school complex, or better still the educational complex. A complex should consist of all primary schools in the area, which in turn would be supported by all the middle schools of the area, both of which will have the support and supervision of secondary and senior secondary schools. All the three will be aided and assisted by a college or an institution of higher learning,

if it exists, as well as by other institutions which can provide support to the educational complex. It is important that this complex be carefully formed, so that it is neither too small nor too big and unwieldy.

(d) Certain necessary steps must be taken to make the complex an effective instrument. A suitable person of proven competence and commitment should be appointed as head of the complex and without political interference.

The first task of the complex will be to conduct a local survey to collect information regarding children attending school, drop-outs, children of school going age who have never been to school as well as the socio-economic difficulties of the non-enrolled and drop-outs. The survey should also collect information on particulars of teachers and other staff working in the different schools of the complex.

(e) An institutional plan should be made both school-wise and for the whole complex, to evolve strategies and fix targets for carrying out the programme in a time-bound manner.

(f) Recruitment of women teachers should be done in the largest possible measure and they should be given necessary orientation before the programme commences.

(g) Imaginative use should be made of folk and modern media to stimulate community motivation and maximum participation.

(h) Systematic monitoring must be done to identify bottlenecks and various deficiencies so as to institute remedial measures.

(i) A local Advisory Committee should be set up, which would be responsible for monitoring

as well as taking necessary remedial measures. This committee should meet regularly.

(j) The findings of these committees, as reported to the State Assemblies should also be reported to the Parliament and widely disseminated. So far, UEE has carried on without any real accountability, either at the State level or at the national level. This public accountability is meant to ensure performance and where performance is falling behind targets, to institute suitable remedial measures.

(k) Presently, in the national curriculum, there is a provision for Socially Useful Productive Work (SUPW) as a curricular component and consisting of two dimensions: development of skills and community service. Similarly, there is the National Service Scheme at the tertiary level. Following the national recommendation, some Boards make a pass in SUPW a requirement for certification, at the secondary and senior secondary levels.

Keeping the size of the task to be accomplished under UEE and adult education, and in order to give it a truly national dimension and secure national participation, we recommend that every student, at the school stage and prior to senior secondary certification, should be required to assist at least one student to pass Class VIII, or if possible, to matriculate, through the correspondence course or the Open School. Similar provision should be made for every undergraduate under the NSS. In this important national task, every teacher, at the school and university stage, should also be responsibly and specifically involved. The educational complex that we have suggested above would provide a suitable instrument for proper coverage of a whole area or locality as also for effective supervision and thus reaching the assigned targets. In order to ensure that the urban institutions participate as fully as others, their areas of responsibility may be fixed in nearby rural or under privileged areas, as outreach or extension service. Planning the educational

complexes should be done at the same time for the whole State or UT, so as to remove imbalances and not to leave any area uncovered. Such national level involvement, during the VII and VIII Plans would make it possible to fully realise the goals of UEE and remove the growing burden of illiterates and consequent low productivity that the nation faces today.

This service must be seen as part of one's social responsibility to the nation and to one's fellow countrymen. It will have a significant impact on promoting national integration, by bridging the gap between the rich and the poor, between the urban and the rural and between the educated and the non-educated. Finally, since teaching is an effective way of learning, even those who are academically less proficient would find that, in return for the service rendered, their own academic achievement has improved. However, for success, this needs to be carefully planned and implemented earnestly.

(l) The many national and regional non-governmental agencies should be fully involved and supported while performance continues.

(m) Content should be flexible and adapted to the social and physical environment and needs. Multiple entry and adaptation of school time to suit home demands and seasonal demands will make retention easier.

(n) Pre-school education can play a strong supporting role to UEE, particularly in remote and backward areas. Hence in these areas special efforts must be made to introduce pre-school education.

(o) National media should provide imaginative support to UEE by means of suitable programmes and highlighting achievements. Awards and recognitions should be given to good performers

at various levels and should get wide coverage in the media.

## 12. QUALITY OF EDUCATION

Status Quo: What prevents quality of education?

(a) There is near universal disenchantment with the existing system of education, where learning is mainly by rote, and students are not taught to learn, to think, to evaluate; content is unrelated to life; where skills needed for jobs and employment are not taught; where affiliation to one's country and its heritage get only lip service; where human values get, in fact, last priority; where certification requirements get almost the total priority and time; and where 90-98% of educational costs go to meet payment of salaries.

(b) The system manages to carry on with hardly any supervision of its process and performance, in spite of the elaborate the expensive departments including the inspectorates. The over-security of the Govt. School teacher has led to criminal neglect of work and is protected. Under-security obtains in many private institutions, which perform much better generally but in many cases, conditions of service are unfair.

(c) Boards of Secondary Education, entrusted with the task of supervising secondary education enjoy, in many cases, little freedom in administrative as well as academic decisions and thus contribute to the total malaise.

(d) The total responsibility for school education has rested with the States, which in most cases, it has performed poorly, even though

the school stage provides the foundation for all further education.

(e) Vested interest politics has entered into every field of education, be it appointment of teachers or Principals or of the senior administrators; be it syllabi and content; be it choice of textbooks; be it examination process or results etc., making the system compulsorily a non-performer.

### 13. Policy Components

(a) It is necessary to have a National Minimum Standard to begin with, for effective supervision and improvement of standards. Towards this a National Core Curriculum should be evolved consisting of about 2/3 of the total curriculum. This would give adequate scope for regional variation to accommodate regional and local needs and conditions.

Curriculum covers all activities and programmes, including the syllabi for various subjects and aims at promoting the developmental objectives of education. Hence curriculum goes well beyond the narrower aims of learning topics prescribed in the syllabus and courses on which questions are set for examinations. Curriculum, on the other hand, aims at the integral development of the total personality of the child. Accordingly, while developing the national curriculum, adequate and real time be set aside for developmental education.

At the primary stage 50% of the time should be devoted to such developmental activities, keeping the remaining 50% for acquiring competencies in

the three R's. As subjects increase in the middle and secondary stage, time allotted to physical and health education, for art and crafts, for music and dance etc. and for SUPW should still have 25% of the total school hours.

(b) The National Minimum Standards, derived from the National Core Curriculum, should be defined in terms of competencies and learning outcomes in the different subjects and courses as also in the developmental areas referred to above. Providing clear targets to attain, both for teachers and students will facilitate improved teaching and promote greater learning. The present practice of having only one medium for education should give way to using languages, Science, Mathematics, physical and Health Education, education in art and culture and SUPW as real media for education.

(c) The existing passivity of the students must give way to a more active learning approach, through projects, field work, experiments, group study as also by ensuring that the students are taught the skills of study and acquire motivation to become continuous learners. Children should also be taught thinking skills and be helped to develop intellectual curiosity and the culture and discipline of the mind and heart. Similarly, the discovery of one's senses and their development, begun in the primary classes, must continue vigorously and must be used to develop skills in art and craft, both traditional and modern. These must be curricular requirements.

(d) Social awareness and development of social responsibility have remained largely neglected. SUPW provides an excellent medium not merely for developing skills, whether linked to subjects of the syllabus or to developmental

activities, or through the second essential dimension of Community Service, providing a means of linking the students with the social realities, with people and communities around. Hence SUPW should be given much greater prominence. Properly understood and executed, SUPW will thus add a third or depth dimension to education.

(e) Since quality of education and quality of life are closely linked to mastery of languages, students must be helped to acquire mastery in the mothertongue/regional language. This should also be normally the medium of instruction, since language is the vehicle not merely for education but also for transmission of culture and values. In our multi-lingual society and to give substance to national integration, a second language must be studied, as link language, to serve purposes of communication and also academic purposes. The third language, serving as a complementary or library language, studied for three years, may terminate by the end of class VIII.

(f) Study of Science and Mathematics must be part of the core national curriculum, till the end of secondary stage (Class X). These subjects should be taught in such a manner as to bring about, in the students, changes in their attitudes and approaches so as to develop scientific temper and understand the modern technology-intensive society and become part of the learning society that is evolving.

(g) The basic and essential values underlying our Constitution (Preamble) as well as those contained in the four national goals referred to above should form the basic syllabus for value education, which should find an important place in the school curriculum and be given



the necessary attention and time.

#### 14. Implementation Strategies

(a) Performance accounting must be introduced into education at every level, from the level of the individual school to the highest level. Every school, whether Govt. run, aided or privately managed, must give an account. The present practice of keeping Govt. schools above scrutiny and accountability will thus cease. Not only schools will give an account, but also the State to the Assemblies and the Centre, to the Parliament. This must be done twice a year and the report given wide publicity.

(b) The present highly centralised and distant control has not helped to improve educational performance. Hence, educational supervision should be decentralised. To begin with, the management and supervision of the schools is an "area" must become the responsibility of a "local managing committee", which will ensure that the schools within its complex are properly managed and reach the established targets (Refer to 11 above).

(c) The experience of the past four decades, during which the sole responsibility for school education vested with the States, has not been a happy one. Hence, as we cannot wait any more, the State and the Centre must have co-responsibility and through appropriate legislation, give effect to concurrency.

(d) Boards of Secondary Education should be delinked from Departments of Education of the State and should function autonomously, as also CBSE at the national level but accountable to State Assemblies or to the Parliament. The present narrow and almost exclusive concern with

administrative activities by the Boards, including administration of examinations, must give way to a more holistic approach, engaging themselves in the whole continuum from curriculum design, syllabus formulation, development of textual materials, teacher orientation and evaluation as well as action research and follow-up reports and publications. Rather than duplicate the rich resources already available, the Boards of Education must have only a core academic staff within, but must use the resources available outside.

(e) To promote innovation and experimentation, selected schools of all categories, namely Govt., aided and private, should be given the responsibility to become experimental schools or autonomous schools and given the freedom in this area, and must be supported financially. The academic outputs of these schools could then be made available for use in other schools. Academic autonomy will not affect such schools continuing to be subject to rules and regulation governing affiliation/recognition. The operational guidelines contained in the report "Freedom to Learn" should help to start the project on a pilot level.

(f) In order to minimise the evils of present examination system, the following suggestions are made. There should be no detention in the primary and as far as possible, upto Class VIII. This must be coupled with the establishment of clearly defined learning outcomes, class-wise and subject-wise. This will provide motivation to students and teachers and make teaching-learning objectives-based. Accountability of teachers and of schools as also of the Department of education will also become possible. Teachers and schools must make a special effort to improve the performance of

the lowest 10%. Semesterisation of the year must become the accepted practice and the performance at the end of the year must be based on the cumulative performance, not merely on the basis of one examination.

(g) Boards of Education must introduce a credit system, so that, those who are not able to clear all the subjects required for a pass in the first instance, are given credit for the passes and allowed to clear the rest in the remaining two or more years. Much of the present high percentage of failures and frustration will be avoided, as a consequence.

While issuing the Board's certificates and in order to give due credit to internal assessment, the marks obtained by students in school assessment and those obtained in the public examination should be placed in parallel columns, without adding the two, allowing each to moderate the other.

(h) To provide adequate time for curriculum transaction and to reach the objectives of developmental education, there should be a minimum of 1,000 instructional hours, excluding examination days, functions etc. at the secondary stage.

(i) A National Testing Service must be established, which will develop standardised tests for use for various levels as well as to assess various abilities and educational achievements, at the end of the elementary, secondary and senior secondary stages as well as to assess suitability for admission to college or for professional courses. The availability and use of these standardised tests will, on the one hand, decrease the present undue stress on getting marks in public examinations, by fair or unfair means and on the positive side, will help the supervising institutions to keep a

check on standards and performance. It will release time, at the school stage, for developmental education, by removing present pre-occupation of cramming for examinations.

(j) A National Commission/agency should be set up to supervise, maintain and improve standards of school education, Its role and responsibilities must be carefully defined, keeping these distinct from those of NCERT and NIEPA., except in those areas where close collaboration between these agencies will promote national standards. Disbursement of grants should be limited to promotion of research and experimentation.

(k) Value education has received largely lip service so far, though, without an effective value education, the country will face a crisis of character, adversely affecting the quality of life and of relationships leading to tensions and strifes. The economy and development of the country also stand to lose.

At the national level, along with the core curriculum and as part of it, a syllabus for value education (see 13 g) must be prepared along with articulation of appropriate educational technologies so that these values are not merely talked about, but through the use of interactive teaching-learning approaches, students are helped to internalise these values and the part of their own personal value system and of their vision of life. These national values, once made part of the curriculum and properly transacted, will contribute much to national integration.

15. The Status, Working Conditions and Welfare of the Teacher

(a) Our oft-repeated professions of the critical role that the teacher must play as the medium for educational reconstruction must be translated into concrete decisions and programmes.

(b) We endorse the UNESCO recommendation that the teacher salaries should:

- (i) reflect the importance to society of the teaching function and hence the importance of teachers as well as the responsibilities of all kinds which fall upon them from the time of their entry into the service;
- (ii) compare favourably with salaries paid in other occupations requiring similar or equivalent qualifications;
- (iii) provide the teachers with the means to ensure a reasonable standard of living for themselves and their families as well as to invest in further education or in the pursuit of cultural activities, thus enhancing their professional qualifications;
- (iv) take account of the fact that certain posts require higher qualifications and experience and carry greater responsibilities.

(c) To find an answer to the problem of salary stagnation in both primary and secondary levels, and more so, to strengthen the solidarity of school teachers and to raise their professional status, a stage has come when a bold decision must be taken to replace the present jungle of salary scales for teachers and educational administrators by a composite running scale. In a

recent survey, 92.2% of the teacher organisations expressed themselves in favour of a common salary scale for elementary and secondary school teachers. As a first step towards a composite national pay scale for all categories of teachers and educational administrations, the Central and the State Governments should consider replacement of the plethora of salary scales in each State for the primary, trained graduate and post-graduate teachers as well as for the Headmaster/Headmistress, Vice-Principal and Principal by a single running pay scale, and fix the starting pay for each category.

(d) The scale should provide for an Efficiency Bar after 5 years from an entry point and every 10 years thereafter. This has to be done to link salary with performance. Every point where an Efficiency Bar occurs should be seen by the head of institution as an occasion to review the performance of the concerned teacher in the preceding years. Practical steps must be taken to ensure objectivity and fairness and hence the head of the institution must necessarily be associated with the management in this review before arriving at a decision.

(e) The number of senior positions in primary as well as secondary schools should be substantially increased by creating additional posts of Vice Principal/first teachers. The number of posts at different levels should broadly conform to the distribution: assistant teacher: 60%; senior teacher: 25%; Vice Principals: 10%; Principal/Headmaster: 5%; when applied to a whole State/UT.

(f) The Central Government should, if necessary, make good the deficit of a State Government during the first five years of the implementation of the national composite scale.

(g) Review of teachers' salaries and scale should be done every five years to bring them in line with the prevailing economic realities and the cost of living index.

(h) There should be no discrimination in the matter of salary and other conditions of work against teachers of physical education, Indian languages, music, drawing, etc., and librarians, as per qualifications.

(i) The teachers should be given the opportunities for furthering their professional competence through further study and acquisition of additional qualifications, relevant to their teaching responsibilities.

(j) Adequate provision be made for family welfare measures of teachers namely free education of teachers' children; provision of creches for women teachers during duty hours; employment of family member, consequent on death or incapacitation of the teacher; creation of a Housing Fund for teachers to facilitate easy and soft loans for house building; medical allowance or reimbursement for medical expenses, for maternity and serious illnesses; retirement benefits such as pension, gratuity, insurance, provident fund etc. applicable to all teachers of both Government and private schools.

(k) Retirement age for all Government and private school teachers, including educational administrations be made uniform throughout India, with the proviso, in line with the policy of linking service with performance, of reviewing the service of teachers and administrators after a service of 20 years or the attainment of 50 years, whichever is later and if the committee set up to review such cases finds that the person is unfit to continue in service, by reason of

inefficiency or of questionable integrity, that the services of such teachers be terminated, with benefits due.

#### 16. The Training of Teachers

(a) Presently, the training of secondary school teachers is done either through a one year B.Ed. course or a four-year integrated course in a few colleges. A four-year integrated course, after senior secondary (Class XII) leading to graduation and training will both ensure necessary professional inputs to equip the teacher to meet the demands of the job as well as to give the teacher professional status. Every State should make a beginning during the current (VII) Plan by starting at least one four-year integrated college of education. This first degree in teaching, namely B.A./B.Sc. B.Ed. should be considered adequate to pursue post-graduate courses. To ensure this, planning of the contents of the four-year integrated course should be done in consultation with University authorities.

(b) During the transition period, the present B.Ed. course should be extended by two summer months, ensuring an academic session of 220 days. The stress should shift from (outdated) theory to relevant theoretical background and a much higher quantum of practice teaching, under careful and formative supervision. This should last at least six weeks, besides a week of initiation into the life and work of the school.

(c) The teacher education curriculum prepared by the National Council for Teacher Education (1978) stands in need of radical review and should be done by Boards of Studies in Education of the various Universities, within a time frame.



(d) For elementary teachers, it is necessary to have a two-year training course after class XII. The possibility of developing a four-year integrated programmes after Class X, with a built-in provision for upward mobility, should be given serious consideration.

#### 17. The Case of In-service Education

(a) The present facilities and provision for in-service education for both the elementary and secondary teachers and administrators are woefully inadequate, both in terms of periodicity and even more so in terms of relevance and effectiveness.

(b) Planning of these courses should be done, after receiving feed-back, through field surveys and studies; right choice of resource persons be made, which should also include competent teachers and supervisors, not merely the higher level educational administrators; make every in-service course take the nature of a workshop, rather than follow the seminar or lecture method, and should result in the production of support materials for the teacher, in the form of curriculum guides, learning objectives for every topic covered in the syllabus and acquisition of practical skills in crafts, dramatisation, group singing, dance, etc.; learn the use of micro media, namely use of audio and video cassette, film strips and films, over-head projectors as well as the use of computer-aided learning packages etc. Such steps will give the course relevance and provide the teacher the necessary motivation to attend and become involved.

(c) Attendance at the in-service education courses should be made mandatory for every single

teacher at least once in every five years.

(d) Certification on the basis of satisfactory participation be given by the Department/Board of Secondary Education and made a condition for continuing accreditation/affiliation with the Board or recognition by the Department.

(e) The school complex that we referred to above (No.11) provides an excellent environment and medium and can be entrusted with the responsibility to organise such programmes, with the active collaboration of concerned agencies.

(f) The approach to recruit an untrained first class graduate/postgraduate and then give him on the job in-service training in a systematic and continuous fashion, with accountability to an agency/Department/Board may also be tried out.

## 18. VOCATIONALISATION EDUCATION

### Policy Components

(a) The present education, starting with the primary, largely devoid of opportunities to develop skills, does not lead to the discovery and development, and later, disciplining of the senses. Simultaneously the passivity of the system, making it a teacher-dominated one and keeping the student inactive, does not lead to self discovery. A radical re-orientation of primary stage teaching-learning is foundational to later education and also to vocational education, including the creation of interest and the nurture of talents. The highly evolved and sophisticated skills in art and craft, acquired over the centuries must not be allowed to be lost, but preserved, modernised if need be, and promoted.

(b) SUPW has direct links to vocational education,

as a serious preparation for it. Hence practical measures, by Boards, must be taken to give it more meaning and relevance, link it with both subjects and with the development of skills while preserving the community service dimension as well. A more rigorous evaluation must be demanded from schools, whether SUPW is internally/externally assessed.

(c) The middle stage (Classes VI-VIII) provides a good period for pre-vocational orientation, by linking SUPW with art, craft, local (traditional or modern) skills as well as with the local area vocations such as agriculture, business and industry. The more linkages, the better. Such linkage should also be established with the service sector.

(d) Those keen to take up vocational courses should be allowed to begin this already at Class IX or, as at present, at Class XI. This will soften the present rigidity or vocational at plus two and for two years only. The duration must be determined by the requirements of the course and the demands of the prospective employer, which should include also on-the-job training, wherever possible, either as formal apprenticeship or informally (through arrangement).

#### 19. Implementation Strategies

(a) The setting up of adequate number of vocational schools will mean a substantial increase in plan allocation, under a separate sub-head, which should be provided for.

(b) Today, the industries and the rich agricultural sector are sitting pretty, waiting to get the fruits of trained manpower coming out of the education sector. They must be made to share cost, not as charity, but as duty. They must also have a say in the course, in the training

component and evaluation, and thus remove present compartmentalisation.

(c) Delinking of specified categories of jobs from the requirement of a degree; a national and imaginative campaign to bridge the present tradition-bound myths regarding emoluments in vocational versus white collar jobs, articulation between systems, for lateral and vertical mobility for the few who wish to do so; removal of bottlenecks and biases between the formal and non-formal and between the academic and vocational, through formal and joint decisions; provision for aptitude as well as achievement testing, to assess suitability, not only for placement in a job but also for further education/training; and finally a credit system would be some means to facilitate acceptability and consequent self choice of vocational courses by the majority.

## 20. AN ARTICULATED EDUCATION SYSTEM

The existing rigid compartmentalization of the education system must give way to a more open and flexible system. Today, if you join a craftsman's course in ITI, you are for ever a craftsman, or follow the technical education course in a polytechnic you are condemned to being a middle level technician or if you have done nursing or even a B.Sc. in nursing, you remain a nurse, for the rest of your life and cannot find channels of moving into the professional channel. Vocational courses, at the plus two level hover somewhere in between and finding it tough to gain acceptability and respectability with society and with prospective employers. Critics and diehards may immediately

cry 'wolf' and raise the bogey of collapse of standards. The sad fact is that the formal system, whether at the school stage or university stage, is allowed to carry on without any commitment to maintain minimum standards, much less to improve standards. What we suggest is that expected competencies be carefully and systematically identified and strictly adhered to, for purposes of admission to the course, or for certification/graduation. This norm must apply with equal fairness and strictness to both the formal and the non-formal or open channel. With this provision, there is no reason to bar entry to someone coming from another sub-system, provided he is able to satisfy fully the requirements prescribed. It has also to be ensured that we definitely move towards a credit system, enabling easy movement within the total system. It will mean making the education system an Open Learning System. It will mean making the system an articulated one, in place of the disjointed one that prevails today.

Open Schools, similar to the Open School of CBSE, which is already functioning, and Open Universities in the States, similar to the National Open University, that has been recently established, are clearly the direction in which education will move. As a result, we will have a more open, more flexible and hence a more relevant system, both for purposes of certification courses and degrees, in both academic and technical areas as also for life enrichment course and for updating one's education/training. This movement must receive policy support at the national level.

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