

VIEWS AND PROPOSAL FOR
NEW EDUCATION POLICY

**DEPARTMENT OF EDUCATION
GOVERNMENT OF MANIPUR
IMPHAL**

1985

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VIEWS AND PROPOSAL FOR
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DEPARTMENT OF EDUCATION
GOVERNMENT OF INDIA
NATIONAL INSTITUTE FOR
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F O R E W O R D

" The Proposal for New Education Policy" contains 14 points for re-shaping the existing education in India to meet the needs of our fast developing present and future society. The points are the outcome of seminars, symposiums and debates on the " Challenge of Education- a Policy Perspective" organised at the Zonal, District and State Levels during the last 2/3 months in the State of Manipur. They reflect the loopholes of the existing education and indicate the needs for the younger generations to enable them to meet the challenges which may be thrown up from the rapid development of science and technology in the country as well as in other countries of the world.

We were unable to elaborate every point due to shortage of time. However, the summary of the points will help formulate and re-shape the existing education in the country.

We hope our views may be considered in preparing a new document of education at the National Level to meet the future needs of the country.

IMPHAL
The 15th Nov. '85:

A.H. CHOWDHURY
COMMISSIONER (EDUCATION) TO THE
GOVERNMENT OF MANIPUR:

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1. PURPOSE OF EDUCATION:

The present system of Education cannot cope with the needs of our rapid developing society. It lacks Ancient and Spiritual values, the spirit of love for the nation, love of the country and self discipline. It mainly aims at white collar jobs and produces many educated young men who lack love of their country and dedication to their duties.

India must evolve her own system of Education. It must be based on her ancient and eternal spiritual values with a modern, scientific and futuristic approach for development of higher consciousness so that the younger generation may be able to play their role effectively in the years to come.

India stands for International Peace and Security, our education must prepare future saviours of mankind on the basis of understanding of modern times.

"The New Education Policy" should aim at inculcating the spirit of love for the nation, "I love my India" in the minds of the students. Our Education should lead from love of India to love of man, the highest form of humanism.

Students should be made to feel proud of being Indians, possessors of a rich, glorious, cultural heritage. Education should develop a deeper knowledge and radiant confidence in them about the great future of India. They should clearly understand that India has a great role to play in the world through United Nations, Non-aligned movement and International co-operation with the various Nations of the world

The youth must be educated, trained and developed to realise that duty is their only Right and Self-discipline, their privilege. Fundamental duties enshrined in the Constitution of India should be a part of the New Education Policy. The New Education Policy should impart knowledge and skill to the younger generation for enabling them to use the new products of Science and Technology with the safeguard of moral and cultural values.

Further the New Education Policy should provide new horizons of knowledge and opportunity where talented young men may develop to their fullest extent.

2. UNIFORM PATTERN OF EDUCATION:

There have been different patterns of Education in the country. Different opportunities have been provided for development of different people in the form of convent/public schools for the affluent section of society and ordinary schools with meagre facilities for the vast masses of the poor. Even inequalities of opportunities of education in rural and urban areas are in existence. Most of the schools for the children of vast masses are roofless, devoid of furniture with absentee teachers while Convent/Public schools are running in magnificent surrounding. In the far-flung rural and hill areas many villages remain without schools while mushroom growth of school takes place in the urban and semi-urban areas. There is no justification for the above unequal opportunities of education for the people of the country. In other words it is contrary to the letter and spirit of our constitution and derogatory to the very name " Sovereign Socialist Secular Democratic Republic of India ".

The new policy, therefore, should lay down a principle for a uniform pattern of education for all the citizens of democratic India. It should endeavour to eliminate inequalities in status, facilities and opportunities to perform the constitutional obligation. The Govt. of India should nationalise the Public and Convent schools. Central schools and the proposed model schools should expand the areas and spheres of democratization of education. Schoolless villages should be provided with schools without further delay. It is very essential for peace, unity and integration of the country.

It is found that in some States there are Pre-primary classes of the age group 3-5 while in some States education starts from class-1 of the age group 4-5. In Higher Education also there has been 2 year degree course in some States and 3 Year Degree Course in some other States. Again there are dissimilarities in the contents of Education under different school boards and universities. This results in difference in standards of education and thereby creating much inconvenience to the students who migrate from one State to another. In order to raise the standard of education and to facilitate students' mobility there must be a uniform pattern of education in India in terms of structure and curriculum.

3. STAGES AND STRUCTURE OF EDUCATION:

At present the stages and structure of education are found different in various regions/states/territories of the country. College and University Education have been separated from the main stream of national

system of education. The new policy of education should lay down a principle for having the same stages and structures of education in all States and Territories. The stages and structures that may be adopted are as follows:-

- 1) First Stage:- Pre-primary Education for the age group (3-5) - 3 years.
- 2) Second Stage:-Elementary Education Class I-VIII for the age group (6-14) - 8 years.
 - (a) - Primary Education classes I-V for the age group (6-11) - 5 years.
 - (b) - Middle Education classes VI-VIII for the age group (11-14) - 3 years.
- 3) Third Stage - Secondary Education Class IX-XII for the age group (15-18) - 4 years.
 - (a) - High School Education Class IX-X for the age group (15-16). - 2 years.
 - (b) - Higher Secondary Education with class XI-XII vocationalisation for the age group (17-18) - 2 years.
- 4) Fourth Stage- Occupational/Professional/Higher Education.
 - (Technical Education). - 1. Occupational Education of 2 years course for the age group (16/20-19/20).
 - 2. Professional Education for meritorious and selected students who have passed the 12th Class.

(General Education) - 3. Higher Education.

- (a)- College Education of 3 year degree course for the selected students who have passed the 12th class.
 - (b)- Post Graduate Education only for selected meritorious graduates.
- 5) Fifth Stage :- Continuing Education through press and mass media and voluntary organisations.

4. CURRICULUM AND SYLLABUS:

Content of education shall be of cumulative nature i.e. a few new elements should be added at each successive stage of education. Any element once introduced should as far as possible continue at the successive stages with appropriate adjustment in its content in accordance with the age and need of the learner. Further, content of education should not be presented in terms of academic disciplines or facts of knowledge. It will be expressed in terms of topics which are related to the different aspects of life of the learners. Therefore, the following components of education may be adopted for each stage of education.

- First Stage :- i) Nutrition - Pre-Primary
3 years.
ii) Health care.
iii) Health habits.
iv) Education through play.

Second Stage:- In addition to the above.

- Elementary Education :- iv) Physical culture, including games and sports, gymnastics & yoga exercises.
v) Music dance & drama.
vi) Participation in social and cultural celebration.
vii) Painting, drawing handwork.

- viii) Languages.
- ix) Mathematics
- /Social x) / Studies as integrated course of Local History, Geography, Social Economy, culture.
- xi) Science with skills and knowledge essential for modern living.
- xii) National Education.

Third Stage
Secondary Edn. -- In addition to the I-XII.

- xiii) Regional, National and International history, Geography, Economy, culture.
- xiv) Local and Regional trades, industry, commerce, agriculture services and other occupations.
- xv) Vocational subjects at + 2 stage for selected students.

Fourth Stage

- a) Occupational Education.
 - xv) -Vocational Training. according to the needs of the region/ State/Territory leading to Diploma Degree and Post-Graduate Degree Courses.
- b) Higher Education. - 3 year Degree Courses and Post-Graduate Courses of the University.

Fifth Stage

- Continuing Edn. i)- Health Education.
- ii)- Politics and National Education.
 - iii)- Social & Cultural Education.

- iv) - Family Life Education.
- v) - Development of National & Regional, Trade, Industry, Commerce, Agriculture and Services.
- vi) - Adjustment in old age.

The present curriculum can be re-ast on the above lines. The new elements to be emphasized in the curriculum are the following:-

- 1) Adequate knowledge and appreciation of local environment.
- 2) Participation in social/community life.
- 3) Social Service.
- 4) Essential knowledge of modern life and living.
- 5) Social and cultural education.
- 6) Political and National Education.
- 7) Preparation for future needs.
- 8) Science and Technology.

There should be National Core Curriculum in the following academic areas.

- 1) Languages under 3 Language formula.
- 2) Science.
- 3) Mathematics.
- 4) Social Studies/Containing integrated course of history, geography and civics

5. UNIVERSAL EDUCATION:

India has recognised right of everyone to education as per its Constitution Art. 41. It is a fundamental duty of every Indian citizen to abide by this article of the Constitution. Rajiv Gandhi's Government

has also committed to fulfil the constitutional obligation of providing universal education for all children upto the age of 14 by 1990. Till to-day all the States and Union Territories have failed to achieve the target of Universal Education. The average drop-out rate at the Primary stage in the country is 63% and 77 per cent at the middle stage. There are also a sizeable number of villages in the far-flung rural and hill areas without schools so far. Among the existing schools also huge number of schools have no building of their own and other several schools have inadequate furniture with absentee teachers. There is also lack of interest among the guardians and the public in participating in the programme of Universal Education. The officers and teachers also seldom dedicate themselves to their duties for achieving the target of Universal Education. Another big obstacle is lack of financial resource specially in the under-developed States and Union Territories.

We have to plan and direct our new Education Policy to remove these draw-backs to make our plan of Universal Education and removal of mass illiteracy a success. We may adopt the following measures.

- 1) At least one primary should be made available within the distance of 1 kilometre and one middle/Jr. High School within the distance of 2 kilometres. In case of the hill areas where communication is very bad at least one primary school should be made available for every village/inhabitate/hamlet and one middle/Jr. High School for 3/4 villages.
- 2) The existing single teacher school should be converted into at least 2 teacher schools.

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- 3) The existing elementary schools should be provided with good building and adequate furniture.
- 4) Opening of schools in the schoolless villages should be taken up without further delay.
- 5) In view of ineffectiveness of Pre-Primary Education run by voluntary organisations and Social Welfare Department the Pre-Primary classes should be attached to the Lower Primary School. This will enable to provide pupils having proper background for Primary Education.
- 6) At least 3 teachers should be provided for each Lower Primary School having Pre-Primary classes, 5 teachers for primary/J.H. Schools having classes III to V and 7 teachers including the Head Master, 2 science graduate teachers, one P.E.T., one Hindi Teacher, one Language Teacher for Jr. High School having classes VI to VIII.
- 7) In order to check drop-outs strict and frequent supervision should be taken up by the Inspecting Staff, regular and effective teaching should be given by the teachers. Involvement of guardians, social workers and the public in the management of schools should be encouraged, mid-day meals at the primary stage should be arranged, reading materials and school uniforms should be provided to the children of the weaker section. The method of teaching in the school should be modified in such a way that any pupil may not be discouraged from attending the school. Teachers' Training should be taken up in a massive way to enable them to utilise the modified way of teaching in the schools.
- 8) There are at present a sizeable number of non-starters (who never attend schools) and adult illiterates in spite of best effort of Govt. in each State/Union Territory. The reason for this appears to be the inability of the instructor at the N.F. Centre to motivate the non-starters for coming to the centre as he is less paid as well as he has less experience in teaching. Over and above

that the reading materials provided to them are not need based ones. From practical experience it is known that most of the learners at the centre are found to be the school going children who are coming to the centre by way of receiving tuition. Another reason is lack of propoganda through mass media.

- 9) Similarly Adult Education Programme in spite of best effort of the Govt. is not effective. Very few adult illiterates go to the centre for education as it is difficult to motivate the adults for education and also to get cooperation from other departments like medical, agriculture, veterinary, forest, R.I.D.P. etc. Teaching materials available at the centre are not need-based and also use of mass-media is not available.

To remove these drawbacks use of mass-media should be made available. School teachers should be involved in the programmes of Adult and Non-formal education instead of appointing fresh instructors. The Department of Education and the Department of Adult Education have to work together. Assessment of actual learners at the centre should be done frequently. Employment of illiterate persons as labourers/workers in Govt. and Semi-Govt. organisations should be banned with effect from 1990 and the certificate issued by the adult and N.F. Centres should be eligible for such work.

6. SECONDARY EDUCATION:

There has been phenomenal expansion of Secondary Education in the State but the distribution of the school still remains unequal. Particularly in the Rural and Hill areas opening of Secondary Schools is still felt necessary.

On the other hand the standard of secondary Education has gone down tremendously. The standard of Science and Mathematics Education in the schools of hill areas is very low in spite of best effort of the Govt. in collaboration with N.E.C. The physical facilities of the existing Secondary Education in the Hill and Valley areas are inadequate. Teachers'

Quarters and Students' Hostels have not so far been provided for the schools in the Hill Areas. The result is that attendance of the teachers are irregular and proper teaching in the schools cannot, therefore, be carried out. Another difficulty faced by the tribals in the hill areas is the medium of instruction as all the 29 dialects have not yet been used as media of instruction and examination. Qualified teachers in Science and Mathematics subject are not available from among the tribals.

The Higher Secondary Education is not so popular among the students. They prefer college to High /Secondary School even for + 2 course. The tribal students seldom learn in Higher Secondary Schools of the Hill Areas. They generally come down to the valley for higher education as they can afford the cost of education from their tribal scholarship.

Considering the local situation and other situations prevailing in India and accepting 10+2+3 system the following proposals may be put up for consideration.

- (i) Every school, High or Higher Secondary in the hill areas should be provided with quarters for teachers and Hostels for students.
- (ii) Every secondary school should be provided with laboratory, library and playground.
- (iii) Facilities for study of Science and Mathematics should be made available to all the pupils.
- (iv) Curriculum must provide common compulsory subjects upto class-VIII and with some

optional subjects for classes IX and X.

- v) Socially Useful Productive works for classes IX and X should be provided in such a way that the students may choose one of the vocational courses at the + 2 stage.
- vi) At the + 2 stage there must be a common core subjects along with optional subjects for academic stream and vocational stream. Vocational subjects must be provided considering the local situation, needs of the State.
- vii) For upgradation of the standard there must be modernisation of curriculum, method of teaching and evaluation.
- viii) Model schools should be established in every district to demonstrate what good instruction, good curriculum and proper evaluation can do to raise the standard of education.

7. MODEL SCHOOLS:

Standard of Education is found to be deteriorating in almost all the secondary schools at present. It is, therefore felt necessary to establish Model Schools as pace-setting schools to demonstrate that new method of the teaching learning process can raise the standard of education. The following guidelines are recommended for the purpose.

- i) Three Model Schools must be set up in every District- one for the best students, another for average students and another for the under average students.

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- ii) Medium of instruction in the model schools must be same as that of other existing schools.
- iii) Local Committees must be formed to look after the management of the schools.
- iv) The Central Government must bear the major portion of the total expenses incurred for the management of the Model Schools.

8. EDUCATIONAL INSTITUTIONS:

Under the programme of Universalisation of Elementary Education enrolment of pupils will be expected to increase to such an extent that the existing schools will not be able to accommodate them all. In order to cope with the additional children some of the existing Lower Primary Schools and Primary/J.B. Schools will have to be upgraded to Primary/J.B. and Jr. High Schools respectively. New schools are to be opened in the schoolless villages/inhabitates/hamlets. The existing schools are also to be rationalised for equal distribution of the same in the State.

However, mush-room growth of educational institutions from the initiative of the public without assessment of requirement should be stopped. The Convent Schools and other Private Schools under the name and style of K.G/Balwadi should not be allowed to be opened within one kilometre of Government and Government Aided Schools.

There has been concentration of Secondary Schools (High Schools/Higher Secondary Schools) in the urban areas inproportionately to the population thereby causing non-establishment of Secondary Schools in the

far flung rural and hill areas. In order to have regional balance in respect of Secondary Education some of the Secondary Schools in the urban area should be amalgamated with other schools and the surplus staff should be deployed for teaching in new Secondary Schools in rural and hill areas.

Opening of private schools should be restricted to avoid mushroom growth of Secondary Schools.

9. TEACHERS & TEACHERS' TRAINING:

There is a huge number of untrained teachers in the Elementary/High/Higher Secondary Schools. The back-log of teachers must be trained within a fixed time-limit, and after that untrained teachers should not be appointed. For this purpose Pre-service Training Centres must be opened at places where they are necessary.

Curriculum and syllabus of Training Colleges and institutions must be revised to suit the New Education Policy. The curriculum must give emphasis on the practice of Teaching skills. Admission to Training colleges/institutions should be regulated through aptitude and attainment tests, giving special consideration to science students, sportsmen and people with manual dexterity and wider interest.

In-service training, orientation courses and continuing education of the teachers should be taken up vigorously. In the management of teacher training programmes the use of mass media should be made available to the training colleges of SCERT's where correspondence-cum-contact courses are organised.

For the successful implementation of the Teacher Training Programme S.C.E.R.T's should be manned with experienced Experts, Teacher Educators.

10. VOCATIONALISATION OF EDUCATION:

Implementation of vocationalisation at + 2 stage in all the States and Union Territories is a main reform of the existing system of education envisaged in the New Education Policy. This need arises from the realistic view that attempts made in the past have not borne fruits and enrolment in this stream has remained marginal and also confined to a few States. Even attempts have not been made in this regard in the States of North-Eastern States and Territories owing to lack of infra-structure and employment opportunities. The courses started with little imagination and attracting power. Even the work experience component in the lower stage of Secondary Education has remained weak.

In order to remove the drawbacks a radical reconstruction of the vocational course with sufficient financial backing from the centre is required. To provide a strong vocational base at + 2 stage and also to enable the students passing out Class-X from the Secondary Schools to go in occupational/technical training course of at least 2/3 years the pre-vocational and the work experience programme in classes IX and X will have to be restructured. In restructuring the courses care should be taken by the planner/frameers that the students/the guardians and the public may envisage the opportunity of employment or the type of expertise required for self-employment or the type of training for working as skill/semi skill workmen in factory or individual institute and they may not be led to think that only the less intelligent and academically poorer students are sent to this stream.

The courses of work experience at the Elementary stage and vocationalisation at + 2 stage shall be restructured, as follows.

i) Work Experience for classes III-V:

To inculcate work aptitude in the students providing opportunity for doing work useful in the school as well as at home students should be given works for acquisition of skills in specific works like, cleaning, plantation, gardening, knitting and embroidery, making toys, decoration etc.

ii) Work Experience for classes VI-VIII:

In order to enable the students, after completion of Elementary Education to go for occupational training in classes IX and X the course should be prepared in such a way that the students may have a strong base for occupational training by introducing elementary course of agriculture, forestry, carpentry, tailoring, embroidery, weaving, crafts etc.

iii) Work Experience for Classes IX and X:

There will be two courses- one leading to occupational training in specific trades and another for preparing the students to have a strong base for vocationalisation at + 2 stage. The students offering occupational training may be given opportunity for going to higher occupational training, I.T.I/Poly-technic or coming to general education. The training to be given in the occupation should prepare the students in such a way that they may be able to stand with self-employment in the society when they do not get employment in any office or institution.

iv) Vocational Courses for Classes XI and XII:

The course should consist of only limited trades suitable for the region/State/Territory and also having futuristic scope of employment. The students offering this course should be provided opportunity for going advanced vocational/professional training in professional colleges and also for coming to general education.

Subjects for occupational training and vocational courses will be optional. For effective implementation of occupational training and vocationalisation cooperation of the Departments which are relevant to the trades prescribed for occupational and vocational training is essentially required. For doing this a policy should be laid down in the New Education Policy.

11. HIGHER EDUCATION:

Standard of Higher Education in India is comparatively very low. In order to raise the standard of Higher Education working hours should be increased, number of lecturers too must be increased so that tutorial classes in all the subjects may be made compulsory. A number of existing colleges do not have facilities of good library, laboratories etc. U.G.C. must provide funds for the essential facilities to be provided to colleges. There is a large number of drop-outs in the colleges thereby causing a colossal waste of resources. In order to stop this teaching-learning process and evaluation system must be re-modelled.

UGC must be improved and manned with academicians so that it may act as a counterpart of NCERT and SCERT'S of School Education.

Facilities for corporate life, cultural activities and sports should be provided to the colleges.

Resources available for higher education have been inadequate. In this respect there must be clear-cut responsibilities for UGC, Central Govt. and State Govt. for bearing the expenses.

12. EXAMINATION AND DELINKING OF DEGREES FROM JOBS:

The present system of examination fails to assess the achievement of the pupils and it lacks credibility due to mass copying, using other unfair means. Further it does not improve the learning process and everything has been subordinated to examination and grading. All the efforts to improve teacher competency, curriculum and syllabus have become meaningless under the present system of examination. It is evident that the present system of annual examinations which have contributed to the deterioration in quality should be modified.

Examination or evaluation should form an essential part of teaching-learning process or rather it should help improve method of teaching and learning process. An effective evaluation system should consist of internal, periodical assessment and maintenance of cumulative records of the pupils. Such a system would help teachers in taking up remedial measures. In other words examination or evaluation should be in-built in the teaching learning process.

There must be only one public examination at the end of + 2 stage.

Degrees have been essential qualification for jobs at present. Mass scale copying, leakage of question papers, production of fake degrees and certificates have become order of the day because of the fact that students decide to obtain the degree somehow. Stress should be on the skills to meet the requirements of the job. Jobs should be linked with specific competency tests to be taken by the employees in order to test the skills required for the jobs. Therefore, Delinking of Degrees from jobs is recommended.

13. MANAGEMENT OF EDUCATION:

Education must remain in the list of concurrent subjects and overall management of the five stages of Education shall be carried out at three levels- National level, State Level and District Level.

(a) National Level

The National system of Education shall be designed and controlled by the Central Government through various agencies by:

- i) declaring National system of Education,
- ii) declaring the pattern, structure and curriculum;
- iii) arranging ancillary services through specialised agencies, organisations and
- iv) providing financial and technical help to schools and colleges wherever necessary.

(b) State Level:

- i) The State Govt. must manage the Educational system through various agencies.
- ii) In order to suit to the requirement of the State curriculum must be modified.
- iii) Arrangement of Teacher Training Programmes- Pre-service and In-service Training.

(c) District Level

The District Level shall be mainly responsible for administering the educational system for the fulfilment of the aims and objectives of the New Education Policy.

14. FINANCING OF EDUCATION:

The New Education Policy would require a huge amount of money in respect of the following additional programmes.

- 1) Construction of buildings.
- 2) Appointment of teachers for professional courses.
- 3) Work-experience for classes III-V.
- 4) Pre-occupational programmes for classes IX and X.
- 5) Vocationalisation of the + 2 stage.

In view of the increase of expenditure the Central Govt. has to bear a substantial amount of the whole expenditure to be incurred by the New additional Programmes so that the allotment of the amount for Education out of the Central Budget should inevitably be increased.

The State Govt. too should raise funds by collecting educational cess on some taxable items.

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