



बिहार सरकार

GOVERNMENT OF BIHAR

शिक्षा की चुनौती पर अनुशंसाएं
RECOMMENDATIONS ON
CHALLENGE OF EDUCATION

-5412
379.15
BIH-R

शिक्षा विभाग, बिहार सरकार
DEPARTMENT OF EDUCATION
GOVERNMENT OF BIHAR

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ON
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EDUCATION DEPARTMENT
GOVERNMENT OF BIHAR

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F O R E W O R D

This paper, prepared by the State Government, in the ultimate analysis, is based on the guide-lines enunciated in the national document, entitled "Challenge of Education"- a policy perspective.

The views presented in this paper are the reflections of general observations made by individuals and institutions interested in reviewing and reshaping the educational system with a view to making education responsive to all the problems in the years to come. Some problems are so deep rooted that their solutions do not call for books and class rooms alone; but they can be sorted out only through a negotiation with reality. For this purpose, education must be wholesome. In other words, education, direct and indirect, formal and non-formal, explicit and implicit, individual and institutional, theoretical and practical, must have specific answers to expedite the task of national reconstruction. Therefore, education should cover life in factories, workshops and farms as well and such an education will be different indeed from what is received at formal educational institutions.

It has been precisely viewed that the plight of India is not very different from that of other developing countries. Therefore, she must rapidly raise her level of education and improve the conditions of political, economic, social and cultural life in order to join the ranks of the developed nations and for that matter she must undertake a total re-organisation of education without delay.

Our beloved Prime Minister, late Indira Gandhi, had such an understanding of the problems of her country and people that she remarked with a prophetic vision that development, whether of a nation or an

individual, consisted in using one's resources and exerting oneself to the utmost. To quote her "Education, the combination of formal learning with the experience of life, is the process by which we learn to use these resources, not only for utilitarian, economic ends, but for the attainment of those more tangible rewards which are aesthetic and spiritual".

In tune with that prophetic note, the keynote of our present Prime Minister, Shri Rajiv Gandhi, on education is to adopt and execute such an education policy that educates the people to accept reality and prepare accordingly.

Our Prime Minister is gifted with an oceanic depth in understanding problems facing the country. He has taken note of the flow of events that have transformed the world. He has visualised that with the passage of time the concept of everything has undergone a radical change, and at the same time he has cautioned us that we cannot afford to overlook the eternal purpose of education that will continue to be a basic objective at all times, for all peoples and in all countries, because the universal aim of education is to make MAN out of man. Therefore, he emphasises upon a kind of dedication that must be applied with knowledge and judgement.

The analysis of developments over the last two decades has left much to be achieved in the coming years. In the execution of this new education policy, we will have to re-organise our priorities and tap new sources for resource-mobilisation keeping in view the present scenario of education.

It is necessary to change the traditional concept to view education as an understanding of and an ability to act on the environment. Indeed, as the environment is

panoramic, education should continue with time to transform plastic minds into precocious adults and the adults into life-long students.

It may be hoped that with the passage of time the existing compartmentalisation between the school education and the post-school education will be fading away and it will merge in order to emerge as a single education system providing for needs and pursuits of various types- professional, cultural, personal, national, and international, aiming at the total welfare of MANKIND.

In appreciation of the National Document on education, I feel elevated to conclude in the words of Mrs. Sarojini Naidu from her poem, "Cradle Song":

"From groves of spice
O'er fields of rice
Athwart the lotus-stream,
I bring for you,
A glint with dew
A little lovely dream."

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INTRODUCTION

A national policy of education emanates from the objectives of national development and therefore it calls for re-thinking, re-casting, re-organisation, renovation and thereby necessary reformation in the light of the experience in the 'Past', the need of the 'Present' and the dream for the 'Future'.

The country has witnessed significant developments, qualitative and quantitative, in the field of education over the last four decades since independence, but, for the last two decades in particular, the State Governments have been seriously occupied with the task of implementing the principles and policies relating to different stages and aspects of education as laid down by Education Commission (1964-66). It is needless to say that all these efforts have resulted into certain developments having important implications in terms of equality of opportunity for education, interlinking education and productive work, eradication of adult illiteracy and provision for need-based education to school drop-outs. In reality, however, the progress has been far from satisfactory and in certain areas no tangible results have been perceived. This has necessitated this National Document entitled "Challenge of Education" which is the outcome of the compulsive need of the hour facing the country with a view to catching up with the developed nations of the world.

On this point, it appears appropriate to quote T.S. Eliot who has thus remarked in his Four Quartets.

"In order to possess what you do not possess,
You must go by the way of dispossession,
In order to arrive at what you are not,
You must go through the way in which you are not".

And here, the document, "Challenge of Education" gives the nation a lead towards better education for a much better life while dealing with the problems also. The reflections on them open those windows and doors, so long closed, and let in

light from all directions to educate and equip people in a way to lay a better foundation for their brighter future by the time the 21st century dawns on us.

This paper presents in brief a set of well-considered illuminating observations made by the intellectuals of the State, associated directly or indirectly with educational activities as to policy-making and their implementation. The comments of the educational planners, administrators, teachers, research-scholars, SCERT personnel and various associations have provided for the base to prepare this paper.

So far as the views expressed in the National Document are concerned, the State Government, by and large, is in support of them. However, it has also delineated some new areas of academic interest within that scope for their perusal by the Central Government. The observations have been presented under the following major heads.

- (i) Elementary Education
- (ii) Secondary Education
- (iii) Higher Education
- (iv) Technical Education
- (v) Female Education
- (vi) New Approach to Learning
- (vii) Resource Mobilisation.
- (viii) Other issues of importance.
- (i) ELEMENTARY EDUCATION:

The constitution of India envisaged a specific provision to endeavour to provide for free and compulsory education up to the age of 14 by 1960 but the progress in this sector has been far short of the target.

It is needless to say that this is the very age and stage when the seeds of potentialities and abilities can be sown. A threadbare analysis of the present state of affairs has been made by the educationists at different seminars and workshops held in the state to involve a grass-root approach to the problem. A ~~perusal~~ perusal of their observations reveals the following:-

1. The goal of Universalisation:

The first and foremost objective of the National Education Policy is to take education to one and all. This is an explicit commitment with regard to the achievement of Universal Elementary Education. In order to achieve this, the Elementary Education calls for a radical change in the following aspects.

(a) Structure:

There are three progressive stages of Elementary Education namely (i) Pre-primary (ii) Primary and (iii) Middle. In order to make universalisation of elementary education a success, an extensive and intensive approach to cover the gaps is necessary. The establishment of 'Angan-Wadis' alongwith the centres of learning installed with the help of UNICEF and the Private sectors will help in speeding a net-work of Pre-Primary Education even over the remotest areas of the country. A seat of school-mother should be created in each school to have an effect of affectionate academic environment. Such an education should be provided for two years and thereafter in continuation and conjunction, at the same location, the latter stages of Elementary Education should be organised. The idea of neighbourhood schools, if implemented, will be an effective step in making Pre-Primary Education available to all children.

(b) Attendance, Drop-outs, Enrolment-Retention:

It has been suggested that a system of education would succeed only when it can cover the population at the elementary stage in terms of total attendance. In this context, it has been viewed that a policy of 'inducement, if possible and coercion, if necessary' will produce desired results in the direction of improving attendance in all elementary schools.

Apart from a legislation for the purpose of coercion, a policy of inducement in terms of financial support to guardians living below the poverty line is necessary so that they may find it economically convenient to allow their wards to go to schools during working hours.

Another humanitarian measure to attract children towards schools and thereby improve attendance would be to provide for mid-day meals and school uniforms.

Again, the teachers of the schools should also be given incentive to act as 'Educational Agents' to draw children towards schools.

Another major problem of Elementary Education is that of drop-outs. This problem can be tackled best if it is ensured that they will be allowed to resume their studies at any point of time convenient to them. Such a policy of Multi-point entry to formal system of education will improve the situation considerably.

(c) Medium of instruction:

For the proper development of understanding, the medium of instruction should be in the mother-tongue. It has been argued that this will eliminate the bare possibility of any communication gap between the teacher and the taught.

(d) Curriculum:

The children reading at Primary level should not be placed under the pressure of content-load. The emphasis should be on the learning aspect only then the negotiation with knowledge can be free and interesting.

The curriculum of the Elementary Education should be comprehensive taking into account the development of body, mind and soul.

In this context, it has been viewed that the mother-tongue should be taught at the initial stage and the three-language formula should be introduced at latter stages.

Again, the subjects dealing with environment, national culture, moral values, should be made an integral part of Elementary Education curriculum together with other useful subjects like Mathematics Physical and Social Sciences. In addition to all these, there should be a provision for the training of their in-born talents in aesthetics and games that will contribute to their total development.

The curriculum of Elementary Education for the whole country should be uniform with minimum and necessary local variations. This will not only remove regional imbalances in academic attainments but also help in the process of integrated development in terms of learning together while knowing one another and standardisation of Elementary Education all over the country.

(e) Teachers:

The quality of teachers recruited is of paramount importance. In other words, a good teacher is a panacea to all social evils. Only such persons, preferably ladies, should be selected for this job, who, besides being duly qualified, should be wedded to the cause of education. All such teachers should undergo in-service training in Training Colleges from time to time.

Since the age-group of the children going for Elementary Education ranges between 6-14, it is opined that the teachers should be trained in the effective use of modern teaching aids, such as T.V., Computers, Tape-recorders, Lingua-phones, Projectors etc.

The last but not the least is the teacher's commitment to education. A teacher is occupied with the younglings as a gardener is occupied with the saplings. Both call for cure and care, nature and nurture, feeling and favour.

(f) Management:

Management is an essential part of any educational system. It cannot be considered in ~~isolation~~ isolation. Therefore, the management calls for certain renovations as listed below:-

(i) Community Involvement:

Periodic meetings of the parents and the teachers will generate a sense of community involvement in the management of Elementary Education that will go a long way in exercising a sort of control over the schools of the area to make it an academic success.

(ii) School Complex:

In order to make this programme a total success in terms of quantity and quality, the establishment of school complex is of added importance. This will bring the schools together other than ensuring inter-school visits by the teachers of the adjoining areas facilitating thereby an integrated approach to the growth the development of Elementary Education.

(iii) Physical facilities:

A school should be duly equipped with all sorts of facilities. The building, the furniture, the library and the teaching-aids should be adequate to make the school attractive for the children. An effort has to be made to provide every school with medical care units that will teach the pupils and the people of the arēa about health, hygiene, nutrition and other problems associated with it. The community should be encouraged to come forward to extend physical facilities to the schools.

(iv) Teacher-pupil ratio

Several eye-brows have been raised on this issue and it has been suggested that the ratio should be within the limits of a teacher's competence, i.e., 1:25.

(g) Evaluation:

It has been suggested that oral and written examinations should be conducted at specified intervals. This procedure should be followed till the last but one stage of Elementary Education. A public examination should be conducted at the terminal stage of Elementary Education. It should be conducted by the District Level authority. Again, promotion to next higher class should be based primarily on attendance.

(h) Socially Useful Productive Work:

The introduction of socially useful productive work in terms of activities will help children develop an attitude of upholding the dignity of labour.

(i) Mobile School Units:

In view of the difficulties in establishing schools in far-flung and inaccessible areas of the State, Mobile School Units will serve the purpose of imparting a condensed course of Elementary Education in a phased manner. The programme must be time-bound and should not be ^{for} more than four months at a stretch. Such an approach for providing Elementary Education to the children of the inaccessible areas along with the scheme of 'distant education through television' seems more conducive and effective.

Every Mobile School Unit should carry with it at least three teachers, teaching-aids, books for free distribution and other class-room articles necessary for the purpose.

Again, such Mobile School Units may succeed in producing local teachers also who will play a crucial role not only in organising learning camps for the children of that area but also in creating a thirst for education in them.

The objectives and the functions of such MSUs (Mobile School Units) will not remain confined to the knowledge of three R's but it will extend to feed various needs related to their life, work and culture.

KEY - NOTES

1. Universalisation of Elementary Education.
2. Change in structure with special emphasis on Pre-Primary Education to spread a net-work of Elementary Education over the remotest areas of the state.
3. A policy of inducement, if possible and co-ercion, if necessary to improve attendance along with the provision for financial support to such families living below the poverty line in addition to the provision for mid-day meals and school uniforms to the children.
4. Multi-point entry for admission to elementary education.
5. Mother-tongue as medium of instruction.
6. Emphasis on the learning aspect with maderate content load.
7. Uniform, comprehensive and integrated curriculum for the whole country with some scope for necessary local adjustments suiting to the needs of the children and the introduction of socially useful productive work at this stage.
8. Continuous teachers' training programme to acquaint the teachers with the latest techniques of teaching and the use of modern teaching aids.
9. Inculcation of missionary spirit among the teachers.
0. Community participation in the management of schools, establishment of school complex, provision for better physical facilities
1. Adequate teacher pupil ratio.
2. Regular and continuous evaluation with stress on attendance as condition for promotion. A public examination at the terminal stage should be conducted by the district level authorities.
3. Establishment of Mobile School Units (MSU) for the coverage of inaccessible areas of the state.

(2) SECONDARY EDUCATION

If we admit that education is and will be more and more a primordial need for each individual then not only must we develop, enrich and multiply the schools, we must also transcend it by broadening the educational functions to the dimension of society as a whole.

From this viewpoint, the Elementary Education provides the base and the Secondary Education provides the frame-work for the socio-economic educational edifice. This stage of education has three important objectives in view - (i) the growing demand for Secondary and Higher-Secondary Education (ii) the qualitative viability and (iii) the 'diversification' as it marks the terminal stage for formal schooling leading to two channels (a) Higher Education and (b) Vocational and Technical Education. In this context, it has been opined by a great majority that the recommendations of KOTHARI COMMISSION must be implemented in letter and spirit.

(a) ESTABLISHMENT OF SCHOOLS:

One of the most important objectives of a National Education Policy is to devise ways and means for the spread of Secondary Education with a view to meeting the quantitative pressure on it. This begins with the task of establishment of schools.

Till now, the schools have been established by the Government, the eminent individuals and the minority communities. A large area of education is being covered by the minority communities and it is difficult to go without their help in this expansion programme. Along with all these schools, there are leading public schools meant for the children of the elite.

Since the interest of the government is primarily concerned with the development of the cross-sections of the society, the mode of further establishment of schools will have to be considered in that perspective as the gates of Secondary Education must remain wide open to all who would go for it to prepare themselves for any vocation or higher education in after-years.

The crux of the question is on whom the responsibility of establishing schools in progressive number should be fixed under the present circumstances when reservations have been made at certain quarters as to allowing the private sectors to operate in this area. An answer to this question is that it is not possible for the government to go without the community as well as individual initiative in the establishment of schools, however, it will be the responsibility of the government to see that all such schools, established by the communities and the individuals, fulfil the academic and infrastructural conditions laid down by the government from time to time.

It has been also suggested that the minority status should be granted to only such educational institutions having at least 50% of the total strength of students belonging to that particular community. It is apparent then that the concept of minority educational institutions calls for a re-thinking as there are some minority schools who are yet to agree to governmental supervision in matters relating to service-conditions, etc., though they are aided by the government.

There has been consensus on this point that all the schools, governmental and non-governmental, should be brought under a National Education Umbrella to enable the government to oversee the activities of all educational institutions in national interest.

Again, the government's programme for the establishment of model schools and neighbourhood schools along with that of community initiative will be instrumental in making secondary education broad-based.

(b) CURRICULUM:

At the Secondary stage of education, the students should receive general education. Such an education is broad in approach and it will equip every student with a comprehensive idea of different subjects that will provide them a stronger base for higher education or vocational education that may be opted by them according to their attainment and merit. In other words, this is not a stage to create a discriminatory situation of any kind as it is fraught

with the danger of inadequate realisation as to one's potentiality and capability.

Another important area which requires attention is what to teach. It is necessary to ensure that the opportunity for studying science and mathematics would be available to all boys and girls with languages and humanities particularly when it is the veritable linkage between the elementary education and the higher/vocational/technical education. Therefore, care will have to be exercised in the selection of knowledge, the extent of knowledge, the content of knowledge, theoretical and practical, physical and aesthetical, social and moral, for such a 'go-between' and 'in-between' stage of education, named secondary education.

In the final analysis of the curriculum, the input of knowledge should have an approximate estimation of the output of that knowledge which will be utilised as a base for further education higher or vocational.

It has been suggested that the three-language formula should be implemented vigorously with an emphasis on mother-tongue or regional language as the medium of instruction. All the languages should be compulsory, meaning thereby that one will have to pass the examination of National Language i.e., Hindi in non-Hindi speaking states and that of the foreign language, i.e. English, in all states of the country while in Hindi speaking states, one will have to pass the examination of the third language as may be prescribed thereto. However, the study of classics should be retained.

The conception of working knowledge in Hindi or English is an inexplicable situation as they are the important mediums of communication and expression.

It is needless to say that the Curriculum of Secondary Education should include the frontier areas of knowledge suiting to the time and future requirements without increasing the content-load which is already there at present.

The provision should be made for such students also who are born with special talents in aesthetics and physical activities.

The Socially Useful Productive Work should receive its due importance as it will generate a sense of dignity of labour at this important stage and age of mental and physical development and its implementation needs strengthening.

A period per class per week should be allotted on the routine for training and teaching pupils in National Integration, Secularism and Moral Values. Organisation of National Integration Camps must be included in the curriculum in terms of cocurricular activities.

(c) SCIENTIFIC TEMPER:

An effort should be made to develop scientific temper among the students at this stage of education. It will not only facilitate in fighting against any kind of obscurantism and superstition but also help in developing a positive attitude towards manual work. For this purpose, a few vocational courses in terms of skill-training and work-experience suiting to the aptitude of the students must be integrated with the mainstream of general education on limited scale from class-VIII. It may be viewed as 'Attitude Orientation' that will bring about 'Social Transformation'. As the charity begins at home, so the reforms begin from within. This is also important in the light of the advancement in Science and Technology particularly for a developing country like India.

(d) CONTINUOUS EVALUATION:

Another area which deserves attention is the system of examinations. If we go by the present trend, the situation is indeed frustrating. The problems of leakage of papers, mass copying, tampering with results and other unethical practices have made the situation not only obnoxious but also ~~in~~ dubious. Again, it is extremely difficult to fix responsibility of corruption on any individual or institution when the state of

affairs has assumed the dimension of an epidemic. Therefore, the present system of examination is a hydra-headed monster and the system requires to be more replaced from without than reformed from within.

It has been suggested that a system of continuous evaluation will be an effective step to get rid of the evils of the present system. The continuous evaluation, weekly, monthly, quarterly in a phased manner will eliminate the bare possibility of mass participation in unfair means on one hand and keep the students engaged for a round-the-year preparation on the other. Such a system will be an internal management of the schools that will help in maintaining an accurate record of competence of boys and girls without making it a prior condition to enter the world of worker institution of higher learning. One will have to accept that no system can afford to go without a man-management and that the efficiency of any system is depending on the integrity of the management.

A public examination must be held at the end of the Secondary Education course. The percentage of the objective-type ~~xxxxxxxxxxxxxxxx~~ questions should not be more than 50% in any case and answersheets and the question-sheets should be in one body. The success in this examination again, may not be made, a condition for admission to higher learning, instead, an entrance to higher education should be on the basis of some sort of 'Screening Test.'

(d) COMMUNITY INVOLVEMENT IN MANAGEMENT:

Every section of the community living in the location of the school should be made a party to the management of the schools together with the teachers' representatives to regulate its activities in the interest of the society. Such members will be accountable to the Government and the guardians for all activities of the school. A Public Grievance Cell should be opened in the office of the District Education Officer to receive complaints and forward the same to the Management of the school and the Government. The Managing Committees should be given more power for the proper management and development of the school.

(e) TEACHERS:

It is not necessary that only persons having preservice training should be appointed as teachers at the cost of meritorious candidates not having such training at the time of appointment. The training colleges should be utilised for the purpose of in-service training to all teachers from time to time that will be tantamount to a refresher course which is extremely necessary when the concept and the content of each subject, particularly that of the science subjects are being constantly revised and updated. Instead of prescribing a Pre-service training as Primary condition to be considered for appointment, an "Aptitude Test" may be conducted to select persons suitable in all respects for the job of teaching. Again, a special training in methodology and utilisation of modern teaching-aids should form an integral part of in-service training. A system of incentives and dis-incentives is necessary to make participation in refresher course compulsory and effective.

(f) +2 COURSE IN VIABLE SCHOOLS:

It has been opined by all that +2 course should be introduced in all viable secondary schools. In the meantime, the Universities may be allowed to conduct it for a transition period of five years as by that time schools may become viable for the purpose.

(g) VOCATIONALISATION:

Vocationalisation of Higher Secondary Education with an eye on the 21st century is one of the major items of current deliberation on education. What must be remembered that the vocationalisation of Higher Secondary Education should be framed in such a way that it will be appealing to all so that the pupils may derive a sense of success in joining it. It also calls for some respect and recognition in terms of social attitude towards it. In other words, it should be as rewarding and as respectful as any other stream of education and it should not develop in one a feeling of inferiority complex which is an obvious prejudice

against the scheme. In order to make vocationalisation a success, it is suggested that highly skilled students with a gift of imagination should have an access to technical education in terms of preference. There are instances of mechanics turning into engineers with sheer acumen and endeavour.

Again, vocationalisation at +2 stage needs radical orientation, from management to teaching, covering the preparation of curricula, selection of courses, training of ~~existing~~ teachers, sale of commodities, apprenticeship in factories, screening of students for entry into vocational streams and scope of self-employment. Only in a situation like this, the maxim of 'earn while you learn' can be translated into reality.

The following measures are suggested for the successful implementation of vocationalisation at +2 stage.

(i) The Course Pattern:

The higher secondary stage should be planned as comprising of two broad components termed as (i) the general education spectrum and (ii) the vocationalised spectrum with many cross-over points during and after this particular stage. Vocationalised learning must be different from Technical/Vocational education as being imparted in ITIs and Polytechnics, so far as the course pattern is concerned.

(ii) Type of courses:

Types of vocational courses to be followed should reflect the needs of the area and facilities being provided there as only then such a course will appear commercially viable.

(iii) Counselling & Placement:

The principle of admission to vocational course should be based on each according to one's merit and ability. Therefore, there is the need to advise students and parents in the choice of courses and to arrange for placement after the course is completed.

(iv) Vertical Mobility:

The vocational courses should not be a blind alley, i.e., they should not be a dead-end in themselves. For those also who wish to continue and improve their qualifications, there should be sufficient scope in terms of admission to polytechnics and other Technical/Agricultural Institutes. For those who want to seek admission to higher education, there should be provision for 'bridge' courses.

(v) Vocational Teachers:

The role of teachers is crucial in the implementation of the scheme. An adequate number of vocational teachers should be appointed and trained both on regular and part-time basis. In-service training should be arranged also for updating the knowledge and skills of the teachers.

(vi) Linkage with development programmes:

The programmes of vocationalisation in rural areas should be linked with programmes of rural development, whereas, for urban areas, with Commerce, Trade, Textile, Para-Medical and other technical subjects.

Vocationalisation at this stage is perhaps the most important and essential factor. In the absence of such a vocationalisation leading to a meaningful and productive termination of formal schooling, the country may have no choice other than going for the more expensive and often unproductive higher education on a much larger scale. Diversification in the form of vocationalisation is a key to our future development.

KEY - NOTES

1. Secondary Education has three important objectives:
 - i) to meet the increasing pressure on it,
 - ii) the qualitative viability and
 - iii) the diversification leading to two channels:-
 - (a) Higher Education, and
 - (b) Vocational/Technical Education.
2. Schools have to be established by the Government as well as community initiative.

3. The concept of government-aided minority educational institutions calls for rethinking as there are some government-aided minority institutions disagreeing the governmental supervision in matters relating to service-condition of the teachers.
4. Bringing all types of schools under a National Education Umbrella to oversee their activities in national interest.
5. General education at Secondary stage for all the curriculum should be all-embracing as it is the veritable linkage between elementary education and higher/technical education-provision to develop the special talents in the students.
6. The Three-Language formula must be implemented vigorously and passing in all the languages should be made compulsory.
7. The Socially Useful Productive Work should get its due importance.
8. Provision for classes on the routine for training in National Integration, Secularism, Nationalism along with organisation of corps.
9. Creation of Scientific Temper for "Attitude Orientation" to bring about "Social Transformation" by introducing a few vocational courses from class-viii in terms of skill training and Work-experience.
0. Present system of examination to be replaced by a system of continuous evaluation to check unethical practices at all levels.
1. A screening test' should be held prior to ones' admission to higher/technical education.
2. Community involvement in the management of the schools by including members of different communities residing in the location of the schools concerned.
3. A Public Grievance Cell should be opened in the office of the District Education Officer to receive complaints against the malpractices and unsatisfactory progress in schools.
4. Pre-service training should no longer be treated as one of the main conditions to be considered for appointment as teachers. Such a condition eliminates meritorious candidates. A system of 'Aptitude Test' will serve the purpose. However the teachers appointed as such will have to undergo in-service training in the training colleges as and when needed.
5. +2 course should be introduced in all viable schools in due course.
6. Vocationalisation at +2 stage is necessary to allow willing and deserving students to go for job at an early stage or self employment scheme.
7. Vocational teachers should be duly trained.
8. Vocationalisation at +2 stage should have a link with the development programmes in rural and urban areas.

(3) HIGHER EDUCATION:

The gates of higher education should be restricted to those really meritorious and intending to undertake intensive and extensive research-projects to contribute to the growth of the subjects in which they are striving for specialization. This is because it is widely believed that the future of the country is absolutely depending on the state of its higher education. Consequently, all the interrogatives as to (a) Higher Education to whom and (b) Higher Education by whom, have assumed considerable importance as the colleges and the universities have to play a crucial role in expediting development, modernization and research-work of immediate concern and interest to the nation.

(a) Admission:

In the light of what has been stated above, it is held that some kind of screening is extremely necessary to eliminate those who do not hold much promise in advance learning.

(b) Appointment of Lecturers:

There is almost unanimity on the point that the selection of only competent and qualified teachers having aptitude for research and commitment to the teaching profession be made for higher education. Teachers in the University Departments must be appointed on the basis of qualifying test at National Level on the pattern of tests being conducted by the UGC for the award of research scholarships.

(c) Research Policy:

The higher education should be deeply concerned with research projects relating to the immediate needs of the country. An integrated research policy will help in establishing co-ordination between the productive sector and the educating sector and the industries will derive the benefit of the results of the research work done in the universities. A research policy can be successful only when it is supported by well-equipped and up-to-date infrastructure. The universities should undertake such research projects reflecting local needs.

(e) Decentralisation of UGC

For the smooth functioning of the UGC the regional offices should be set up.

(f) Curriculum:

The curriculum of the higher education should be up-dated at regular intervals so that the new areas of learning can be immediately brought to the notice of the students. Again, courses be restructured in adequate proportion for the development of an attitude to be in tune and touch with the progress in one's own country and abroad.

(g) National Academic Calendar:

There should be an Academic Calendar at the national level to maintain uniformity of the session and examination schedules.

(h) Examination:

It goes without saying that the present system of examinations has been subjected to severe criticism on account of various unscrupulous practices that have plagued the very mechanism. In order to fulfil the purpose of higher education, it is necessary to examine and evolve ways and means to check the decadence. Therefore, it is imperative to introduce desirable changes in the very system of evaluation.

For the purpose of grading the students on the basis of their achievements as well as for an appraisal of teachers' competence and academic standing of an institution engaged in higher education, a system of continuous evaluation appears to be a veritable solution to the problem. The University Education Commission under the Chairmanship of Dr. S. Radhakrishnan went so far as to remark, "If we have to recommend only one reform in the system of education, it is the field of examination." To be precise, the present system of examination is more a test of memory than that of merit.

Under these circumstances, it is suggested that the results should not be based on external examination only but also on a system of continuous accreditation that should be evolved for the purpose as it is being practised at the ITIs and engineering colleges.

Again, for the test of merit, different sets of question papers comprising of short-answer and objective-based questions should be prepared by a panel of subject specialists. There should be only two grades- Pass and Distinction. The students securing more than 75% should be placed in the grade of distinction.

(i) Autonomy:

A university should be a land of free thinkers. Therefore, the autonomous status of the university should not be tied down by bureaucratic fetters. Academic autonomy should be safe-guarded. Statutes and Regulations should be framed only by the University bodies. No external authority, howsoever important, should impose statutes and regulations on the University.

(j) Code of conduct for teachers:

While accepting the autonomous status of the University, it is necessary to frame a code of conduct for teachers so that the Senate and the Syndicate may be free from political activities. Again, the teachers must cover at least 180 effective teaching days every year.

(k) Depoliticalisation:

In conjunction with and continuation to what has been said in the preceding lines, it is felt that in order to maintain the sanctity of the temples of learning, colleges/universities should be free from politics. The Students' Unions should not be committed to or sponsored by political parties. The representatives of the Students' Union should be the students of standard merit who will think of the students' welfare in general and that of the university in particular. The Teacher's Association should be absolutely committed to educational programme of the university.

Again, the Students' Union and the University Teachers' Association should be entrusted with the direct responsibility of organising activities for National Integration with the assistance of their respective Universities. This will also serve the purpose of depoliticalisation of the Universities.

(1) Ban on private coaching practice:

The coaching classes run in the form of Institutes by the teachers of the ~~University~~ University in group or separately should be banned. It has been noticed that the recent trend in commercialisation of education, within and beyond the working hours of the University, has seriously affected studies. Therefore, a ban on Private Coaching Centres is necessary to prevent teachers from earning money at the cost of the progress in the colleges and the Universities to which they belong.

(m) Seminars, Symposium, ETC.

Emphasis must be given on tutorials, seminars, field work, project, semester-system and proctorial provisions.

(n) Social Service:

An appreciable period of time for rural service should be made compulsory for the students of the Universities for making them aware of the Socio-economic realities and prepare them to contribute to the peaceful social change. This will also help in narrowing the gap between the rural and the urban areas.

KEY - NOTES

1. Higher Education should be restricted to meritorious students only and those striving for specialization in terms of extensive and intensive research-work.
2. A "Screening Test" should be held prior to ones admission to higher education.
3. Appointment of teachers should be made on the basis of a qualifying test at national level as conducted by the University Grants Commission for the award of research scholarships.
4. There should ^{be} a National Academic Calender.
5. Research projects should keep in view the immediate needs of the country.

- 6- UGC at regional level.
7. The curriculum of higher education should be regularly updated.
8. Change in the existing pattern of examination favoured.
9. The autonomous status of the university should be retained.
10. 180 effective teaching days should be covered every year.
A code of conduct for the University Teachers should be framed.
11. Campus should be free from political activities.
12. Coaching institutes run by the teachers should be banned.
13. Tutorials, seminars and symposium should be organised at regular intervals.
14. An appreciable period of time for rural service should be made compulsory for the students of the universities.

(4) TECHNICAL EDUCATION:

"The purpose of education lies in devising educational institutions which combine industrial or technical efficiency, centred on the acquisition of knowledge, with the vitality of creative groups whose action will enable human relations to evolve." (Learning to be).

Technical education means training the whole man, not only his inner, personal characteristics and tendencies but also his social attitudes. The scope is broader than traditional intellectual education whose character is that of an activity directed exclusively towards a specific province of life, treated separately and whose importance is practically confined to the limited sphere of social life. Thus, a stress upon technical education will help in the re-organisation of traditional education into an education for the future.

A developing country like India is occupied with the task of advancing technical education to such an extent that it will have far-reaching consequences on the economic life of the country. The quality of technical education must reflect the needs and the aspirations of the people particularly those who will have to be raised from and below the poverty line. Thus, technical education, is the very key-note to India's economic development.

(a) Relevant to national needs:

A scheme of technical education should be commensurate with national needs. It is the only measuring-rod with which the qualitative and utilitarian aspect of technical education can be evaluated.

(b) Structure:

The technical education should be structured at 5 levels (i) Vocational courses in schools, (ii) ITI & Polytechnics (iii) Graduate courses (iv) Post Graduate courses and (v) In-service Training.

A vocational course at school-level in terms of specialised training will serve the purpose of those children who cannot continue their studies after the elementary education or who would like to join any factory or workshop as helper or mechanic apprentice.

In ITI & Polytechnics, provision should be made for specialised studies in particular field having many practical avenues.

The other two courses should admit those students who would like to go for advance Technical Education keeping in view the fact that the world is on the threshold of second industrial and technological revolution. They should also have an eye on the International standard of progress in Technical and Engineering Education.

(c) In-Service Training:

In addition to all these courses, a provision for In-service Training to workers engaged in factories and industries will enable them to update their knowledge.

(d) Science Academy:

In order to co-ordinate the activities of various engineering colleges, ITIs, Polytechnics, technical institutes, workshops and laboratories for the purpose of national development, it is necessary to establish a Science Academy in the state. Such an academy will also examine and direct the projects and activities of all such bodies for the said purpose. Besides these, it will organise training programmes, seminars and symposiums with the help of expertise to update the knowledge ~~xxxxxx~~ relevant to national needs.

(e) Teachers:

Teachers for this branch of knowledge should belong to the top-drawers of the world of learning. Such teachers should be thoroughly equipped with the latest 'know-how' to improve the quality of technical education.

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(f) Brain-Drain:

It has been noticed that the intelligent and talented scientists have been settling abroad and such a phenomenon has created a vacuum in the country's scientific potentiality. It calls for the creation of a progressive atmosphere so that the top-brains of country decide upon coming back after the attainment of advance learning in abroad. They must be given free hand to utilise their training in undertaking such projects that will contribute to the economic growth of the ~~country~~ country.

KEY - NOTES

1. The technical education should be relevant to local and national needs.
2. It should be structured at various levels with an eye on the international standard of progress in Technical and Engineering Education.
3. There should be adequate provision for the in-service training of the persons engaged in factories and workshops.
4. Teachers for this branch of learning should have necessary Training.
5. A Science Academy should be established in the State to Co-ordinate, examine and direct the activities of different technical institutions for the purpose of national development.
6. Scientists returning to India from abroad should be given free hand and help to execute projects contributing to the economic progress of the country.

(5) FEMALE EDUCATION:

A country's progress can be measured by the progress of its women-folk. Therefore, women's education will have to be conceived of in terms of emancipation of women. Various social organisations have taken up the cause of educating women with or without the assistance of the government.

It is true that women are coming forward to receive all types of education but a great number of them have not yet been covered. If there are women among the most progressive, there are women among the most backward. Therefore, what matters is not merely the number of women with education or influence but the position of influence of the average woman. It is necessary to see that she is able to exert her influence for the good of the community. In order to achieve this, the aim of the National Programme for the expansion of education should take note of the problems of an average Indian woman to improve the condition of her life also.

For this purpose, the following measures have been suggested:-

- (a) Community involvement in the establishment of schools; Educational and Vocational.
- (b) Mobile School Units as agencies of the Non-formal and Adult Education should be asked to play an even more result-oriented intensive and extensive role to enlighten women with progressive ideas.

Such MSUs should consist of lady teachers to impart condensed elementary education alongwith a programme to train women in some vocational courses suiting to their personal and local needs. These Mobile School Units should include lady ~~and~~ health workers also who will assist in educating women about Health Nutrition and Population Control.

- (c) A provision for the national awards should be made for the Mukhias or Village Heads and such other voluntary agencies who will succeed in educating large number of illiterate women in their respective areas.

- (d) It is necessary to increase the number of lady teachers in schools so that the girls may feel comfortable to sit and study with the boys. There should be adequate arrangement for separate lavatory, common room, etc. in each school for the convenience of the girl students.

KEY-NOTES

1. The objective should not be confined to educate a small number of women but it should be extended to see that the average Indian woman has a status in life.
2. Schools, educational and vocational, should be established in adequate number, Community involvement is important to accomplish this task.
3. Mobile School Units consisting of lady teachers, lady health workers and lady craft-teachers will help in educating rural women about health, nutrition and population control.
4. Agencies of Non-formal and Adult Education will have to reorganise their activities in this direction.
5. National Awards should be given to such individuals and agencies who will succeed in educating women in their respective areas.
6. Number of lady teachers should gradually increase in schools along ~~and~~ with other facilities to attract girls towards education.

(6) NEW APPROACH TO LEARNING

Though the percentage in literacy has considerably increased after independence, faster growth of population has pushed the country further away in its attempt to eradicate illiteracy. Despite valiant efforts to expand formal education by Government and Non-Government Organisations, there are much more illiterates in the country today than they were before. Naturally, when conventional methods of hastening literacy have proved to be of little avail, massive effort is required for exploring new approach to learning in the existing situation of population explosion and mass poverty. In order to achieve cent percent literacy ensuring intelligent and efficient participation of the citizens in the National Development Programmes of the country, the education should not be confined to four walls of the class room only but, it should be extended to a kind of learning nevertheless where, when and how it is imparted. The horizon of the Non-formal, Adult and Early ~~childhood~~ childhood Education which have already been running in different states under National Programmes and UNICEF projects should be further widened.

Need and relevance based self-learning materials in sufficient quantity and variety should be made available to Non-Formal and Adult Learning centres. The responsibility of developing these materials should be entrusted with the Institutions catering to their needs.

The concept of imparting "distant education through television" is of recent origin in India. In developed countries it has already become a potent agency through which a great deal of educational impact is being made to change the life-style of the people relating to their attitude and activities. A beginning, in this direction, has been made in the state.

One of the outstanding features of television as an instrument for the purpose of education is that it fits in any standard, elementary to higher education. Even the far-flung inaccessible rural areas can be covered by the Net-work of T.V. Programme on education through INSAT.

Programmes on methods of farming, cottage or small scale industries, family planning, national integration, ecology, etc. will help the rural masses in the realisation of their life-setting along with an idea as to the ways and means to improve the same.

Thus, distant education through television has great importance as it can be utilised to take people from "how their life is" to "how it should be."

(7) RESOURCE MOBILISATION

There is no denying the fact that a progressive system of education as well as a system of progressive education are ~~based~~^{depending} on resource mobilisation in view of the immense need for qualitative and quantitative improvement in the field of education.

A developing country like India is faced with the task of ~~exploiting~~ and tapping to the maximum of all the known sources for Resource Mobilisation and at the same time creating new sources for the said purpose with a view to making general education available to all and higher education to those who hold promise.

Accordingly, an approach to resource mobilisation for education should be not only futuristic but also realistic particularly when the new education policy aims at qualitative changes in education along with quantitative expansion.

It has been stated clearly in the National Document that education has, till now, been essentially the responsibility of the states and they have been providing around 70% of total plan expenditure for education. But, in the present context, when education is being assigned to play an even more target-oriented role in national well-being and development, the extent to which the Central Government would assume the responsibility in the event of considerable increase in expenditure on education within the frame-work of need-based objectives, calls for a Centre-State Co-ordination. In other words, a much larger scale of educational development necessitates a proportionate increase in the allocation of Centre-State funding for education. Therefore, the per-capita budget expenditure on education will increase at all levels if the objectives laid down in the National Document are to be achieved in full by the end of this century. The funding system requires to be re-organised in accordance with the project areas on education. This calls for the Centre and the State Govt.s

to sit together and decide upon their respective areas of operation for educational development. The Central Government should take 100% financial responsibility of the project areas where it would like to work. The State Governments should select their areas of operation undertaking 100% financial responsibility for which they will have to tap their sources. Only by a division of areas like this, the increasing expenditure on education can be met ^{along} with the realisation of the targets set for the purpose. The projects must be time-bound with due sense of accountability fixed on the departments of the Central and the State Governments. Since education is being encouraged to assume its assigned role in the process of development, this strategy for raising and sharing resources should be adopted to make it a success. However, there may be projects that may be jointly run by the Central and the State Governments on 50-50 basis and for this purpose separate provisions will have to be made in the budgets of both the governments.

So far as the State Government is concerned it has been suggested that a line of distinction should be drawn between two areas - (i) Resources already available and (ii) Resources to be made available. This will facilitate in making financial provision for these two areas on the basis of the different stages of education. In other words, the modus-operandi of Resource Mobilisation should be in accordance with the quality and the quantity of education being imparted and covered. Again, Resource Mobilisation means two things at a time - (i) Human Resource Development and (ii) Technical Resource Development. The former is concerned with manning the educational centres of various types with duly trained persons while the latter is concerned with the task of equipping the trained persons with audio-visual aids and technicalities.

The target towards Resource Mobilisation has to be achieved on a short-term and a long-term basis.

Since the objectives of new education policy call for an extensive Resource Mobilisation, they require a professional approach to funds-raising for the said purpose and thereby encouraging private entrepreneurs to contribute to educational development. For our convenience, the sources to raise funds for the said purpose are detailed as follows:-

(A) GOVERNMENTAL:-

(i) Central: It has been observed that the extent of Central assistance towards education requires to be raised to a minimum of 5%.

(ii) State: The State Government also should exploit other sources and resort to a new strategy for resource mobilisation. For this purpose the following suggestions deserve attention:-

- (a) Marginal increase on land revenue and municipal holdings as this avenue has already been tapped in the state.
- (b) The State should be permitted to levy cess on mineral produce (e.g. coal, iron-ore, bauxite, mica, etc.), cash-crops (e.g. sugarcane, tobacco, etc.) and industrial products (i.e. steel, petroleum, etc.) that have remained untouched although the State has such resources in abundance.
- (c) Education cess may also be levied on land transfer and sale of property.
- (d) An increase in Turn Over Tax (TOT Tax) exclusively to meet the requirements on education is favoured.
- (e) To meet expenses on elementary education in terms of contingencies and maintenance of Primary School Buildings, Zila Parishads and Panchayats may be empowered to levy and collect taxes on sale of cattle and goods in Haats and Bazars situated in their jurisdictions.

(B) NON-GOVERNMENTAL:

(a) There is an obvious trend towards decline in donations from public. In order to improve the situation, it is necessary to accord a place of honour to eminent and affluent individuals to attract their co-operation in raising fund for resource mobilisation.

(b) Private and Public sectors should be directly asked to share expenses in this direction not only for the children of their employees but also for the population of their areas including those who have been displaced therefrom.

(c) Missionaries and Charitable trusts can play an effective role in raising fund for resource mobilisation.

(d) It has been opined in the previous pages that the task of educational development programme can ~~derive~~ derive further impetus if the members of the community are called upon to share the responsibility in this direction. For this purpose, a regular practice of organising school improvement conferences is suggested as it will not only attract small and big donations to raise fund for the much-needed Resource Mobilisation but also ensure and enhance community's continuous interest in the educational development of the institutions other than facilitating rapport with the teachers.

In this context, the guardians also may be asked to contribute annually towards the maintenance of school buildings and other properties. This may be charged as development cost.

(C) INTERNATIONAL CO-OPERATION:

It is needless to say that international co-operation through U.N. Agencies and other developed countries can also help in the mobilisation of resources in terms of finance and personnel.

(8) OTHER ISSUES OF IMPORTANCE

In addition to the observations made in the preceding lines on the various stages of education, it is also imperative to ponder over the allied issues that are of considerable importance in framing a policy document on education.

(i) INDOCTRINATION:

An educational institution should be free from any type of indoctrination as only in an atmosphere like this the pupils can be acquainted with and trained in the values of national integration, secularism and socialism. Care should be exercised in the selection of such topics in text-books for Moral Education that do not propagate any particular idea that may be interpreted or viewed in terms of indoctrination.

(ii) DELINKING DEGREES FROM JOBS:

It has been observed in the national document if degrees are delinked from jobs it would considerably reduce the pressure of numbers in the undergraduate stream in case avenues for training with a reasonable assurance of getting jobs are forthcoming on a large scale in close collaboration with employers. In this context, the vocationalisation at +2 as discussed in details in the concerned chapter provides an answer to this particular issue.

Again, every citizen who is some way connected and concerned with education must be pondering over the feasibility of delinking degrees from jobs and vice-versa.

This issue can be viewed from three angles-
(1) How can the ability in a person be identified and evaluated without a degree of recommendation (2) Will it be possible to cover a very big canvas of candidates (3) What will be the criteria for fitting a right person to a right job

One cannot ignore the difficulties in ignoring the degrees out right and view the merit of the candidates in isolation/^{though} it may be argued that there are jobs where the practical ability weighs more than a professional certificate.

Take for instance, the job of a stone-typist. Here, setting aside the certificate, his or her practical ability to take down the note at a speed of 150 words per minute and type the same at a speed of ~~150~~ 60 words per minute will be put to test. But, there are jobs where the extent of knowledge cannot be guessed even without a certificate or degree.

It may be argued that the degrees are not the true recommendation of one's merit as one changes for the better or worse after getting a degree. But, it cannot be denied, that a degree serves as a base for the purpose of an assessment of a large number of candidates seeking jobs and it makes the task easier.

Therefore, it can be concluded that in higher jobs calling for specialised skills, degrees cannot be discarded outright, however, it may be accepted that degrees alone should not be considered or valued in matters relating to jobs.

(iii) RESERVATION

The question of reservation for Scheduled Castes and Scheduled Tribes calls for a little rethinking. Though the access has been provided to such candidates through reservation of seats, the benefit of the same is yet to be availed of by those really deserving and down-trodden. An effort in this direction is urgently needed to enable them to maintain pace with the time in order to achieve socio-economic equality at all levels.

(iv) PREPARATION OF TEXT-BOOKS

Good books are important vehicles for a good education. Such good books can be produced in a Text Books' Laboratory at national level. Though most of the work is being done by the NCERT and at state level by Text Book Corporations, there are the best and the worst among the private publishers also operating in this area. Keeping in view the objectives of New Education Policy, it is also important to adopt a national policy in matters relating to the preparation of standard text-books for all stages of education.

(v) EMERGENCE OF CAPITATION COLLEGES

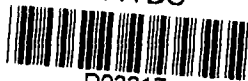
It has been viewed with grave concern that the modus-operandi of admission to such colleges has no regard for merit. In other words, admission to such colleges is money oriented, not merit-oriented. The candidates coming out of such colleges are making the ^{un-}employment area unduly crowded. Moreover, this type of commercialisation of education has been resulting into the deterioration of higher education. Therefore, the emergence of such capitation colleges must be curbed by an appropriate legislation.

C O N C L U S I O N

Education has a very important role to play in inculcating right attitudes towards life-individual, social and national. The solution to every problem lies in that education which helps one in developing an attitude of 'seeing within' and 'seeing beyond'. This motivates one towards making efforts in the right direction.

The National Debate has been a great success in the sense that it has generated tremendous enthusiasm among all sections of the country interested in making education progressive and purposeful. Indeed, it is a subject of interest and a matter of importance that the needs of society change at a faster rate than the type or model of education that the people receive in schools or universities. Such a situation arises because of the fact while one is the factor, the other is the result. For a country depending on a sort of planned development, it is necessary to see that investment on a type of education which contributes little to growth, is replaced readily by an education that is relevant to life and that will prepare our young generation for the challenges of the 21st Century.

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