



**ALL INDIA SECONDARY TEACHERS' FEDERATION**

**अखिल भारतीय माध्यमिक शिक्षक महासंघ**

**AISTF**

**ALL INDIA SEMINAR**

**ON**

**National Policy on Education**

28th to 30th Nov. -1985.

**INDIRA PRIYADARSHINI AUDITORIUM**

**PUBLIC GARDENS, HYDERABAD.**

**REFERENCE DOCUMENT**

LIBRARY & DOCUMENTATION CENTRE  
National Institute of Educational  
Planning and Administration.  
17-B, Sri. Anandabhai Marg,  
New Delhi-110016  
Doc. No. D-7093  
Date 2/6/92

ALL INDIA SECONDARY TEACHERS' FEDERATION

REPORT OF THE SEMINAR

ON

NATIONAL POLICY ON EDUCATION

HELD IN HYDERABAD ON NOVEMBER 28TH TO 30TH, 1985.

The National Executive of the AISTF which met in Delhi on 1st September, 1985, after the presentation of the status paper on education in Parliament on 20th August, 1985, directed that an All India Seminar be held to discuss various aspects of a National Educational Policy, with particular reference to School Education, to enable the Federation to spell out in comprehensive terms its views on the policy.

The affiliates of the Federation were also advised to hold seminars and meetings to deliberate on the issues relating to education and to pool considered views of teachers at various levels.

Accordingly several of the affiliates held seminars in the states culminating in the organisation of the All India Seminar on " NATIONAL POLICY ON EDUCATION " at Indira Priyadarshini Auditorium, Public Gardens, Hyderabad from November 28th to 30th, 1985.

The Seminar was attended by 130 delegates from the States of Kerala, Karnataka, Maharashtra, Madhya Pradesh, Utter Pradesh, Rajasthan, West Bengal, Tripura, Manipur, Goa, Bihar, Delhi, Orissa and by about as many delegates from various parts of Andhra Pradesh.

The seminar had the benefit of the address of Sri Anil Bordia , Additional Secretary, Department of Education, Ministry of Human Resource Development in the opening session. It had also the advantage of securing valuable expert guidance of Dr. Arun K. Mishra, Professor and Head, Dept. Vocationalisation, NCERT, Dr.C.L. Sapra, Senior Fellow and Head, School and non formal Education Unit, NIEPA, of Dr. C.B.Padmanabhan, Senior Fellow and

NIEPA DC



D07093

Head, Educational Finance Unit, NIEPA, Dr. E.V. Ratniah, Professor, SCERT, A.P. Hyderabad. Dr. S. Sridhara Swamy, Professor, O.U. College of Education, Sri Natarajan, Reader, S.C.E.R.T., A.P. Hyderabad, Smt. Florence Knighten-gale, Joint Director of School Education, A.P., all of whom participated in the seminar on the three days and guided the deliberations in the groups. The Seminar drew a great deal of valuable ideas from the key-note address presented by Sri V.P. Raghavachari, Ex-M.L.C. from A.P. and addresses made by Sri M. Gopalkrishnan, I.A.S., Secretary, Food and Agriculture, A.P., Sri K. Umapathi, Secretary, Education, A.P. and Sri T. Venka Reddy, Director of School Education, A.P.

The plenary sessions on the first day of the seminar heard several speakers, representing various constituents of the Federation, giving out the views of their respective organisations on various aspects and also their own ideas drawing from their experiences as working teachers. A lot of new ideas, innovative suggestions and fresh approaches were thrown by the representatives in the course of their talks in the plenary sessions.

The seminar discussed various aspects of the educational policy in 8 groups, each of which had the benefit of an expert guiding the deliberations. The eight groups are :

1. Education and Societal Development
2. School Education
3. Vocationalisation of Education
4. Teacher - Education and Teachers' Status.
5. Management of Education
6. Administration and Supervision
7. Educational planning and Finance
8. Distant learning systems.

The recommendations of the groups were placed for discussions at the plenary session of the seminar on the third day and after due consideration they were adopted.

The group reports as also the views expressed by the participants at the plenary sessions constitute the foundations of the policy declaration of the AISTF on Education. The declaration has the approval of the National Council of the Federation accorded at its meeting specifically convened for the purpose on 30th November.

The following is the declaration of the Federation on New Education Policy based on the recommendations of the Seminar.

AISTF DECLARATION ON NEW EDUCATION POLICY

The existing educational situation in the country is an obsession with us. This should be overcome, without, ofcourse, altogether ignoring the realities of the socio-political and economic conditions that have influenced education over the years.

The present education system has degenerated so much and has been mutilated so much, as is evidenced by the analysis contained in the Education Ministry document on the Status of Education, that any attempt to reform it here and there will leave it with changes of a cosmetic character, as has actually happened in respect of reforms we have attempted in the post-independence era.

Therefore, a radical departure from the existing education system has become necessary, if the talk of preparing a new generation to face the challenges of 21st century has any purport in it. Any new education system for our country - and for that matter for any country - has its base in the country's social and economic philosophy and its political system which are naturally based on its cultural heritage. It should, at the same time, take into account the changing society and the corresponding change in the outlook and aspirations of the people. In the Indian context, we should draw upon the best in our history and our rich tradition and culture, its philosophy of truth, honesty, universal brotherhood, peace, love, concern for fellow beings, sharing their sorrows, tolerance, service compassion etc. The system should then be linked firmly with modern science and technology, and enable the people to develop attitudes and skills capable of applying it in their daily lives. A third point is to build up the system on the socio-political and economic philosophy enunciated in our Constitution.

The Fundamental principles determining the character of the Indian Republic as enunciated in the preamble to the Constitution and spelt out in its

Educational policy. The object of the Constitution is clearly to create in the Republic a new society free from exploitation and education should serve as a potential instrument for the purpose.

We recall the following eight characteristics of the Republic :-

i) Democracy, ii) Secularism, iii) Socialism, iv) Justice, v) Liberty, vi) Equality, vii) Fraternity and viii) Dignity of the individual and unity of the nation. These are the eight pillars on which free India has to be built and therefore these should form the foundations of our new education policy.

DEMOCRACY : Whatever be the deficiencies in actual operation, democracy has come to stay in India. We have accepted democracy not just as a form of Government, but, more than that, as a way of life.

This philosophy should pervade our national life and the future citizens will have to be trained in that spirit. We should know that the 21st century, of which there has been a lot of talk in the country, has already begun. It is in this sense that a child born today will enter the 21st century as an adolescent. This futuristic view shall determine the nature of our educational programmes in order to shape the future citizen.

The essence of democracy lies in the fullest participation of the people in the governance of the country. In order to enable the people to participate intelligently and effectively in the governance of the country they need to be educated and enlightened, fully aware of the changing life patterns thrown up by the advancement of science and technology. Education from childhood to adulthood shall have to equip the people with the physical, mental, aesthetic and moral calibre needed for such participation. Any one trained to less than his/her full potential in the modern world becomes a social and economic liability.

Education should, therefore, be so planned that it helps the individual to develop his potentialities and his creative abilities to the full and in a harmonious manner to be able to serve the society.

Decentralisation of planning and decision making is another significant feature of democracy, with levels of responsibility and accountability clearly defined. Therefore, policy planning and decision making in educational matters shall have to be decentralised from the Government down to the institutional level clearly demarcating the functions at each level.

It should be remembered that education is the concern of the whole population of the country and not merely that of the few educationists and administrators. Therefore the democratic principle of participation of the people and of all those who are directly involved in teaching, learning and administering education, becomes imperative. In other words, the community which the school serves shall participate in the management of education and in the development of the institution. Likewise, the teachers and students, even at the primary level, should be associated with the activities of the institution, in order to give them a sense of participation and not reduce them to the status of merely givers (teachers) and receivers (students). While teacher participation should be active, even students, depending upon their level of maturity and their physical ability to undertake assignments, should be associated with both the curricular and developmental activities of the institutions.

Beyond the institutions, that is at the area, district, state and central levels, representatives of teacher and student bodies should be associated. This will be an effective measure of training in and strengthening participatory democracy.

Democratisation of education means providing equal opportunities to children of all sections of the population. This equality of opportunity should consist



of not merely equality of access to various levels of education but (i) equal chances of success and (ii) equality of the output. Our present system has done pretty little to translate this concept into a reality. The result is persistence of inequalities in matters of educational facilities and imbalances in educational development as between the pre-privileged sections and the under-privileged, the rural and the urban, between states and states, between regions and districts and between non-tribal and tribal areas within the same state and between sexes. In the process, real educational opportunities have been denied to the vast masses of the most under-privileged, while the pre-privileged availed them.

SECULARISM: The concept of secularism, as is understood in our country, is a nebulous one. For the purpose of our discussion, we would confine it to the principles (i) that the State shall not concern itself with any religion and education shall be independent of religion; (ii) that all religions shall be treated and respected equally by the state; and (iii) that people professing different religions shall live in harmony, respect each other's faith and shall do nothing to wound the religious sentiments of each other. Such an approach becomes a necessity in the context of a multi-religious society we have. It should be the endeavour of education by all means at its disposal, consciously to promote a secular outlook through all its programmes - curricular and co-curricular.

SOCIALISM: The preamble to the Constitution declares India as a Socialist Republic, after the amendment of the Constitution incorporating the term "Socialist". The principles of socialism have been accepted by the Nation as incorporated in Chapter 4 of the Constitution dealing with the Directive Principles of State Policy. In a sense, socialism is freedom from exploitation of one another; elimination of inequalities of status, facilities and of opportunities among individuals and

groups; ownership and control of material resources to subserve common good, avoidance of concentration of wealth and ensuring that means of production subserve common good as defined in Article 38 and 39 of the Constitution. Education should promote this pragmatic approach to Socialism.

JUSTICE AND EQUALITY : What is stated above under Socialism holds good for securing social, economic and political justice and equality of status and opportunity guaranteed to the citizens of this country.

Another important aspect which the new education policy should be concerned with is that it should aim at gradually reducing and finally eliminating the hierarchical system in education. Hierarchies, dominant in our society, no doubt reflect in the structure of education and therefore elimination of these hierarchies in education confronts us with difficulties; but then we cannot wait till an egalitarian society is created. An attempt should be made through education by incorporating in it the essential ingredients of equality so that the future generation develops in the spirit of equality. Side by side, the present hierarchical structures in education with names like primary, secondary, higher, technical, professional, may be reduced by suitably redesignating the stages and reducing the "discriminatory overtones" of the structures. Similarly, the prestige attached to certain subjects in the curriculum and as a consequence the prestige enjoyed by those that teach them, as also the status attributed to teacher on the basis of the level of the institution in which they work, needs to be deemphasised, again with a view to removing the hierarchical differences between groups of teachers.

Another very ugly manifestation of hierarchies in our educational system is the rigid hierarchical relationship between the teachers and the students, alienating one from the other and hindering positive and

healthy interaction between the two for promoting teaching-learning process. While any education system should promote respect for teachers, it should also equally recognise respect for and dignity of the students, both as individuals and as a group.

LIBERTY : We have already discussed freedom of religion in the para under secularism. Here we should like to emphasise freedom of thought and expression in our education system. As George Bernard Shaw has pointed out, 'Liberty is the very breath of a Nation'. Every individual student shall have to be educated in an atmosphere conducive to think freely and creatively and express himself/herself freely without fear or favour. It is needless to say that the present education system suppresses the freedom on the part of the students and makes them mechanical receivers of information doled out by the teacher. Questioning by students is rarely encouraged. Likewise, the curricula, syllabi, pedagogy and examination system super-imposed on the teacher, inhibit free thinking and freedom of expression on his part. This is repugnant to democracy on the one hand and detrimental to drawing out the best in the teacher and the taught on the other. Therefore the new education policy should ensure a large amount of freedom in which the educational institutions at different levels operate.

FRATERNITY, UNITY AND DIGNITY OF THE INDIVIDUAL :

Traditionally Indian Society has always respected individuality of the human being and accorded dignity to him on the basis of divinity in humanity. This is a philosophical concept. But in the operation of our social system because of emergence of hierarchichal caste distinctions, freedom and dignity of the individual have suffered. These two parallel approaches to individual dignity need to be reconciled. Efforts are already afoot in the country to reform the caste-ridden social structure which should be pursued more vigorously. Every humanbeing is a distinct individual to be treated and respected as

such and his innate talents and potentialities have to be developed to the maximum. At the same time, he should be made aware of his responsibilities as a member of the society. Both these are mutually inclusive. Every citizen developed in this spirit will be able to promote fraternity among the people and strengthening the unity and integrity of the nation.

The divisive forces created by differences in language, region and religion have assumed large proportions, giving a serious concern to every patriotic citizen of this country. This is undoubtedly the work of the dominant groups in the country which have a vested interest in creating divisions among our people. While we are not calling this ugly phenomenon as a threat to the unity, we certainly stress the need for more imaginative and concrete steps to curb these tendencies and to promote and strengthen national integration. This concept of united and integrated India should pervade the entire education system;

- i) by creating an awareness on the part of students and teachers of the rich and challenging diversities of the Indian Society and the underlying unity among them;
- ii) by promoting more and more group activities in the institutions in which all sections of students study, play, work and eat together;
- iii) by laying much more stress than at present on physical education, sports and games, social service programmes like Scouts and Guides, NCC, NSS; These activities will not only promote integration but will produce disciplined men and women;
- iv) by cultivation of arts which will develop an aesthetic sense and which will help elimination of baser instincts and promote harmony among people.

- v) The existing inequalities and imbalances in educational development should be removed with a sense of urgency and with a time-bound programme with a view to developing all institutions to common standards.
- vi) Proliferation of Public Schools and other elitist institutions which have created an undesirable cleavage between students of the affluent and of the deprived shall have to be eliminated and brought under a common system of public education. The process should begin forthwith.
- vii) Strong measures should be taken to upgrade the children from socially, economically and culturally deprived homes to the common level of their counterparts, by a system of compensatory education. This should compensate not only for their academic backwardness but their social and economic backwardness within the school and outside. In other words, within the school remedial teaching programme shall have to be redesigned to motivate the backward children to improve their quality; the school lunch programme must become an integral part of the primary education providing a wholesome nutritious meal; supply of books dress etc., should be continued and improved. Outside the school, the parents should be motivated to send their wards to school by provision of incentives. Other incentives apart, association of the parents with the school and their involvement in its programmes, will be a strong incentive.

Defending the integrity of the country from external aggression as also from economic exploitation by vested interests from within is another urgent need, we have to consciously promote patriotism through our education system and build them into able bodied men and women.

OUR CULTURAL HERITAGE :

The sum total of the experiences of a race constitutes its culture. Indian culture which has developed over thousands of years is a harmonious blend of the different races, those originally inhabiting the country and those that made this country their home. Our culture has assimilated all the ingredients of these different races and has grown into a powerful rich culture, which we proudly call Indian. This has happened without destroying the identity of different sub-cultures but by recognising their identity and at the same time forging a unique unity in such diversity. Our education system, first and foremost, should make people aware of this unique cultural heritage. In fact, it must be built on this firm foundation. Ethical and moral values are not something abstract in our setting; they are specific and concrete, and more than any thing, they reflect man's relation with and attitude towards his fellow beings, the other members of the society. Likewise, spiritual values are not necessarily related to religion but based on higher human values of mind and spirit. We should cultivate harmonious human relations wherein every individual realises that his or her happiness is not his or her own, and isolated, but lies in the creation of happiness for all. This concept of morality has always been the foundations of our culture, inspite of aberrations now and then in the operation of our social system. As already stated earlier, truth, love, honesty, peace, compassion, forgiveness, tolerance etc., have been extolled as human virtues and they should continue to be so. But the only problem that arises relates to the method of cultivation of these values through education. Knowledge, being moral, if it is digested and assimilated makes a man mature and, therefore, moral. Didactic teaching of moral values in isolation and as a separate course content has doubtful advantages. Passive learning of these values may not motivate the child's behaviour but may even be counterproductive, if the child begins to question their validity in the context of the happenings in the society. "The Society, which

becomes in-different to its own values cannot expect the school to make it up for it" as rightly pointed out by the UNESCO report "Learning to Be". The sweep of pornographic literature, the public exhibition of nude portraits, sex and violence in our movies and general fall of moral standards among elders, including teachers, become deterrent to teaching of moral values in schools as an abstract subject. This apart, to find teachers of calibre exclusively for teaching these values is a stupendous task. We are, therefore, of the opinion that moral and spiritual values had better be in-built in the curriculum and cultivated through various individual and group activities in the institutions. Revising the curriculum on these lines means a lot of imaginative thinking, expert knowledge and skills of presentation. We are sure that such men become available to us, though in a limited number. This is how, in our opinion, moral values are to be developed in the education system.

#### LINKING EDUCATION WITH SCIENCE AND TECHNOLOGY:

In order to remove poverty the creative energies of our vast human population shall have to be consciously developed and properly utilised for increasing the wealth of the nation and ensuring its equitable distribution. It is here that development of our human resources assumes significance. Modern science and technology have already influenced the country enormously and even the hitherto deprived dumb masses, appear to be catching up fast with individual and social levels of consciousness, motivating them to move in the direction of emancipating themselves and creating conditions for obtaining social and economic justice. This encouraging phenomenon should be made use of for harnessing human energies to be able to apply scientific and technological advances in their daily lives. Therefore concerted efforts shall have to be made to base education firmly on modern science and technology from primary level and a scientific temper promoted. We have an ugly imbalance in the country with the third largest scientific man power on the one hand and out-moded teaching

of science in the abstract and doling out information about sciences in our institutions, on the other. There is very little opportunity for the student to observe the phenomenon, to think, to reason and find solutions to the problems by himself. This trend should be reversed by teaching sciences in the scientific way of investigating, experimenting and exploring with the help not necessarily of costly equipment, but more with the help of the students' natural and social environment and by training the teachers in such a method and also by improvising apparatus to the extent practicable.

It should be clearly understood by all connected with education that the sweep of science and technology will permeate deeper and wider into our lives and into productive processes. Therefore, application of science and technology to the daily life situations and to productive sector, particularly agriculture which is our main stay, is a necessity. The success of the man of the future is directly related to his ability to apply science and technology and discard the obsolescence of methods and technics. Therefore our vocational, occupational and professional courses in schools, colleges and universities should be directly linked with industry, agriculture and other occupations and students trained at these centres mandatorily.

Once teaching of science thus becomes purposeful and logical, the evil of superstition, obscurantism and dogmatism, practised in the name of religion, get eliminated.

One important precaution we should take is not to allow science to sweep off <sup>us</sup> our feet and we do not become appendages to the machine. We should make use of science for the country's progress and for achieving self-reliance in the field of sophisticated technology, reducing and finally eliminating import of technology. A harmonious blending of science and culture, each enriching the other, is what Indian education should aim at.



HUMAN RESOURCE DEVELOPMENT :

The greatest wealth of our country is its vast human population and its greatest problem is poverty as has already been stated. The creative and productive abilities of this vast population, the resources of these humans, however, have been left largely untapped, because they were not given the necessary education which would develop productive skills nor have we built in them the right attitude to work. While on the one hand we failed to give minimum education and skill-training to a vast majority of our population particularly in rural areas, on the other hand the education we gave to the limited population in terms of percentages became unproductive because of the inadequacies of the system, abhorrence of work, lack of scientific attitude and divorce of education from practical life and from centres of productive activity. This has resulted in a criminal wastage of even the limited human resources that we tried to tap. As the document "Challenge of Education" points out 94% of workers in occupations requiring general education do not possess any formal education and over 50% of workers in public sector, in occupations requiring technical knowledge and skills, do not possess relevant education or training.

While scientific studies regarding the relationship between education and economic development have not been undertaken in this country, the studies that have been made in developed countries, notably USA, and experiences gained in socialist countries do reveal that a higher level of education and better skills-training make a man more productive and correspondingly he contributes to the economic development. This is in economic terms. On the social and moral plane, a properly educated and enlightened person builds up positive social attitudes and cultivates moral values. These attitudes and values certainly provide national motivation to strive for achievement of national goals of socio-economic development, for promotion of national unity and solidarity, for combating social evils, for healthy living and for building up modern

scientific attitude to life and work. Therefore, from any angle, development of human resources by means of a proper education is an urgent need. In this context we welcome the latest awareness on the part of the central Government of the need for Human Resource Development and the creation of a comprehensive ministry by that name.

The process of development of human resources is an integrated one in which all agencies connected with national development shall have to be involved and their activities integrated with the school as a nucleus. In this connection the idea of commencement of this process of human resource development from the pre-natal stage - care of the mother and the new-born child, their health and nutrition having been taken care of and continuing it through different levels of education, is welcome.

In education we may first start with the village primary school where the various developmental and welfare agencies operating at the village level expose the children to their activities and the content of education is so organised that socially useful and productive work forms an inalienable part of it. The natural environment of the child should be the first laboratory in which the child understands, by observation, flora and fauna, the plant pathology, the crop pattern, the forests and hills and streams, the seasons - day and night, the working people, biological phenomenon, physical forces and chemical reactions. We commend this new approach to Human Resource Development and urge that the New Education Policy should incorporate the concept. The prerequisite, however, for developing village schools as HRD centres is retraining of our teachers, provision of minimum physical facilities to schools and association of the community with the school and mandatory involvement all the developmental and welfare agencies in the programme.

The outcome of this approach as we conceive, is a new boy and girl becoming aware of our national goals and aspirations developing desirable social and moral habits and acquiring a scientific temper and positive attitude to

COMMON SCHOOL SYSTEM :

The common school system of public education with the school complex and neighbourhood concept recommended by the Kothari Commission with great conviction, unfortunately has not materialised even after more than a decade and a half. In fact it was never earnestly thought of by Governments. The result is a total degeneration of real public schools namely those managed by Government and local bodies. Meanwhile, privately managed institutions have been expanding at such a rapid rate by different names and styles that they have now become a parallel system of education. They are masters of their own without any regulatory control of the Government. This proliferation is more pronounced in respect of English medium schools giving a lie to all professions of developing regional languages as media of instruction. This has happened not in one state or region but in all states of the country especially in urban areas and are now spreading their tentacles to the villages. This is a very dangerous trend in the field of education, which, if not arrested, will spell disaster in the entire education system. It has also repercussions on the entire developmental programmes. This is because the products of these institutions are rarely motivated for our national goals. The licence with which the managements developed these institutions have made them bold to sell the so called education at exorbitant cost and earn money by adopting subtler and subtler methods. These managements have thus commercialised education. What is distressing is that Governments seem to wink at this phenomenon. The dismal failure of the public sector institutions is, no doubt, a contributing factor for the expansion of private institutions. But more than that, the half hearted measures of the Governments to develop regional languages as media of education and the status symbol attached to English medium institutions as means to enter white collar jobs, higher echelons of public service and prestigious occupations have created a craze for English medium schools even among the lower middle classes and the poor.

To add fuel to fire, the perspective policy document seems to justify the establishment of quality institutions through private initiative in the name of so called quality. The only quality which some of them claim is the percentage of passes in the Public Examinations which is determined by several other factors not necessarily attributable to the efficiency of these schools. We are not condemning the private schools wholesale because there are honourable exceptions, particularly those started by the nationalist individuals and organisations in the pre-independence era and some by service oriented agencies. But, by and large, private institutions that have grown during the last decade and a half are profit-making bodies spreading educational consumerism, conterie-culture and snobbish outlook, detrimental to development of an egalitarian society. In fact, we believe they have no aim in starting these institutions other than earning money. Hence, this is a menace which shall have to be stopped. No such school should hereafter be permitted to operate; those already established and do not conform to standards in respect of the physical plant, staff, equipment and sanitary conditions should be closed down and others to be brought into the mainstream of common school system by regulating their functioning. Under no circumstances should they be permitted to levy fees higher than the rates prescribed by the Government, where such levy is permitted and no donations should be allowed to be collected in whichever form. Simultaneously the real public schools those managed by the Government and local authorities should be up graded in all respects so as to attract students of all sections.

We cannot for a moment support even remotely the concept of Model Schools advocated in the perspective policy document two of which have already been opened by the Central Government even before the New Education Policy could be

formulated. These schools will add to the already existing lots of elitist institutions and their advantages will be very doubtful. The idea of promoting national integration through these institutions is far-fetched; on the other hand they may even prove to have the opposite effect, because of their elitist character. The enormous money proposed to be spent over them - about a crore and half on each of them, as we learn - is an uncalled for wastage of public funds. Hence the idea should be dropped. Instead, the central Government may assume leadership in the matter of qualitative improvement and lend financial assistance to State Governments to develop a reasonable number of institutions in each district as pace-setters by providing funds for improving physical facilities, residential accommodation for girls and backward classes, mobile labs with A.V. equipment, and libraries and teams of efficient subject teachers etc. These institutions must not only be developed as quality institutions in themselves but should be able to generate quality in institutions around them. In other words, each of such institutions aided by the Centre may develop into a School Complex. The object should be to upgrade all primary and secondary schools in the country to a common standard in course of time.

#### LANGUAGE FORMULA :

Language is not synonymous with culture but it is a powerful means of development of culture. All human ideas and emotions are expressed through the language and are preserved as the culture of a race. In the Indian context, language has played a dominant role in promoting our national identity and culture; as also for creating divisive forces. Therefore on the basis of national consensus a sound language policy, in the shape of Three Language Formula, has been adopted as a national policy. But in actual implementation it has led to aberrations, some states implementing this half-heartedly, others opposing it openly and a few implementing it honestly. In this process the last category of states seems to have suffered by denial of opportunities to their youth mainly

in the field of employment in Central and All India Services and in Public Sector organisations where English still rules the roost. We are of the opinion that the Three Language Formula should be strictly implemented as a National Policy in the following manner :

- i) The regional language should be the medium of instruction at all levels from the primary to the post-graduate. In respect of linguistic minorities their mother tongue may be the medium upto elementary stage and also at the secondary stage if sufficient number of students so desire.
- ii) The mother tongue or the Regional Language should be the first language upto the end of tenth class.
- iii) Hindi should be taught as a second language in the non-Hindi areas from Class VI onwards where the first language is other than the regional language, a combined course of both regional language and Hindi should be prescribed as second language from VI Class. In the Hindi areas, one of the modern Indian languages other than Hindi should be taught as a second language from Class VI. Though the utility of the second language is not much in the case of these students, they should be made to learn a non-Hindi language both as a means of emotional integration and for cultural enrichment.
- iv) English may be introduced in Class VIII as the third language.
- v) In spite of the constitutional provision contained in Article 351 that "Hindi should be so developed as to be expressive of the composite culture of India drawing for its vocabulary from all other Indian Languages, this has not happened.

In fact no concerted effort has been made by the Central Government to develop the language in such a form. This was a provision introduced with foresight in order to bring Hindi as close to the

other Indian Languages as possible and make it acceptable to all other linguistic groups and thus reflect our composite culture. This process should start forth-with, beginning with the Radio and Television. In broadcasts and telecasts in Hindi, vocabulary from other Indian Languages may gradually be adopted to create confidence in the non-Hindi speaking people that the constitutional provision is being sincerely implemented. Hindi scholars from non Hindi areas should be associated more and more in developing this form of Hindi.

- vi) The object of teaching Hindi as a second language is to facilitate communication through a commonly understood language (link language) between people of different parts of the country. Therefore, the object of teaching Hindi as a second language should be limited to developing communication abilities in ordinary life situation. . The language of text books in Hindi should be in such form and style.
- vii) English taught at the Secondary level should be of easy style enabling the child to express his ideas in simple and correct language. Reading with understanding and speaking fluently should mainly be taken care of.
- viii) There is a misdirected opinion in some circles, mostly among English knowing people that modern scientific and technological knowledge cannot be expressed in Indian Languages because of the inadequacy of the vocabulary, according to them. We reject this contention. Language grows by usage. Terminology is no bar to the development of a language. English Language itself has developed by freely borrowing from other European languages. We can do likewise by adopting terms which are already in use in Indian languages, by translating them where necessary and also by adopting the international

terminology as it is in the transliterated form. In the case of both translation and transliteration, corresponding international term should be invariably put within brackets. Side by side, steps should be taken to modernise our Indian languages and develop them as media of expression of all modern knowledge. The centre should help the States in this programme.

#### ROLE OF TEACHERS:

Since Education is a powerful instrument for the human resource development and for the transformation of the traditional society into a modern society - one has to recognise the great role the two most important human inputs in the whole process of education - namely the Teacher and the Taught - have to play. The success or otherwise of any educational programme depends essentially on how the teacher implements it.

The traditional role of the teacher as one of 'transmitting' knowledge, which pupils have only to receive and memorise, and then examining the quantum of 'information' thus 'received' by them, has changed. Modern scientific and technological advances are so varied and so complex that 'information' can not be just culled out and transmitted to pupils. The emphasis is shifted from the 'subject' and the 'teacher' to the 'child-centered' and 'activity-oriented' learning. By observing, experimenting, selecting and classifying phenomena, by solving problems on his own etc., the pupil should acquire new knowledge by himself as far as possible, 'discover' the characteristics and structures of phenomenon and make his own generalisations." In this process, the teacher's role ceases to be that of informing and examining and becomes one of stimulating, organising and regulating the study activities of his pupils. (Education on the Move-Extracts from Back-ground Papers prepared for the Report of the UNESCO International Commission on the Development of Education, PP.131 & 132.) This is the



scientific temper which the teachers have to cultivate in their students by cultivating it in themselves first. We suggest that the Government and the Society on one side and the pupils and their parents on the other should allow the teacher to play his dynamic role properly and effectively. The teachers, on their part, should understand their changed role and perform it with commitment and conviction. The teachers' organisations at all levels should endeavour to create an awareness among the teachers and provide guidance by whatever means they command.

### TEACHER EDUCATION

" Teacher Education is a continuous process including initial and inservice education as two dependent, related and inseparable parts continuing throughout the professional life of the teacher ". In fact, the Teacher is a student throughout his career and life.

The Kothari Commission (1964-66) in a separate chapter on Teacher Education in its report focussed the attention of the country on the major weaknesses of the existing teacher-education programme and the urgent need for improving it. It has suggested a comprehensive programme in this regard - namely, breaking the isolation of training institutions, improving the quality of training programme and training institutions, expansion of training facilities, continued professional inservice education and creation of appropriate agencies for maintenance of standards in teacher education.

With due regard to the above suggestions, Government of India constituted a National Council for Teacher Education (N.C.T.E.) to advise Government on 'Teacher Education'. Accordingly N.C.T.E. published a Framework of Teacher Education curriculum in 1978 prepared by an Expert Committee to serve as a guide for restructuring Teacher Education in the country. But we are sorry to know that this new curriculum does not seem to have been adopted by many teacher-training institutions and colleges of Education

in the country. We feel that the frame-work recommended by N.C.T.E. may be reviewed in the light of new innovations in the fields of teaching-techniques and learning processes, teaching-aids such as T.Vs., Videos, Sattellites etc., and enriched and given a fair trial.

In this connection we would like to emphasise the following points :

- (a) Inter-disciplinary approach to Teacher Education;
- (b) School-teaching for Teacher Educators;
- (c) Internship;
- (d) Continuous Inservice Education which is inclusive of updating knowledge of the teacher in the subject taught.

We desire to lay stress on the imperative need of associating the Teachers' organisations in the formulation of Teacher-education curriculum etc., and of encouraging Teachers' Organisations in the conduct of inservice education programmes for teachers. Subject Teachers' organisations must be allowed and assisted to do their maximum in this regard.

#### STATUS OF TEACHERS :

Teachers' Status means (1) both standing and regard accorded to the Teachers as evidenced by the level of appreciation of the importance of their function and of their competence in performing it; and (2) the working conditions and other material benefits accorded to them relative to other professional groups.

One of the International Recommendations states that it should be recognised that proper status of teacher and due public regard of the profession are of major importance for full realisation of the aims and objectives of education.

The Recommendations of UNSESCO/ILO Joint Meet in 1966 laid stress on the economic, social, political and professional status of all teachers. The Kothari

Commission appointed by our Central Government recommended, among other things, that intensive and continuous efforts should be made to raise the economic, social and professional status of teachers while guaranteeing their civic rights.

ECONOMIC STATUS:

Whatever other things may be, it is to be recognised that remuneration reflects the Social esteem accorded to a profession - in this case - the teaching profession. Likewise, working conditions should be such as would provide effective learning and enable teachers to concentrate on their professional task. Thus adequate salaries are the first pre-requisite for any kind of improvement in the teaching-learning programme. We press for a Need-based wage for all wage-earners and an additional 25% weightage may be given to Teachers when compared with others with similar qualifications in other ordinary work-places.

NATIONAL PAY SCALES AND UNIFORM SERVICE CONDITIONS:

The work-load either Teaching or written - of a teacher working at a particular educational stage is almost the same in all states. The number of working days and instructional hours, the qualifications both General and Professional that a teacher should possess, the IQ of students in various states, the per capita expenditure on Education in states are almost the same in various states in India. Keeping this and other things in view we demand the formulation and implementation of a sound common National Pay Structure for teachers of all categories throughout India and for uniform progressive inservice and retirement benefits for all teachers under all management throughout the country.

This kind of phenomena is already in vogue for all College and University teachers throughout the country. U.G.C. is in charge of implementation, supervision, revision and financing this scheme. On similar lines, School Education Grants Commission (S.E.G.C.) may be

established by a Law of Parliament and the principle of National Pay Structure and Uniform service conditions for all teachers upto +2 stage may be implemented. Necessary financial assistance may be advanced by the Centre to the States for this purpose.

SOCIAL STATUS:

Sufficient income will bring to the teacher a lot of self-respect and respect of the society. Teacher's devotion to duty will win laurels for him from the society. We expect due regard to the teacher from both the Government and Society but we also advocate that there should be a constant attempt on the part of the teacher to deserve it through his/her love and care of the pupils entrusted to him, his maintaining good affectionate relations with the pupils and healthy rapport with their parents, involvement in improving the school and the village or town in the spheres possible.

The following measures may be taken to enhance the social status of the teachers :-

(a) The school may be made the focal point of all developmental activities at the local level. Teachers at the grass-root level and the teachers' organisations at the district, state and National levels may be associated with the planning and development bodies set-up for the purpose.

(b) Teacher should be the key-figure in all the school-improvement programmes carried on as is done in Tamilnadu State in their 'School Improvement Programmes'.

(c) The Teachers' Day now observed on September 5th every year should be more meaningful and it may be organised by Parents or Public Forums where students too have their involvement.

(d) The present system of National Awards and State Awards for teachers should be radically changed so that real talent, merit, hard and sincere work, commitment,

innovation, experiments, research, publications and social service to the community are adjudged impartially and rewarded accordingly.

PROFESSIONAL STATUS :

The characteristics of the teaching profession are - (a) expert knowledge (b) specialised skills both acquired and maintained through rigorous and continuing studying and self or collective experience, (c) sense of personal and corporate responsibility for the education and welfare of students in their charge (d) self direction (e) exercise of discipline over its members; and (f) developing scientific temper in himself and advancing it in the community in which he works and lives.

We propose that the autonomy of the Teaching Profession should be preserved as a self-directing and self disciplined group as it would be conducive to maintain harmony.

Active involvement and participation of teachers individually and through their organisations - in the formulation of educational policy - its planning and implementation - will give them a sense of participation and this will certainly enhance their professional status.

The working conditions of teachers (number of hours of work, number of pupils etc.) should be such as to allow them to have recreation, pursue cultural activities etc. Incentives may be provided to teachers for research and experimentation in their concerned fields.

The method of evaluation of teachers' performance could be on the basis of scientific criteria. Self-evaluation by teachers themselves may be encouraged. Students' opinion expressed objectively is the latest trend in the criteria for teacher's evaluation.

POLITICAL AND CIVIC RIGHTS:

Rights and responsibilities go hand in hand. Ignoring or over-weighting one of these two will harm the teacher as well as the student who is to be developed as a responsible future citizen of our country. We urge that there should be provision for political and civic rights of teachers. In a democratic country like India with a party system of Parliamentary democracy - no activity which concerns the teachers or the pupils can be depoliticised. 'The contempt with which some uniformed look at politics is cynical rather than real or practical'.

Teachers must enjoy all civil rights and democratic and academic freedom and should be entitled to make full use of all trade union rights in order to have the opportunity to apply active educational methods and to rouse the interest of pupils for economic, social, political and cultural realities of the country so that they understand it and are able to form their opinions.

A code of Professional Ethics should be evolved by the teachers' organisations themselves and enforced on the members. Every Teacher should be under obligation to be a member of a Professional organisation. Teachers' organisations should be consciously promoted and recognised by the Government and managements. Subject Teachers Associations should be supported for promoting professional growth of teachers and for taking up research, innovative and study activities.

We desire to point out a glaring lacuna in the constitution of India relating to the principle of giving franchise to teachers to exercise their vote in the elections from Teachers' Constituencies. Voting right is conferred only on teachers handling Class-VI and above. Teachers handling pre-primary to V Classes can not enroll themselves even as voters in Teachers' Constituencies. This anomalous and unjust provision must be done away with. All teachers working from pre-primary to University levels and in non-formal and open school systems must be treated as equals and all of them must be entitled to have a voting right to exercise their vote in the Teachers' Constituencies.

Another unhealthy provision in the Constitution is that a Government employee or Teacher has to resign to contest in the Teachers' or Graduates' or any General Constituency. This provision is negation of the principle of Equal Rights as envisaged in Fundamental Rights. If any Government employee misuses his position as "Government Servant" in his election battle he/she may be dealt with separately. But there should be no constitutional bar for any Government employee or teacher to contest in the elections in general or in the Graduates and Teachers' Constituencies in particular. He/she need not resign his post for the purpose of contesting.

Even Kothari Commission recommended civic rights to teachers - in the sense that teachers need not resign to contest elections to civic bodies.

#### CENTRE-STATE RELATIONS:

In the preceding paragraphs we have explained our view-point relating to the role of Education in the human resources development of our country. Any impartial reader or any one interested in the development of our country can not but agree with us when we say that Education is no longer the concern of a state or a section of the population only. As a vehicle for nation-building and the base for socio-economic progress, it is a national concern crossing state boundaries. The new Education Policy we evolve and the curriculum and syllabi we frame based on this policy - should be so designed as to develop common national values or common basic skills which will promote National Unity, identity and integrity. There is therefore an urgent need for National Action. This will be possible only by the enactment of a law by Parliament and this is a possible consequence to Education being on the Concurrent List.

We feel that such a law should empower the Union Government to give a direction to the development of a National Education System, to take national action is research and evaluation of educational programmes" in

order to monitor, coordinate, stimulate and regulate national concerns and practices in education.

We would further stress that for the reasons mentioned above, Education should continue to be on the Concurrent List.

This approach of ours may not be misunderstood as though A.I.S.T.F. is for centralisation in Education. No, never. We are for decentralisation of Education down to the institutional level, with a fairly large amount of freedom to operate the system. A perfect coordination among the Central and State Governments and other agencies involved in education has to be built up assiduously in the working of the system. Corresponding and related laws may be made by the states to help for the achievements of National Goals.

We also say a word about financial allocation to Education by the Centre and State Governments. We strongly feel that at least 10% of Central Budget and at least one third of the States' Budgets should be apportioned to Education.



ROLE AND STATUS OF N.C.E.R.T. AND S.C.E.R.Ts. :-

The N.C.E.R.T. at the national level should be made a statutory body with a board of governors consisting of experienced educationists and teachers of proven ability. Persons with teaching experience at the school level only should be given place of responsibility in the N.C.E.R.T. Its Chairman should enjoy the status of a Vice-Chancellor. It should be free from the day-to-day administrative control of the Ministry of Education. In addition to its present functions, it should be empowered to monitor, evaluate coordinate and guide academic programmes of its corresponding units at the state level, namely SCERTs. It should encourage, in greater measure, innovations and action-research programmes by Class-room teachers.

It should also function as a clearing house of educational information, as a centre for dissemination of results of useful educational studies and research. The SCERTs should be organised on these lines. The present SCERTs are wings of the Directorates of Education with all concomitant rigidities of administrative procedures and practices. They should be freed from this situation and should be given large amount of freedom with their own governing bodies. Their programmes should <sup>not</sup> be subjected to financial sanction on individual programme basis. A yearly programme should be allotted finances in a lumpsum and placed at the disposal of these bodies at the beginning of the year.

In the light of the discussion in the foregoing paragraphs on the foundations of the new education policy, the seminar spells out its specific recommendations on various aspects of the policy, both general and specific, as follows:-

1. GENERAL :-

- 1.1 The New Education Policy in its form content and methodology; should conform to the national goals and develop a commitment among the pupils to these ideals; provide a national motivation to the people in general and those involved in Education in particular.

- 1.2 Education should aim at inculcating among the children sense of appreciation of rich cultural heritage of the country, imbuing in them ethical moral and spiritual values, inculcating in them sense of patriotism.
- 1.3 The pupils should be so educated as to defend integrity of the country against all internal forces of communalism, linguistic fanaticism, regional chauvinism and other divisive tendencies and to protect the country from any external aggression.
- 1.4 Education through its content and approach should create social awareness, promote scientific temper and provide dignity of labour.
- 1.5 The concept Human Resource Development should be understood as development of skills, attitudes, and values that motivate the people to strive for achievement of national socio-economic goals, for promotion of national unity and solidarity, for combating social evils, for healthy living, for building up modern scientific attitude to life and work and for contributing to the growth of production.
- 1.6 Education should be firmly linked with productivity : by providing necessary knowledge and skills related to various sectors of production in farms and factories.
- 1.7 Education should foster international understanding, should bring out the dangers of war and should create an urge for maintenance of world peace.
- 1.8 COMMON SCHOOL SYSTEM:  
A common school system with neighbourhood admission policy be established and the proliferation of private schools be arrested.
- 1.9 MODEL SCHOOLS:  
Model schools as conceived by the Central Government (Pace-Setter schools) should not be established. Instead, the Central Government may assume leadership in the matter of qualitative improvement and

lend financial assistance to State Governments to develop existing institutions in each district as pace-setters by providing necessary infrastructural facilities like libraries, play field, and qualified staff etc. These institutions should be able to generate quality in institutions around them. In other words these institutions, aided by the Centre may develop into School - Complexes. The object should however, be to upgrade all schools in the country to a commonly desired standards in course of time.

- 1.10 No school should be allowed to collect fees higher than at the rates prescribed by the Government. No donation should be allowed to be collected in whichever form.

1.11 CENTRAL LAW :-

Since Education is a national concern requiring a national perspective, common national standards and a national motivation for development, a national direction is needed in the matter. This becomes possible only when the Central Government has statutory powers to provide direction and leadership. The seminar would like to make clear that it does not conceive centralisation of education. In fact it is to be decentralised to the lowest level i.e. the village and the individual school. National action will be limited to give a national direction to the whole system. For this purpose, Parliament may enact a law in exercise of its concurrent jurisdiction. The content of the law is a matter of details. It should however, define the roles of Central and State Governments in sharing of responsibilities and finances between Centre and States, creation I.E.S. etc., Such a law is imperative.

## 2. LANGUAGE POLICY

- 2.1 The three language formula should be strictly implemented.
- 2.2 The medium of instruction shall be regional language at all levels. In respect of linguistic minorities, their mother tongue may be the medium upto elementary stage as also upto secondary stage, if sufficient number of students so desire.
- 2.3 The mother tongue or the regional language should be the first language upto the end of X Class.
- 2.4 Hindi shall be taught as a second language in the non-Hindi areas from Class VI onwards; where first language is other than the regional language, a combined course of both regional language and Hindi may be prescribed as second language from Class VI onwards. In the Hindi areas, one of the modern Indian languages, other than Hindi, preferably a South Indian Language, may be taught as a second language from Class VI onwards.
- 2.5 English or any other foreign language may be introduced in class VIII as a third language.

## 3. SCHOOL EDUCATION, CURRICULUM, SYLLABII AND TEXT BOOKS AND EXAMINATIONS.

- 3.1 The pattern of school education shall be 8 years of primary 2 years of secondary and 2 years of higher secondary. The +2 stage should be a part of school education.
- 3.2 The objective of universalisation of elementary education to the children between 6 to 14 years of age should be achieved by 1995 by special drives for enrollment and by opening schools in all school-less centres and by providing the following incentives.
  - i) Midday meal
  - ii) Free supply of text books
  - iii) Attendance scholarships.
  - iv) Free clothing.

v) The parents below the poverty line should be compensated for the loss of earning of their children who are enrolled in schools.

- 3.3 It is suggested that universalisation may be achieved in two phases. In the first phase, cent percent enrollment and retention should be achieved for the children in the age group of 6-11 years by 1990. In the second phase children of the age group of 12 to 14 years coming out of the first phase should be provided continuation of education in addition to enrollment of children in this age group from non-formal channels.
- 3.4 - That State Governments shall provide two year pre-primary education to all the children from the age of 4 years, such education consisting of play-way methods and verbal courses.

CURRICULUM :

- 3.5 There should be a common core curriculum evolved by experts for all the states in the country, with provision for addition and enrichment according to local conditions.
- 3.6 Curriculum for elementary stage (I to IV) should be as follows :
1. Mother tongue
  2. Elements of Arithmetic (with emphasis on four fundamentals)
  3. Environmental studies which include natural science and social studies.
  4. Work Experience
  5. Aesthetics including art and music
  6. Physical education.
- 3.7 Curriculum for primary stage (V to VII)
- i) Mother tongue/Regional language
  - ii) Second language (from class VI)  
(Hindi in non Hindi areas; any modern Indian language, other than Hindi, preferably a South Indian language in Hindi areas)
  - iii) Physical and natural sciences.
  - iv) History Geography and Civics taught as

- v) Work Experience, which provides skills of using and manipulating simple tools.
- vi) Physical Education.
- vii) Aesthetic Education art and music

The primary school should be linked to the farms, to work centres and other occupational centres locally available.

### 3.8 CURRICULUM FOR CLASSES 8TH TO 10TH

- i) Mother tongue/Regional language
- ii) Second language  
(Hindi for non Hindi speaking areas;  
Any modern Indian language preferably a South Indian language for Hindi speaking areas)
- iii) Third language; English or any other foreign language.
- iv) Physical and Biological sciences.
- v) History, Geography, Civics, Elements of Economics, and Commerce as separate disciplines.
- vi) Physical Education including yoga.
- vii) Aesthetics, Art, Music, Dance etc., co-curricular extra-curricular activities like scouts, guides, N.C.C. etc.
- viii) S.U.P.W. aimed at providing pre-vocational skills.

There should be developed a work shop in each secondary school where all children are able to work, linking the schools to farm and occupational centres in rural areas and factories and other work places in urban areas should be insisted upon, so that students are exposed to production processes. Even at the school workshop the objective should be to produce material for common use which is consumable and which fetches income for school or reward to students.

- 3.9 Syllabii should be formed with the help of subject specialists, experts in pedagogy and actual classroom teachers. At least 50% of the body entrusted to form the syllabus should consist of actual classroom teachers. Syllabii may differ from state to state depending upon the local environmental situations. Care may be taken to see that the details conform to the national goals.

- 3.10 Authorship of text books should be entrusted to a panel of authors consisting of classroom teachers and subject experts.
- 3.11 No text book should be finally introduced without a trial in reasonable number of schools in rural semi urban and urban areas.
- 3.12 publication and distribution of text books should be undertaken by public sector agencies only. Private agencies or book-shops should not be allowed to take up publication and for distribution of text books.
- 3.13 EVALUATION:  
There should be continual evaluation by the teacher as a part of his instruction. Evaluation should assess, in addition to cognition, behavioural changes in terms of psychomotor skills, attitudes, aptitudes, habits, health and hygiene. Records should be maintained to indicate progress in all the above aspects.
- 3.14 The degeneration of our youth in games, sports and athelects should be a matter of grave concern for the nation. The performance of our players and sportsmen in the national and international meets has been so poor that castes a sericus reflection on our youth. Therefore concerted effort should be made even from the primary level to train boys and girls in games and sports. This should be the concern of the whole institution and not just of the physical education teachers.

#### 4. MANAGEMENT, ADMINISTRATION & SUPERVISION

- 4.1 Management and Administration of education should be democratised with participation of people from village level to National level.
- 4.2 Statutory autonomous boards should be constituted at district State and National level with the representatives of teachers' Organisations, educationists, representatives of the people and women's representatives. All the schools in the district whether they are now under government

or local bodies or private managements should be brought under the control of the district boards. The D.E.O. should be the Secretary of the Board.

- 4.3 The State Board and the National Board should be vested with powers of H.R.D. planning and resource mobilisation and devolution at their respective levels and should work in close unison.
- 4.4 The constitutional protection given to linguistic and religious minorities should be so modified as to allow the teachers working in these institutions to enjoy security of service, parity of pay scales and service conditions with their counterparts under the above mentioned boards. Provision should be made for take over of the institutions of erring minority management.
- 4.5 Schools should be opened or upgraded only after providing infrastructural facilities like qualified staff, equipment, library, laboratory and play field and play material. Even the Government managed schools, as long as they continue to be separate entity as at present, should strictly follow this rule.
- 4.6 The local community should be involved to assist in management of the institution.
- 4.7 Teacher - Parent associations should be formed statutorily for every school.
- 4.8 Administrators of education should be drawn from among experienced teachers in schools.
- 4.9 Educational administrators should work in schools periodically both for gaining first-hand knowledge of working conditions in them and for keeping them trim as good teachers.
- 4.10 SUPERVISION:

Professional guidance to teachers is a must to help him face peculiar individual and group-teaching situations. The present periodical inspections which are more in the nature of fault-



finding exercises should give place to professional guidance by experienced class room teachers from other schools and subject experts. It is suggested that a panel of experienced teachers and subject experts may be formed for every block.

4.11 Model lessons should be arranged by the experts in schools periodically.

4.12 Physical conditions of the existing educational institutions should be improved on a priority basis by providing all physical facilities, staff, equipment, lab and library and work shops.

5. PLANNING AND FINANCE:

5.1 Education as a process of H.R.D. should be given top priority in the matter of allocation of funds. Money spent on education should be regarded as investment in Human Resource Development.

5.2 Educational planning should vest with the statutory bodies at the District, State and National level whose functions should have close linkages.

5.3 At least 10% Central annual budget and 30% of State annual budgets should be allocated for education. 7½% of GNP should be invested in education by 1990.

At the primary stage at least 20% of teacher cost should be spent on non-teacher inputs.

5.5 Optimum utilisation of existing facilities of labs, libraries, workshops by the teachers and also by students where feasible should be ensured and for this purpose well equipped institutions should be kept open before and beyond normal working hours during holidays by providing incentives to teachers that do extra work.

5.6 We assume that in the future set up, educational planning will be decentralised to the institution level. In such an event there cannot be a uniform percentage of allocation of funds. Instead, the expenditure should be programme-oriented and should

depend upon the nature of programme each institution undertakes.

## 6. VOCATIONALISATION

- 6.1 Work Education should be an integral part of the school curriculum from elementary stage.
- 6.2 At the elementary stage, education should be activity centred with school activities linked with work centres and play centres and recreation centres.
- 6.3 From Class VI to VIII work education should be introduced as a compulsory subject as an integral part of the curriculum in order to enable the student to develop a sense of dignity of labour, work ethos and skills to manipulate simple tools.
- 6.4 In class 9th to 10th a strong component of S.U.P.W. should be introduced as a compulsory.
- 6.5 At the +2 stage there should be diversification. The course should be organised in such a way that the student is able to acquire competency sufficient enough to enable him to enter an occupation or self employment.
- 6.6 The courses at the secondary and higher secondary stages should have linked with man-power requirements, studies for which should be periodically undertaken at the local level.
- 6.7 The syllabus, theoretical and practical, of the vocational course should be evolved in consultation with the local industries, experts of the particular course and the knowledgeable persons.
- 6.8 All infrastructural facilities like equipment, tools, raw material wherever necessary should be provided in all the schools.
- 6.9 Trained teachers should invariably be appointed and they should be sent for orientation periodically.
- 6.10 Students should be sent for apprenticeship in the field or other work spots during the course.

- 6.11 There should be in-course evaluation for all the S.U.P.W. or Vocational courses to the extent of 60%. At the end of the course there should be external examination for a weightage of 40% in the matter of acquisition of skills and behavioural change.
- 6.12 Students at the end of the 10th Class as also at the end of +2 stage should be provided with loans for self employment schemes at subsidized rates of interests. Work shops and other industrial establishments should be asked to provide wage employment.
- 6.13 There should be provision for vertical mobility by providing bridge courses, wherever necessary.
7. TEACHER EDUCATION : TEACHERS' STATUS
- 7.1 Teacher preparation should consist of both pre-service and in service training.
- 7.2 B.Ed., course, after the first degree should be of two years duration and every candidate should undergo internship for a period of six months in schools.
- 7.3 B.Ed. course and Post intermediate certificate course of education should run in the same institution.
- 7.4 Each teacher should have an orientation course, at least once in three years, for a period of six weeks. The course should consist of pedagogy and subject matter. This should be a paid programme. In addition, the teachers should be given ample opportunities to participate in short duration programmes like seminars, workshops, community services, improvisation of equipment, effective use of and writing for educational Radio and T.V. programmes, writing for journals. Weekend and other short duration programmes should be provided in college/universities and general libraries for study of books on modern knowledge in the fields of education, science, technology, social services, literature etc.

- 7.5 The in-service orientation courses should be conducted at the district level under the supervision of S.C.E.R.T.
- 7.6 Every school should be provided with well equipped library consisting of books on pedagogical and subject matter.
- 7.7 The results of seminars and researches done by the S.C.E.R.Ts. and N.C.E.R.Ts. should be made available to the teachers down to the village level.
- 7.8 Uniform National pay scales and service conditions for teachers under all management should be evolved and implemented.
- 7.9 Incentives for project work, research, studies, innovations, additional qualifications should be provided.

7.10 ALLOW THE TEACHER TO TEACH

In the existing institutions a lot of clerical and non-teaching jobs are assigned to teachers to the detriment of their legitimate professional work. The teachers are drafted for all and sundry work like census, elections, cattle head counting, enumeration of house holds, land-recoreries etc. The teachers should be free from this menace. They should have all the time at his disposal, only for teaching and organising curricular and co-curricular activities, making adequate preparation for re-evaluating students, including correction of assignments, helping the slow learners, contacting the parents all of which go to make him a teacher. No teacher should be drafted for any work other than teaching. The school should be provided aids in the form of extra personnel to do the clerical and non-teaching jobs. This is the substance of the dictum "Allow the Teacher to Teach".

8. NON FORMAL EDUCATION:

- 8.1 All channels of non-formal education should be treated as supplemental to formal education. Non formal education can never be a substitute to formal education.

- 8.2 Open school idea goes against the principle of equalisation of educational opportunities.
- 8.3 The Radio and T.V. are powerful instruments of non formal channels of education. A separate T.V. channel should be established for educational programmes. Radio and T.V. should be used more effectively in teacher-education programmes.
- 8.4 The Anganwadis should be used only as supplemental to formal education.
- 8.5 Open Universities should be treated as institutes for continuing education to those who are engaged in work and to housewives.
- 8.6 Night schools should be established to educate children who have dropped out and with a view to re-entrance them to the formal stream.

#### 9. DE-LINKING OF JOBS FROM DEGREES

- 9.1 For most of the jobs, we do not require degree holders. Jobs which require higher learning in terms of technical, professional and managerial skills should be identified.
- 9.2 Except in cases of jobs requiring higher technical professional and managerial skills, recruitment to all other jobs may be delinked from degrees.
- 9.3 Objective criteria, fool proof processes and valid tests may be evolved to select persons for the jobs.

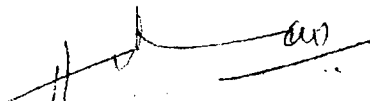
#### 10. IMPLEMENTATION:

The crux of the problem in our plans, policies and programmes has been wide gap in implementation. In every field, implementation has been the greatest bottleneck. Either the programmes are hastily implemented, tardily implemented or half-heartedly implemented with the result that the benefits of policies and programmes have not reached those for whom they were intended. This should be scrupulously avoided in the implementation of the New Education Policy.

- 10.1. The draft policy should be widely circulated and a nation wide debate ensured and modified where necessary.
- 10.2 The final policy document should again be widely circulated in all the regional languages and among as many sections of people as possible down to the village and institutions level.
- 10.3 Parliament should enact a law on education incorporating the basic objectives of the New Education Policy and related matters which can be legalised, as already proposed by us.
- 10.4 Teachers should particularly be made aware of the letter and spirit of the New Education Policy individually and as a group. They should even be educated about it through various media particularly through teacher-organisations and their journals.
- 10.5 Likewise administrators should be educated about it and be made to develop commitment.
- 10.6 Adequate planning and preparation should be made well in advance before the policy is implemented. . . .  
Hasty action will be counter productive.
- 10.7 Since the teachers are the people who implement the policy, the existing teachers should be trained in advance in whichever aspects such training is necessary.
- 10.8 Central Government should coordinate, guide monitor and evaluate the process of implementation in close collaboration with the State Governments and various agencies involved in it. . .
- 10.9 All the necessary inputs by way of physical facilities, staff, equipment, administrative machinery etc. should be made available in advance for implementing the policy.

- 10.10 A strong political will has to be built after obtaining necessarily a consensus of opinion of all political parties.
- 10.11 Administrative machinery has to be particularly geared and disciplined to implement the policy whole-heartedly.
- 10.12 Sharing of finances as between Central and State Governments for implementating the policy at various level of education should be determined in advance and there should be no uncertainty or delay in release of funds from Centre to the States as also from the State to the lower levels.
- 10.13 School Grants Commission should be established to monitor school education programmes and to finance them. The composition of the Commission should be as follows with equal representation.
- Representatives of Teachers' Organisations nominated by the organisations.
  - Experts in School Education.
  - Experienced class-room teachers.

Sd/-  
MUKUND KULKARNI  
PRESIDENT

  
A. SYAMSUNDER RAO  
GENERAL SECRETARY



LIBRARY & DOCUMENTATION CENTRE  
National Institute of Educational  
Planning and Administration.  
17-B, The Archdiocese Marg,  
New Delhi-110016  
D-7093  
2.6.92