APPROACH PAPERS

ON

NEW EDUCATION POLICY:

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NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

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P R E F A C E

In order to facilitate discussion on various aspects of tthe new National Policy on Education, NCERT has been engaged iin preparing certain discussion papers on education policy. TThis volume consists of three documents prepared by NCERT for ffacilitating discussion on various aspects of the proposed new nnational policy on education. The first paper presents certain iissues for consideration in the context of the new education ppolicy. The second presents certain issues related to the nnational policy with regard to school education. This paper wwas later on slightly modified to include certain aspects of haigher education. The third document is a revised and enlarged vversion of the second document. It is hoped that these documents wwill provide a basis for initiating discussions on the formulation obf the new education policy.

Ndew Delhi

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NATIONAL POLICY ON EDUCATION -
ISSUES FOR CONSIDERATION

NATIONAL POLICY ON EDUCATION - ISSUES FOR CONSIDERATION

1.0 INTRODUCTION:

The fast moving changes in the socio-economic, cultural and political spheres in the country have brought to focus the need to identify policies and actions that would be in tune with the emerging trends while being relevanht to the long-ranged educational concerns. Education being dynamic in character and an on-going process, policyformulation needs to be based on continual evaluation and critical analyses keeping in view what the country is aiming to achieve, what parents, teachers and learners want and the educability of the target groups. In order to identify the most viable policies and practices, it will be necessary to have a systematic study of up-dated information related to the following:-

(i) Changing national policy directions associated with all sectors of development.

(ii) Statistical data related to different aspects of educational development, population growth and its impact on educational system, growth, employment and productivity.

(iii) Financial and human resources available for educational programmes over a reasonable period of time.

(iv) Feed-back on the impact of the policies and practice already implemented and strategies for wider adoption of the concepts evolved and teechniques developed under the on-going successful programmes.

One of the reasons for the failure of some of the

educational reforms in the past has been lack of a broad-based process of ascertaining and influencing public opinion at all levels. Therefore, deliberate steps must be taken to share with workers in the field of education, parents and learners the emerging problems, their magnitude and impact and to involve them in the the process of educational reforms and renewal. While national issues related to education need to be given importance, there should be no neglect of sectoral issues, such as those related to backward areas, remote and far-flung areas and slums etc. which often do not get the needy support due to lop-sided emphasis on non-priority areas because of pressure from the influential sections of the society.

2.0 PERSPECTIVE:

The approach to Seventh Five Year Plan emphasises growth, equity and social justice, self-reliance, improved efficiency and productivity. It stresses the need for harnessing human resources and improving their capabilities for development with equity. In this context, the aim of education should be to provide opportunities to all persons regardless of their age, social class and skills, attitudes and interests conducive to dvelopment of different aspects related to their personalities and to improve their communication, life, and productive and vocational skills relevant to the cultural heritage of the past, socio-economic needs of the present and the societal and national aspirations for the future.

ISSUES FOR CONSIDERATION:

Some of the issues which have implications for policy

** jlation** are:-

(i) the limites resources available for educational
     development relative to the growing demands
     placed on the educational system.

(ii) the constraints due to which children from
      weaker sections of the society are compelled to
      remain outside the formal system of education
      impeding possibilities of improving their
      Productivity and Welfare.

(iii) low efficiency of the formal system due to In-
      effective and under utilisation of resources and
      low productivity due to stagnation, drop-out and
      low quality of the products in terms of
      attainment of the essential learning outcomes.

(iv) criticism of the existing system of education on
      the grounds that its content and processes are
      dysfunctional to the requirements of the country
      and that they are relevant to the needs, life
      styles and economic prospects of a large section
      of those who receive it.

Therefore, the major thrust areas that need to be

considered are:-

(i) mobilisation of. resources and resource
     allocation in proportion to the priority
     attached to different sectors of educational
     development.

(ii) guaranteeing to all equality of educational
      opportunity for improving theie quality of life
      and enhancing their participation in the tasks
      for promoting national development.

(iii) improvement of quality, relevance and standards
       of education at all stages through renewal of
       curricula to make it relevant to the needs of
       learners, provision of appropriate infra-
       structural facilities, adoption of innovative
       teacher training methodologies, use of new
       technology for qualitative improvement and
       adoption of new management alternatives, and

(iv) establishing dynamic and beneficial links
     between education, employment and development in

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consonance with the economic and social goals of the community and the country.

(v) promoting values of national integration, secularism, democracy, socialism and dignity of labour.

1.1 Resource Needs

A continuing gap between the demands for education at all levels from increasing number of people and the resources available to educate them, continue to persist. Financing of education has become almost the responsibility of the government and contribution from the non-governmental sectors have been decreasing steadily. In order to overcome the financial constraints, especially in priority areas, new education policy should consider the following:

(i) Raising the allocation to education to at least 6 per cent of the GNP.

(ii) Redistribution of existing resources in different priority areas. The rate of return to investment in primary education has been found to be significantly higher than that on secondry and higher education. Therefore, more resource allocation should be made for the elementary education sector.

(iii) Reducing the unit cost of education by eliminating inefficiencies and by altering technologies.

(iv) Reducing costs on teachers by using the services of apprentice teachers to assist full-time teachers for a specified period of time.

(v) Enhancing community financed or supported educational institutions and by encouraging establishment of schools by the private sectors.

(vi) Sharing of cost on education by sectors which utilise products of the education system, and by levying cess on selected items.

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(vii) Raising the cost effectiveness of current educational programmes through consolidation of learning facilities and use of non-conventional teaching personnel.

3.2 Equity in Education

Inequities in terms of educational opportunities have not reduced much inspite of sustains efforts. The poor have not been able to take advantage of the formal education. Therefore, a deliberate attempt should be made to reach the poor within each of the groups assigned priority and to improve the quality of education imparted im rural schools. The policy in respect of equity should highlight the following:

(i)   Universalisation of elementary education and eradication of adult illiteracy in the shortest possible time.

(ii) Implementation of Programmes of reforms which would benefit girls, and children from weaker sections of the society including scheduled castes and tribes.

(iii) Providing quality education to the deprived by making available balanced resources and adequate infra-structural facilities in institutions located in rural, tribal and far-flung remote areas.

(iv) Providing educational opportunity through the non-formal and open modes of learning to children who cannot take advantage of formal system of education. However, it is necessary to ensure that the non-formal modes of learning do not become a sub-standard substitute for formal education. The non-formal modes of learning should enable a child to move into the formal system at appropriate stages if he so desires and equivalences in terms of attainment of essential earning outcomes must be clearly established so as to enable horizontal and vertical mobility.

(v)   Development of early childhood education programme as a supportive programmes to bring weaker sections of the society in the fold of

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elementary education. Effort should be made to attach an early childhood education centre to every primary school in a phased manner.

(vi) Opening secondary schools, especially in rural areas, as well as developing alternate channels like open schools and introduction of correspondenceand part-timecourses tomeetthe growing demands for secondary and senior secondary education by those who successfully complete elementary education

(vii) Adoption of the neighbourhood school concept enabling children in a locality to get enrolled in the nearby school in the area/locality.

(viii) Adoption of three language formula at the school stage and adoption of either mother tongue or regional language, as medium of instruction at school stage. At the primary stage, only one language should be studied compulsorily - the mother tongue or the regional language at the option of the people. At the middle stage the language study may include the study of a modern Indian language and English in the Hindi speaking States/UTs and of Hindi and English in the non-hindi speaking states.

3.3 qualitative Improvement

The measures to improve the quality of education at all level should be given top priority. This would call for the following.

- Provision of adequate and appropriate physical and other infrastructural facilities in all schools especially in rural areas;

- Moratorium on establishment of ill-equipped and substandard schools;

- Renewal and enrichment of curricula and instructional materials to make them relevant to the needs of target groups;

- Providing freedom to teachers within the specified curriculum framework to link their teaching to any aspect of social, cultural and physical environment of the school;

- Net working of educational institutions to form school complexes in which the big and better equipped schools will join in partnership with

the small and ill-equipped schools toimprove the quality of education. Each school complexshould include a secondary/senior secondary school as its centre and all the primary and middle schools within a specified geographical area. The same set up should be repeated at a higher level between Colleges and university Departments on the one hand and the secondary/senior secondary schools in their neighbourhood on the other.

- Greater community participation in the management of schools. Necessary plan should be evolved whereby schools should be encouraged to move in the direction of managing their own affairs to an increasingly greater extent, as they show their willingness and capacity to shoulder such responsibility.

- Establishment of a variety of resource centres in which a varity of materials would be available for use by children, both enrolled in formal schools and non-formal learning centres.

- Increased use of mass media for performing supportive and enriching roles both for qualitative improvement and for teacher training.

- In-service training of teachers for enhancing the competence of teachers in order to update the content and pedagogical developments related to instructional methods. The in-service training will have to be made competence based, and relevant to local needs and conditions. These would call for distance learning systems, and use of multi-media packages, self-learning packages and the establishment of district and block level resource centres.

- Gradual withdrawal of public examination at the secondary and senior secondary stages. This would imply decentralisationof testingat the district level to begin with, and at the block and institutional level later on. Along with this, it would be necessary to introduce selection examination to entere int higher education or for securing a job. Such decentralisation may cause difficulties in the beginning but will be beneficial in the long run.

- A combination of testing at the national/State level and local level needs to be organised. It is feasiblefor schools to settheirown test papersandhavethem moderated, before

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administration, by pannels of specialist teachers to make them comparable to national standards. It is necessary to adopt continuous assessment of progress of learners throughout the academic year in all classes. The disparity and imbalance between States in terms of standards of education of student attainment has been creating problem of equating them for admission to higher educational institutions. A major need, therefore, is designing a national system of testing attainments of students. For this, a National Testing Service needs to be developed and admission to higher education institutes should be done on the basis of testing done by the National Testing Service.

The potentialities of modern technology are enormous for qualitative improvement of education, removal of mass-illiteracy, providing educational opportunities to those hitherto unreached, for reducing imbalances among regions and social groups and for training of teachers. Advances in educational technology should be exploited to support and enrich learning in educational institutions.

3l.4 Education and Work

The linkages of education system with the world of work need to be pursued vigorously especially at the middle, secondary and senior secondary stages of education. The Policy should focus attention on the following:

- Education centred around productive work should be given importance in the process of education. The work activities will have to be so selected as to conform to the physical abilities and needs of the growing child in relation to his place in society as a productive citizen. The work should be an integral part of education at the middle, secondary and higher secondary stages and each student must be required to spend adequate time on productive work.

- Vocationalisation of education at the higher secondary stage should be specially promoted so that education could increasingly provide the skilled personnel needed by the economy and facilitate growth and productivity. This calls for developing curricula and instructional materials related to different vocations. Considering the significance of linking

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education to national development and employment, the Central Government would have to play a more positive and dominant role for implementation of the programmes for vocationalisation of education at +2 stage.

The various systems related to vocational education operate in isolation and under near total lack of coordination between different agencies at the Centre and State levels. It is necessary to bring all the agencies working in the area of vocational education under a unified national authority. It is also necessary to make linkages with organised sector in identifying man-power needs, types of skills, resource and placement facilities for practical training, sharingof costsetc. Inaddition to this, trainingthroughformalandnon-formalchannel ofrural, traditional, and occupational skills in order toincreasetheabsorptioncapabilities of the un-organised sector should be explored.

3.5 Value Education and National Integration

The growing concern over the erosion of values in public life has brouht to focus the need to critically examine the various aspects of value education at the school stage. A new orientation has to be given to Indian education in order to make it in tune with the emerging needs and aspirations of the country. The curriculum, instructional materials and teaching methods should be directed to inculcate values enshrined in the Constitution.

The need for promoting social cohesion and national integration needs no emphasis particularly when fissiparous tendencies are emerging in our national life. Education being an important instrument to bring about social change, has to share the major responsibility in ensuring the acquisition of values of national integration and secularism. Apart from evaluating textbooks in all subjects with a view to removing materials which are

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prejudicial to national integration, it is necessary to develop and incorporate in the system textual materials which promote national integration.

The history of freedom struggle and the sacrifices that the people have made for achieving independence must become an important part of the curriculum at all stages of school education. It is necessary to develop a core content with the purpose of acquainting children in different parts of the country with the struggle and sacrifices that the country made for achieving independence.

3.b Educational Planning and Administration

The new thrusts and changes envisaged make it imperative that appropriate steps be taken for improving administrative capabilities at all levels for formulation planning, implementation, monitoring and evaluation of programmes. The existing structure of planning, monitoring and evaluation would have to be strengthened considerably, particularly for building up capacbilities at district and state levels. Procedures for timely monitoring and evaluation of the projects/programmes would need to be instituted at every level of educational administration so that corrective actions could be initiated as and when required without delay.

Programmes for training of educational administrators should be strengthened with a view to strengthening administration and building up management capabilities at the State level.

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The quantitative expansion of educational facilities and appointment of teachers have left far behind the supervisory machinary required to link the educational planners and administrators on the one side and the institutions on the other. The enormous expansion in education has increased the responsibilities of the inspector in manyfold and he/she is not in a position to discharge his/her responsibilities effectively and efficiently.

Another aspect that needs srious consideration is the effective functioning of subject inspectors of schools particularly at the secondary stage.

NATIONAL POLICY ON SCHOOL EDUCATION

(A Discussion Paper)

National Council of Education Research and Training

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NATIONAL POLICY ON SCHOOL EDUCATION
(A Discussion Paper)

1.0 INTRODUCTION

Rapid changes in all spheres of life of the people of India characterise its present period of development. Scientific and technological progress is gaining momenturm and large scale socio-economic programmes are being implemented resulting in changes in life styles and aspirations of the people. In this context it has become necessary to reformulate the education policy, especially with regard to some of the following components of educational development.

 (i) Goals and objectives

 (ii) Structural implications

 (iii) Content and process

 (iv) Infrastructural facilities

 (v) Management implications

 (vi) Resources and financing

 (vii) Instruments for implementation strategies.

2. GOALS AND OBJECTIVES

A nation's most valuable asset is its human resources on which depends the individual and societal developments. Education is an important factor and a crucial input in the process of human source development. Education, thus, affects the future of an entire nation. In this context, education should aim at :

-   enabling an individual to realise his potential to the fullest for self-development,

-   developing the language abilities and communication skills,

-   preparing an individual for assuming his role as a responsible citizen fully conscious of his duties in the context of the democratic and socialistic traditions relevant to the national culture,

-   developing scientific temper and attitude to support the process of modernisation and economic growth,

-   promoting national identity and unity,

-   promoting compassion and non-violence as a world view and instrument for welfare of the human race,

-   developing an understanding of the environment and its limited resources and awareness about the need for conservation of nature and natural resources,

-   creating readiness to cope with the rapid technological transformation,

-   cultivating social, ethical, moral, aesthetic and cultural values; and

-   developing life skills required for a healthy and happy living and imparting knowledge, attitudes, values and vocational skills necessary for increased productivity and well being.

2.1 Priorities:

In order to achieve the national goals of socialism and democracy and the creation of an egalitarian society based on justice, equality, freedom and the dignity of the individual, the priority of educational development programme should be on mass education including the education of workers. Sustained efforts must be made to overcome the problem of inequity in education and to

provide access to education and equal chances for success and attainment. Concerted attempts should be made to reach the poor within each of the target groups assigned priority. Compared with the rich, the poor have reaped very little benefit from the educational process. To eliminate inequity it is necessary to take appropriate actions in respect of the following:

2.1.1   Universalisation of Elementary Education:

Determined efforts should be made to achieve effectively the goal of univesalisation of elementary education in the shortest possible time. Although the goal should be to achieve universalisation of elementary education, it is desirable to attempt its realisation stage-wise. The approach should be to reach universalisation of primary education first followed by the universalisation of education at the middle stage.

Concerted efforts should be made to reach the socially and economically disadvantaged groups, especially girls, children belonging to scheduled castes and tribes, children of landless agricultural labourers and urban poor who constitute the bulk of non-starters and drop-outs through appropriately designed strategies and relevant programmes. Emphasis should be on retention and providing quality education in order to enable them to successfully complete the elementary cycle of education. Strategies for universal elementary education should include delivering education whichhas direct relevance to their welfare and

increased productivty through earn while you learn or similar activities, adopting flexible school calender, subsidising instructional materials and distributing them to the needy and providing scholarships while they are being educated.

2.1.2 Eradication of Adult Illiteracy:

Adult literacy facilitates universalisation of elementary education besides promoting participation of adults in various developmental programmes. Adult education programme, particulalry for those in the younger age group should be intensified. Adult education should be viewed as an integral component of all development programmes. The sections of the population below the poverty line and having alarmingly low literacy rates should be accorded priority. The programme should be converted into a mass movement by involving local communities, mass organisations, elected bodies, local self-government institutions, voluntary organisations and students on a big scale. The infrastructural facilities of elementary and secondary schools may be utilised for adult education programmes outside school hours.

2.1.3 Vocationalisation of Higher Secondary Education:

Vocationalisation of education at the higher secondary stage should be specially promoted so that education increasingly provide the skilled personnel needed by the economy and facilitate growth and productivity. Considering the significance of linking education to national development and employment high priority should be

accorded to the programme of vocationalisation.

2.1.4 Access to Secondary and Higher Secondary Education:

Adequate and appropriate facilities should be provided to the weaker sections of the society to receive secondary and higher secondary education. Keeping in view the importance of institutionalised instruction at these stages new higher secondary schools, predominantly vocational in character, should be established in localities which are largely inhabited by the weaker and backward sections of the society.

3.0 STRUCTURAL IMPLICATIONS

One of the factors hindering education of the masses has been the rigidity of the formal system of education with its predominantly full-time courses. It is, therefore, necessary to develop a flexible system which would provide equal scope at all stages for three alternative modes of education--full-time, part-time and self-study--so that an individual can choose the alternative which suits his convenience and continue education as long as he desires. The following elements should be reinforced and attempts should be made to introduce them at the earliest.

3.1 Multi-point Entry into the Formal System:

At the elementary stage there should be option for lateral entry so as to enable children of different ages to join the prescribed courses at any time.

3.2 Non-formal Education Programme:

Children who cannot take advantage of the formal system of education should be provided access to education through non-formal education programme. However, care should be taken to ensure that it does not become a sub-standard substitute to the formal system of education. The programme should be target-group oriented and decentralised. It should be flexible in regard to curriculum, content, course duration, place and hours of learning, pattern of instruction and assessment of performance of the learners. Besides, equivalences in terms ofattainment of essential learning outcomes mustbe clearly established to allow for linkage with the formal system at suitable stages. To give credibility to non-formal education programme, it is necessary to give it the same status in terms of recognition as that of formal education and to improve the quality and standard of education.

3.3 Open School:

At the secondary and higher secondary stages, in addition to the full-time courses, there should be adequate provision for part-time courses and evening classes. Effort should be made to establish at least one open school in each State/UT which would provide secondary education by using distance-learning techniques.

3.4 On-the-job Education of Workers:

There should be facilities for on-the-job-education of workers through non-formal and continuing education

programmes so as to provide them access to higher stages of education.

3.5 Special Vocational Schools for Incomplete Schoolers:

At present there exist a large number of students who do not qualify in the secondary school examination and continue to remain as incomplete schoolers without any avenue for further study. It is, therefore, necessary to establish special vocational schools which would provide facilities for training related to locally relevant vocations in addition to the system of vocational education at the higher secondary stage.

3.6 Pre-Vocational Courses at Elementary and Secondary Stage

The role of Socially Useful Productive Work should be enlarged to impart productive skills to children during their schooling as a measure to establish relevance of education in the life of the children. SUPW should be modified and introduced as pre-vocational courses or readiness courses designed round the production processes and services at the elementary level, especially in the rural and industrial areas.

3.7 Location of Higher Secondary Stage

In order to reinforce the implementation of the 10+2 pattern of school education, it is necessary to locate the +2 stage in the school system. In case of those States in which the +2 stage is in the university system, it should be brought under the control of the school system in terms of supervision, conducting examination and accreditation.

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The undergraduate courses should be redesigned to conform
to the changes already effected at the higher secondary
stage.

3.8 Early Childhood Education

Considering its significance for child development,
developing school readiness and as a strategy for promoting
equalisation of education opportunity among the weaker
sections of the society, early Childhood Education, should
be seriously thought of as an integral component of
educational planning and development. Efforts should be
made to attach an early childhood education centre to every
primary school in a phased manner. However, the programme
should be so designed and delivered as a package of
integrated services for the development of the whole child,
including health, education and nutrition.

3.9 Education of the Disabled

While in respect of the severely disabled, specialised
institutional arrangements should be provided, a large
proportion of the disabled should be brought under the
programmes of integrated education in the normal school
settings. Steps should, therefore, be taken to augment
infrastructural facilities for training of teachers for
integrated education of the disabled and to provide
facilities for establishing special resource room in
schools for training of the disabled.

4.0 CONTENT AND PROCESS

Systematic effort should be made for renewal of

content and process of education so as to make it relevant to the needs and aspirations of the people. The school curriculum should be periodically reviewed and renewed in order to bring it to an acceptable level of standards which are adequate and internationally comparable in view of the rapid development of knowledge in different sectors of development. In this context the following deserve special attention:

4.1 Core Curriculum

In the light of the adoption of the 10+2 pattern of school education, there is an urgent need to evolve a core curriculum for general education on the basis of the objectives of education as indicated earlier. There should be greater emphasis on the development of competencies as a basic approach to the development of curriculum, content and methods. A national consensus should be brought about in regard to the adoption of a core curriculum centred around certain essential learning outcomes that would ensure a broad univormity and certain standards of education throughout the country. The total curriculum, however, should allow for flexibility and diversification of approach and methodology in its implementation.

4.2 Science and Mathematics Education

Science and mathematics education should be accorded high priority and should continue to be an integral part of general education till the end of the secondary stage. Its teaching methodology should show a definite disposition

towards the development of scientific temper and divergent thinking. Curriculum in science and mathematics should be periodically reviewed and updated to match the advances in the field of modern science and technology. Efforts should also be made ti improve laboratory and library facilities and to upgrade teacher competencies to maintain the standards laid down for various stages of education

In view of the increasing rate of expansion of the information and knowledge bases in education there is growing pressure in favour of increasing the content of education. This calls for added emphasis on the process of education and information technology. In this context, familiarization with computer and information processing techniques and courses leading to lower level manpower preparation in data processing need to be slowly internalised and assimilated into the system of general education.

4.3 Languages

Considering that language is the vehicle for learning of all other subjects and importance of learning of second and third languages for national integration it is necessary to implement the three language formula earnestly at the school stage. At the primary stage only the first language--the mother tongue/regional language--should be studied compulsorily. In the case of children whose mother tongue is different from the regional language, mother tongue may be used to support instruction in regional language till they attain the expected level of proficiency

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In the regional language. At the middle stage the second and third languages should be introduced English and Hindi should be introduced as the second or third language in all schools in non-Hindi speaking regions and English and a modern Indian language in Hindi speaking regions upto the secondary stage. Keeping in view the demands of academic courses at the higher secondary stage, only two languages may be studied compulsorily in classes XI and XII.

Every effort should be made to promote the development of Hindi as the link language and as a medium of expression for all the elements of the composite culture of India. Considering the importance of Sanskrit to the growth and development of Indian languages and its contribution to the cultural unity of the country, facilities should be offered for its teaching as an additional language at the option of the pupils.

4.4 Value Orientation

The growing concern over the erosion of values in society has brought to focus the need to critically examine the various aspects of value education at the school stage. A new orientation has to be given to Indian education in order to make it a powerful tool for cultivation of values enshrined in the Constitution. Special efforts are called for to instil right values and to influence formation of right attitudes. The curriculum, instructional materials and techihg methods should be directed to inculcate values of humanism, rationalism, secularism, democracy, socialism,

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civic sense and work ethics as well as ethical and moral values. To halt the alarming trend of erosion of values, it is necessary to adopt a three-pronged approach: production of teaching-learning materials with emphasis on India's contribution in the field of medicine, science, technology, art, culture and the world of thinking; teacher training to promote value orientation in education and establishment of model institutions to impart specialised coaching on value orientation.

4.5 National Identity and Unity

The need to promote social cohesion and national identity and unity needs no emphasis particularly at the time when fissiparous tendencies are emerging in our national life. Education, being an important instrument to bring about social change, the schools and colleges have to share major responsibility in ensuring that the future generations demonstrate a sense of national identity and unity, patriotism, religious tolerance and sacrifice. These ideas should be creatively reflected appropriately in all teaching-learning and other materials. Text books should be periodically reviewed with a view to removing materials which impede national integration. It is also necessary to develop and incorporate in the system textual materials which promote national integration. In this context, the need for teaching of India's freedom struggle to students emerges to be a significant factor. It is necessary to include an adequate and graded coverage of freedom struggle in school curriculum and textbooks with

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the purpose of acquainting the students with the sacrifice made by the people of the country in the struggle for freedom.

4.6 Education and Culture

Special efforts should be made for strengthening the knowledge and awareness of children regarding the cultural heritage of the country. Cultural components of the existing educational programmes should be reoriented and education and culture should be interwoven at all stages of education to overcome the alienation of the educated from the cultural traditions of the country and to promote national integration. However, the integration of cultural elements in the curricula of the educational system at various levels should be carefully done keeping in view the cultural diversity and pluralism of the country and the need to promote national outlook and integration. Attempts should be made to promote appreciation of fine arts, inculcation of aesthetic values, artistic attitudes and endowments as an integral part of education at all stages.

4.7 Sports, Games and Physical Education

The programmes for the development of sports, games including indigenous games, and physical education should be strengthened with a view to enlarging the physical well-being of the masses and to promote excellence in sports and games. The importance of participation in sports and physical education activities for good health, a high degree of physical fitness, increase in individual

productivity and its value as a means of beneficial recreation promoting social harmony and discipline should be highlighted at all stages of education. It is necessary to take appropriate steps to augment facilities for games and sports, for training of personnel required and for nurturing talent in sports and games.

4.8 Work Education Interface

The interface between the world of work and education extends from primary cycle of education to the highest stage. The educational endeavours should aim at providing smoother transition to the world of work from the seats of learning. The interaction between the sectors of production, and the educational proces ought to be suitably structured and modified for this purpose.

Education centred around productive work and services should become an integral part of education at all stages. The work activities will have to be local biased and community oriented and they should be so selected as to conform to the physical abilities and needs of the growing child and in relation to his place in society as a future producitve citizen.

4.9 Vocational Education

Vocationalisation of education at the higher secondary stage should be promoted so as to catalyse the process of economic development through the supply of diversified skilled manpower, to reduce the mismatch between the demand and supply of human resources, to reduce undue pressure for general university education, and to reduce the socio-

economic disparities. This calls for developing curricula and instructional materials related to different vocations based on vocational surveys and regional manpower surveys.

In all vocational education programmes the emphasis should be on developing adequate level of vocational competencies for the present and adaptability to the future needs at the same time providing scope for educational and professional growth of the individuals.

At present, the various systems related to vocational education operate in isolation and under near total lack of coordination. It is, therefore, necessary to bring all the agencies working in the area of vocational education under a unified national authority which should function through corresponding State level agencies to safeguard uniformity of structure and content of courses and competencies of the products. It is also necessary to make linkages with organised sectors in identifying manpower needs, types of skills, resource and placement facilities for practical training, sharing of costs etc. In addition to these, training through formal and non-formal channels on rural andtraditional, occupational skills in order to increase the absorption capabilities of the unorganised sectors should also be explored.

4.10 Guidance and Counselling Services

Guidance and counselling services have an important role to play at all levels of education, if the educational system is to enable each child to develop all his

potentialities, and should, therefore, be provided as an
essential component of education at all levels. Guidance
and counselling have additional importance in the context
of vocationalization of higher secondary education
especially with regard to selection of vocations for the
study at the +2 stage. The work activities have to be so
selected as to conform to the psyco-physical needs,
attitudes and abilities of the growing child which could be
systematically identified if guidance service facilities
are made available in all the secondary and higher
secondary schools. Efforts should be made to provide one
Visiting School Counsellor for a cluster of three to four
secondary and higher secondary schools in a phased manner.
In addition to fully trained Counsellos, a career teacher
for each secondary/higher secondary school should be
provided. Facilities for training guidance workers also
needs to be augmented.

4.11 Textbooks and other Instructional Materials

Sustained efforts should be made to improve the
quality of the textbooks and other instructional material
used at different stages of school education. There is a
need for developing and providing a variety of
Instructional material useful for different environments.
It is necessary to ensure that the cost of textbooks and
other instructional material are reasonable and within the
reach of common masses. Textbooks should be given free to
all needy students at the primary stage.

4.12 Teacher Training

Fundamental changes need to be effected in all aspects off teacher training so as to reflect the new demands of the curriculum. Teacher training should emphasise new and dynamic methods of teaching which would de-emphasise rote learning and encourage activities, independent creative thinking, problem solving, planning and execution of projects.

The pre-service teacher training programme needs to be improved, and made more realistic to meet the demands of the school situation. The curricula should be revised to make the teacher education programme task-oriented and competence-based. Serious attempts should be made to strengthen the elementary teacher training institutions so as to enable them to undertake programmes for traning of teachers for early childhood education and non-formal education programmes. Attempts should be made to convert some of the existing secondary teachers training colleges into comprehensive colleges of education which could provide facilities for training teachers for different stages of school education

In-servicetraining programmes for teachers for enhancing their competence, arousing their motivation, updating their knoweldge of content and orienting them to the developments related to instructional methods and child and environment centred education need to be undertaken on a massive scale. Efforts should be made to provide taining to In-service teachers at least once in four to five years.

Opportunities should also be provided to the teachers for self-study and self-employment. These call for development of distance-learning techniques, use of multimedia packages and self-learning packages. For this involvement of elementary and secondary teacher training institutions as well as arts and science colleges and university departments in designing and conducting training courses and the establishment of district level resource centres for training teachers may be ensured.

4.13 Technology Support

Concerted efforts should be made to use the technological media for performing supportive, enriching and substitutive roles in both formal and non-formal systems of education. Potentialities of technology and media are enormous for making education more productive, for qualitative improvement, for making access to education more equal by providing educational opportunities to those hitherto unreached and for training of teachers. Radio, television and video cassette players should be increasingly used for providing support to instruction, providing information on national concerns and issues and upgrading the knowledge and professional competence of teachers. However, these technologies should be used not as a subsidiary and supplementary element of the usual group-paced and group-prescribed instruction. Development of indigenous capabilities in the area of production of hardware and software needs to be thoughtfully planned and self-sufficiency achieved in the shortest possible time to

keep pace with the developments in advance countries. The introduction of modern technology in education would bring the desired results only if steps are taken simultaneously to remove indifference and antipathy towards using technology in education to produce software of high quality, to provide good equipment and facilities for their maintenance and to train teachers for appropriate use of the technology and media. It is desirable to adopt a net-working model with linkages between the central and state level organisations dealing with Educational Technology especially for production of programmes so that while a few core programmes could be produced at the central level production of others could be decentralised in order to make them relevant to the needs of the state/region. A separate channel in television and a separate frequency for broadcast through radio should be provided for educational programmes.

4.14 Standards of Attainment

Sustained efforts should be made to enhance the standards of attainment of learners at all stages of education. examinations should aim at assessing both scholastic and non-scholastic aspects of pupil'sgrowth. Gradual withdrawal of centralised public examinations may be attempted. This would necessitate decentralisation of testing upto the district level to begin with and later on upto the institutional level in a phased manner. Attempts ought to be made to develop a system in which the learners

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be examined by their respective institutions and where they learn. The individual institutions could dvelop their own tests and have them moderated before administration by panels of specialist teachers in the nearby institutions to make them comparable to regional and national standards.

In order to reduce the disparity and imbalance between States/UTs in terms of standards of attainment of students and to overcome the problems with regard to equating performance for admission to higher educational institutions, a National Testing Service for assessing attainment of students on the basis of certain common criteria applicable throughout the country should be developed. Admission to higher educational institutions should be regulated on the basis of the performance of students in specially designed selection tests.

5.0 INFRASTRUCTURAL FACILITIES

The imbalance that are inherent in our present system of education are reflected in the existence of educational institutions of varying quality and standard. While there should be no curb on the growth of quality institutions, both in private and public sectors, all-out efforts should be made to bring the substandard institutions at par with the best of the existing institutions in order to reduce the disparities between their prevailing quality and standards and to provide a natural curb on the proliferation of substandard institutions. In the case of the high fee charging private institutions, rationalisation

of their fee structure should be pursued so as to enable the masses to seek access to these institutions. They also should be subjected to quality control in terms of uniformity of structures, content and achievement levels.

A large number of schools remain ill-equipped and ill-housed in unsatisfactory structures and, therefore, are of such low quality that they fail to attract and retain the children. Provision of a building where classes can be held, library facilities, play ground and play materials, availability of school furniture, teaching aids, drinking water and toilet facilities are some of the essential items which would improve the quality and holding power of schools.

In order to improve the physical facilities and the quality of education it is essential to raise the non-teacher costs which should be about 25 per cent of the total expenditure in the case of primary schools and 35 per cent in the case of middle schools. Corresponding increase in non-teacher costs at the secondary and higher secondary stages also must be made for implementing programmes which could improve the quality of education at these stages.

6.10 MANAGEMENT IMPLICATIONS

The various aspects of educational development and renovation indicated in the preceding sections call for new management alternatives which could reduce the existing gap between educational plans and achievements, between policy pronouncements and actual implementation and to reduce the

contradictions between the professed democratisation of education and the elitistic character of educational management. The administrative net-work continues to be control-oriented rather than result and service-oriented amd continues to be ridden with rigid rules, procedures and practice, over-centralisation of authority, lack of accountability etc. Therefore, it is necessary to evolve new management alternatives based on the concept of decentralised planning and administration, and participative management associating community in decision making processes so as to secure greater results from given investments.

b.1 Decentralised Educational Planning & Administration

Educational development programmes should be evolved and implemented as mass-based programmes directed to growth with justice through decentralised planning and participation by the people. Decentralisation of educational planning at the school and block levels along with effective linkages with the local environment and developmental activities should be pursued as a major strategy to overcome some of the obstacles in achieving the objectives of educational development programmes. The accent of the micro-level planning should be on reducing the inequity of access to education, equalisation of educational opportunities, increasing the relevance of the educational system in relation to the local needs, maximum and effective use of resource available in the locality and

participation of local people in decision-making with
regard to educational development programmes. The
development of detailed plans for each catchment area
should lead to the development of block and district level
plans that would have clear and specific targets. The
existing mechanisms and structures for educational planning
and administration should be modified to support and
encourage micro-level planning. It is also necessary to
strengthen and reorient some of the existing support
systems in order to facilitate the process of decentralised
planning and meaningful and effective implementation of
educational development programmes.

b.2 Participative Management

In order to link education effectively to the life,
needs and aspirations of the people, it is necessary to
involve the community in the process of planning and
implementation of educational programmes. The community
should be involved in identification of problems,
assessment of available inputs, implementation of
programmes and continuous monitoring and evaluation. For
effective community participation, villages/block level
development committees consisting of representatives of
social organisations, local government institutions,
elected bodies etc., particularly from the target groups,
should be set up. Gradually community participation should
be raised to such a level where the administration would
require to play essentially the role of a facilitator and a
monitor aimed at promoting the culture of self-reliance

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among the community. It is necessary to evolve a plan whereby local development committees are encouraged to move in the direction of managing the affairs of schools in their area to an increasingly greater extent, as they show their willingness and capability to shoulder such responsibilities.

b.3 Net-working of Educational Institutions

For better educational administration and school management and for greater community participation in the educational process, net-working of schools to form school complexes should be done in a phased manner. The size of the school complex should be determined by the number of pupils and institutions needed to run a comprehensive educational service. Each school complex may include a secondary/higher secondary school as its centre and all the primary and middle schools within a reasonable distance from it. The same set up should be repeated at the higher level between colleges/university departments on the one hand the secondary/higher secondary schools on the other. The educational facilities within the school complex area should be considered as one unit for the purpose of management enabling the big and small schools in the schools complex to utilise the available resources and facilities for qualitative improvement through inter-institutional cooperation.

b.4 Common School System

The existing educational system continues to foster a

dual structure consisting of a small core of high fee charging private schools which maintain good standards and a large periphery of free but substandard government managed schools. The private schools are availed of by the rich and well-to-do social groups while the poor due to financial constraints cannot seek admission to these and, therefore, are compelled to study in institutions of poor quality. Steps should be taken to put an end to this dualism which leads to a very undesirable segregation between the children from the rich and well-to-do social groups and children from poor families. Access to every school whether private or government managed should be open to all children who live in its neighbourhood, irrespective of their economic class or social status. The adoption of this concept of neighbourhood school will bring together the children of different economic and social status together under a common school system and thereby help in promoting social cohesion and development of an egalitarian society. Private schools which provide free education upto class VIII should be given grant-in-aid by the government to support them.

6.5 Supervision

The expansion of the educational facilities and increase in the number of teachers have not been accompanied by the required strengthening of administrative machinery. Consequently many of the institutions remain unsupervised and teachers do not receive any technical and academic guidance. It is, therefore, necessary to

strengthen the inspecting machinery at different levels in the educational system by appointing more inspecting/ supervisory staff, so as to provide necessary academic guidance to the teachers.

b.b Monitoring and Evaluation

The new thrusts and programmes in the field of education make it imperative that appropriate steps be taken for improving administrative capabilities at all levels for formulation, planning, implementation, monitoring and evaluation of programmes. The existing structure of monitoring and evaluation ought to be strengthened considerably. Procedures for timely monitoring need to be instituted at every level of educational administration so that corrective actions could be initiated as and when required without delay. Efforts should be made to set up a collaborative centre-state machinery to monitor all the priority programmes and take appropriate steps to ensure smooth implementation of the programme as per the targets envisaged.

7.0 RESOURCES AND FINANCING

A continuing gap between the demands for education at all levels from increasing number of perople and the funds to provide an effective and relevant education to them comtinue to persist because of the limited availability of resources. In order to overcome the financial constraints, especially for priority areas in educational development, it is necessary to raise the allocation for education to

atleast six percent of the GNP. This would perhaps require shifting of financial resources from other developmental activities. However, this would not deter growth and development of productive and other services since education not only assists in achieving growth but as an essential instrument for the dissemination of knoweldge and information also complements the investments made in many developmental sectors. More resource allocation should be made for primary education by effecting reallocation of existing resources for education. Increase in allocation to education should be accompanied by a series of cost-reducing measures as well as several innovative measures to raise resources such as:

- reducing unit costs by a consolidation and optimal use of learning facilities and use of non-conventional teaching personnel available in the community.

- enhancing the participation of community in establishment and management of educational institutions, especially in the case of post elementary education, along with appropriate measures for ensuring quality of the education provided.

- raising the fees at higher education stages.

- financial support to educational development programme from the centrally sponsored programmes of rural development such as NREP, IRDP and ICDS.

- sharing of cost on education in terms of levy of manpower cess on industries which utilise products of the educational systems.

- Sponsoring of individuals for education leading to employment by industries which would be required to meet the per capita cost both private and social, on education of these individuals recruited/sponsored.

8.0 INSTRUMENTS FOR IMPLEMENTATION STRATEGIES

Educational issues are of vital importance and necessitates the development of consensus among all the State Governments, the Central Government and all agencies in respect of the policies formulated and the means for implementing the policies and programmes for achieving the targets envisaged. The 42nd amendment to the Indian Constitution has made education a concurrent subject. This should lead to joint commitment of the Union and the State Governments to formulate policies and programme and to implement them effectively. It should facilitate true partnership for uniform and harmonious educational development throughout the country. It should also enable the Union Government and various central agencies to make a more vital contribution in the formulation and implementation of educational development programmes rather than merely having to play advisory and consultancy roles.

The main strategy for attainment of the targets should be to generate a mass movement for effective implementation of educational programmes by involving local communities, voluntary organisations, elected bodies and local government institutions on a big scale. The programmes of qualitative improvement require human and institutional inputs. It is necessary to encourage initiative and experimentation on the part of school and teachers and, therefore, efforts should be made to create a climate of dedicated and sustained developmental efforts in the

educational system as a whole and to involve students,
teachers and members for qualitative improvement.

NATIONAL   POLICY   ON   EDUCATION

(A Discussion Paper)

National Council of Education Research and Training

January 1985

NATIONAL POLICY ON EDUCATION
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INTRODUCTION

Rapid changes in all spheres of life--social, economic and cultural--characterise India's present stage of development. Scientific and technological advances are gaining momentum and conscious efforts are made to incorporate them into the development sectors in order to accelerate the process of modernisation and economic growth, facilitate equity and social justic and enhance efficiency and productivity.

A far-sighted approach towards national development and the new opportunities offered by scientific and technological advances necessitate reorientation of the educational system and formulation of specific policies and programmes in the light of the contemporary realities and long-range national concerns.

Another factor which support reform in education is the so-called second industrial revolution--the revolution of information processing and communication--which has contributed to a constructive interaction between technology and educational theory and process. The emergence of new technological devices and of new knowledge about learning and about the process of communication have generated new patterns and systems of learning. Technology, properly supported and wisely employed, could make education more productive and individual, make

learning more immediate, give teaching-learning process a
systematic and analytical approcah and make access to
education more equal thereby upgrading the quality of
education and ultimately the quality of life of people and
of society in general.

Education should provide a sense of direction to the
country's social, economic and cultural development. The
goals of education should be in conformity with the
pluralistic structure of Indian society. Education should
be concerned first with the individual. It should equip
him with the necessary knowledge, skills, values and
attitude conducive to the actualisation of his
potentialities to the fullest in order to enhance his
capacly for a productive and happy life as a person, as a
responsible citizen and as a worker. It should develop the
vocational skills necessary for increased productivity and
well-being. Education should also be concerned with the
well-being of the nation, its economic growth and social
integrity, its security and survival and development. In
specific terms education should help in creating a
citizenry which would build a secular, democratic and
socialist society based on the principles of justice,
liberty and equality as visualised in the constitution. It
should inculcate in the people a respect for the
constitution and the will and determination to uphold the
ideals of national identity and unity. It should promote
values of compassion and non-violence as a world view and
as an instrument for welfare of the human race. Education

should develop an understanding of the environment and its limited resources, awareness of the impact of population growth on resources and an awareness about the need for conservation of nature and natural resources. Education should also develop desirable social, ethical, moral, aesthetic and cultural values by which people live and by which their actions are regulated. Our educational system should draw deeply from our rich cultural heritage while at the same time develop the scientific temper and attitude to support the process of modernisation and to motivate all citizens to strive for excellence.

To achieve these basic objectives, the educational system should be developed to ensure equity in education, equalization of opportunities, both in regard to access to education and equal chances for success and attainment, ensure improved efficiency of the system to reduce wastage in all respects, ensure high quality in education and an acceptable level of standard which are adequate and internationally comparable and ensure dynamic and beneficial link between education, employment and development to facilitate overall growth and development.

1.0 PROGRESS ACHIEVED AND PRESENT STATUS

Since the initiation of economic and social planning in 1951, substantial progress has been achieved in expanding educational facilities, enrolment, number of teachers and in increasing the rate of literacy. The investments in education have registered substantial

increases. The overall literacy rate has increased but slowly from 16.67 in 1951 to 36.23 in 1981. The number of primary schools increased by 163 per cent. The number of middle schools increased by nearly ten times. A primary school is now available within easy walking distance of one kilometre from the home of about 93 per cent of the children while middle schooling facilities have been made available within a walking distance of three kilometres to approximately three-fourth of the total population of children, secondary schools by more than nine times and colleges by seven times during the period 1951-85.

The total enrolment at different stages of education has increased from 24 million in 1950-51 to about 129 million in 1984-85. The overall annual compound rate of growth in enrolment at primary stage has been 4.3 per cent during 1981-85 while it has been 6.4 per cent at the middle stage, 6.5 per cent at the high/higher secondary stage and 8.9 per cent at the collegiate stage.

The effort to expand educational facilities has helped in providing educational facilities within reasonable distance from the homes of target groups especially with regard to elementary education

Efforts were also made to improve the quality of education and its relevance. Attempts have been made to upgrade curriculum and syllabi, particularly in science and mathematics so as to reflect the advancements that had taken place. A much larger variety of subjects with more

enriching information and concert have been introduced. simultaneously textbooks and other teaching-learning materials have been improved in all aspects to match the upgraded content and standard. With the introduction of the 10+2+3 pattern of school education, a broad uniform educational structure has come into existence.

Large expansion of facilities for training of teachers was undertaken and as a result the proportion of trained teachers working at different levels of education has increased substantially. At present about 90 per cent of teachers working in primary and middle schools are trained.

A number of scientific, technological and professional institutions of excellence have been set up and as a result it has been possible to meet the manpower requirements of the country. In addition to these an extensive infrastructure has been built for understanding research, development and training functions related to educational development.

Efforts to utilise modern communication technology for educational purposes were initiated. The experience gained from the Satellite Instructional Television Experiment in 1975-76 has helped in developing modalities for utilising the national satellite to reach effectively and at low cost to very large number of school children, adults, teachers and extension workers in remote areas where communication and educational facilities are inadequate. Educational Technology Cells have been set up in a large number of states. Radio and television programme production centres

are being set up in six states for producing ETV and radio programmes for all levels of education. A beginning has also been made towards utilisation of high technology in education with introduction of computer literacy course in selected secondary schools.

A number of institutions have been set up for undertaking research and training functions in different languages. Efforts were made to evolve technical terminology in Indian languages, publication of quality books in Hindi, Sanskrit and Modern Indian Languages, training and appointment of language teachers with a view to facilitating the introduction of the three language formula.

During the past few years, a number of scholarship schemes for supporting education of meritorious children without means for continuing further education were provided. The number of awards under these schemes have been steadily increasing over the years. In addition to the scholarships and other financial concessions that are provided to students by State/UT governments, the scholarships provided by Government of India are expected to be over 10,000 by the end of sixth Five Year Plan.

1.1 DEFICIENCIES

Despite these achievements and the substantial investments that have been made, deficiencies continue to prevail in the education system. The goal of providing universal education to children upto the age of 14 has yet

to be attained. A large proportion of the primary schools remain ill-equipped and ill-housed in unsatisfactory structures and are of such poor quality that they fail to attract and retian a large proportion of children enrolled. The rates of drop out and stagnation continue to be high at the elementary stage and out of 100 children entering Class I, about 60 fail to complete 4-5 years of schooling and only about 25 reach class VIII. It is mainly because of this large rate of drop-out, primary education has not been able to make its desired impact in raising the literacy rate of the country.

The standard of attainment by learners especially at the elementary stage remain low. At the primary stage there has been decline in standard of attainment, especially in regard to linguistic abilities and mathematical skills. After five years of primary education many lack the minimum reportoire of reading, writing and mathematical skills useful for adult living and for pursuing higher levels of education. At public examinations at the secondary and higher secondary stages, more than 50 per cent of the candidates fail to qualify.

Education provided at the school stage continues to be general and academic in character without providing to school leavers adequate skills necessary for gainful employment. The rush to colleges and universities, particularly for general education courses continue to be unabated. As a result increasing unemployment of the educated youth is assuming serious dimentions.

The expansion of the educational facilities and increase in the number of teachers have not been accompanied by the required strengthening of administrative machinery. Consequently many institutions remain unsupervised and teachers do not receive any technical and academic guidance.

The deficiencies of education system are largely a consequence of inadequate investment. The outlays for education in proportion to total plan outlays have shown a decreasing trend from 7.2 per cent in the First Five Year Plan to 2.6 per cent in the Sixth Plan. A major proportion of the expenditure provided for education is incurred on the maintenance of the system particularly on salaries of personnel and very little is left for qualitative improvement. Over the years, financing of education has become almost the responsibility of the government and contribution from the non-governmental sectors/agencies have been decreasing steadily. While the proportion of the public expenditure on education has increased from 68 per cent in 1950-51 to 85 per cent in 1984-85 the expenditure from the private sources has declined from 32 per cent to 15 per cent during the same period.

2.0 PRIORITIES

The deficiencies that prevail in the education system ought to be remedied at the earliest so as to enable it to meet the challenges of the present and of the future. This calls for several new strageties, and reforms related to

different aspects of educational policies. In order to achieve the goals of education in an efficient and effective manner, it is necesary to mobilise adequate resources and allocate funds in proportion to the priorities attached to different components of the educational development programme from time to time. Education should be lifted from the present position of a social welfare activity to a conscious investment in development.

2.1 ELIMINATION OF INEQUITY IN EDUCATION:

In order to achieve the goal of creating a socialistic and egalitarian society based on the principle of justice, liberty and equality, the priority of education programme should be on education of the masses, including the education of workers. sustained effort must be made to overcome the problem of inequity in education and to provide access to education and equal chances for success and attainment. Concerted attempts should be made to reach the poor within each of the target groups assigned priority. To overcome the problems of inequity in education, it is necessary to take appropriate actions with regard to the following:

2.1.1 Universalisation of Elementary Education

Determined efforts should be made to achieve effectively the goal of universalisation of elementary education in the shortest possible time. Although the goal should be to achieve universal elementary education, it is

desirable to attempt its realisation stage-wise. The approach should be to reach universalisation of primary education first followed by universalisation of education at the middle stage.

Concerted efforts should be made to reach the socially and economically disadvantaged groups, especially girls, children belonging to scheduled castes and tribes, children of landless agricultural labourers and urban poor who constitute the bulk of non-starters and drop-outs through appropriately designed strategies and programmes relevant to their needs and life situations. Emphasis should be on retention and providing quality education in order to enable them to successfully complete the elementary cycle of education.

2.1.2   Non-formal Education Programme

Children who cannot take advantage of the formal system of education should be provided access to education through non-formal education programme. However, care should be taken to ensure that it does not become a sub-standard substitute to the Formal system. To give credibility to non-formal education programmes, it is neessary to establish equivalence in terms of attainment of certain core competencies to allow for linkages with the formal system at suitable stages, give it the same status in terms of recognition as that of formal system, to improve the quality and standard of the educational programme and to provide multiple entrance and exit points in respect of formal education systems so that learners can

switch between full-time study in formal education system and part-time study in non-formal modes of learning and/ or work as they desire.

2.1.3   Eradication of Adult Illiteracy

In order to improve the effectiveness of the various development programme, it should be a national endeavour to raise the level of literacy among adults, improve functional relevance of their education and provide opportunity for acquiring new skills. Attempt should be made to include adult literacy and functional education programme as an integral component of all development programme, especially those affecting the rural and urban poor. Adult education programme, particularly for those in the younger age group should be intensified. The programme should be converted into a mass movement by involving local communities, elected bodies, local self-government institutions, voluntary organisations and students on a big scale. It should be made obligatory on the part of the employers in the organised and semi-organised industries to set apart and provide facilities for their workers to acquire literacy and upgradation of their skills. Determined effort should be made to cover the entire illiterate population in the productive age group of 15-35 under the adult education programme at the earliest.

2.1.4   Access to Secondary Education

Adequate and appropriate facilities should be provided, especially to the weaker sections of society to

receive secondary and higher secondary education. Keeping in view the importance of institutionalised instruction at these stages, new schools, predominantly vocational in character, should be established in localities which are largely inhabited by the weaker sections of the society. At the same time there should be adequate provision for part-time courses and evening classes. Effort should be made to establish one open school in each state/UT which would provide part-time education by using distance-learning techniques to cope with the increasing demand for access to secondary and higher secondary education.

2.1.5 Access to Higher Education

Till a large number of students are made to enter the employment market due to the successful implementation of vocationalisation of education at the higher secondary stage, it would be necessary to provide facilities for higher education to all those who seek access to it. However, further linear expansion of the full-time university education and establishment of new colleges would have to be halted. In order to bring higher education within easy reach of all, facilities for part-time education or correspondence courses should be increased and a National Open University with adequate and appropriate Resource Centres for contact programmes should be established and strengthened.

2.1.6 Early Childhood Education

Considering its significance for child development, developing school readiness and as a strategy

for promoting equalisation of educational opportunity among the weaker sections of the society early childhood education, should be seriously developed as an integral component of educational development programme. Efforts should be made to attach an early childhood education centre to every primary school in a phased manner. However, the programme should be delivered as a package of integrated services for the development of the whole child, including health, education and nutrition.

2.1.7 Education of the Disabled

While in respect of the severely disabled, specialised institutional arrangements should be provided, a large proportion of the moderately disabled should be brought under the programme of integrated education in the normal school setting. Steps should, therefore, be taken to augment infrastructual facilities for training of teachers for integrated education of the disabled and to provide facilities for establishing special resource rooms in schools for imparting remedial education and training to the disabled.

2.1.8 Common School

The existing educational system continues to foster a dual structure consisting of a small core of high fee charging private schools which maintain good standards and large periphery of free but substandard government managed schools. The private schools are availed of by the rich and well-to-do social groups while the poor due to

financial constraints cannot seek education to these and, therefore, are compelled to study in institutions of poor quality. Steps should be taken to put an end to this dualism and all elementary schools, whether private or government managed should be made free and access to every school shouldbe open to all children in itsneighbourhood irrespective of economic class or social status. Private, school which provide free education upto class VIII should be given grant-in-aid by the government to support them. In the case of high fee charging private educational institutions, rationalisation of their fee structure should be pursued so as to enable the masses to seek access to these institutions. They should also be subjected to quality control in terms of uniformity of educational structure, content and achievement levels of learners.

2.1.9   Educationally Backward Minorities

The benefits of the various programmes in the field of education have not reached some of the educationally backward minorities in adequate measure. Special efforts should be made to remedy the educational backwardness of minorities. Effort should be made to identify districts having large concentration of educationaly backward minorities and provide adequate educational facilities in three areas. Attempt should also be made to provide facilities for special coaching and remedial teaching for students belonging to these sections at various levels of education and for competitive examinations.

2.2 QUALITATIVE IMPROVEMENT

Concerted efforts should be made to improve the quality of education at all stages. Since one of the fundamental objectives of elementary education is to provide for a proper foundation in various curricular areas for those who would like to join higher levels of education and since low standards at this stage have a detrimental impact on standard at the secondary and university standard high priotly should be accorded for qualitative improvement of education at the elementary stage. In order to undertake programmes for qualitative improvement, it will be necessary to raise the non-teacher costs which should be about 25 per cent of the total expenditure in the case of primary schools and about 35 per cent in the case of middle schools. Corresponding increase in non-teacher costs at the secondary, higher secondary and university stages also must be made for implementing programmes of qualitative improvement.

2.2.1 Infrastructural Facilities

The imbalances that are inherent in our present system of education are reflected in the existence of educational institutions of varying quality and standard. While there should be no curb on the growth of quality institutions managed by government or private/voluntary agencies, all out effort should be made to provide adequate and appropriate infrastructural facilities in the substandard institutions to bring them at par with the best

of the existing institutions in order to reduce the disparities between their prevailing quality and standard. In the case of schools, provision of appropriate building, library facilities, play ground and play materials, availability of furniture in adequate quantity, teaching aids, drinking water and toilet facilities etc. are some of the essential facilities which would improve the quality and holding power of schools. The existing substandard institutions, especially those located in rural, tribal and far-flung remote areas should be treated as special institutions and be considered as part of an urgent national programme for their development.

Greater emphasis should be given to equip the Universities and colleges with the minimum facilities required for the maintenance of a reasonable level of standard. It is necessary to evolve appropriate norms for the provision of physical facilities required for different courses offered by universities and colleges and to provide these facilities in a phased manner.

2.2.2   Uniform Educational Pattern

In order to bring about uniformity of standard and quality of education, it is necessary to ensure the adoption of the 10+2+3 pattern of education with vocationalisation of the +2 stage and vocationalisation within the +3 undergraduate programme. While at the school stage most of the stages have switched over to the 10+2 pattern, at the collegiate stage the undergraduate education continue to be of two years of duration in a few

states while in others it is of three years duration. It should be made obligatory on the part of all the states/UTs to have the same structure of undergraduate education. A two year pass course and a three year honours course must be introduced with admission to Post Graduate Course open only to the three-year honours degreeholders. During the transitional period, wherever there is a two year B.A/B.Sc./B.Com degree course, a one year bridge course could be provided to the students if they desire to join post graduates.

In order to reinforce the implementation of the 10+2+3 pattern of education, it is necessary to locate the +2 stage in the school system. In the case of states in which at present the +2 stage is in the University system, gradually it should be brought under the control of the school system in terms of supervision, conducting examination and accreditation.

2.2.3   Renewal of Curricula, Content and Process

Systematic effort should be made for renewal of curricula and content and process of education so as to make them relevant and functional in relation to the needs and potentialities of the learners. The curriculum should be periodically reviewed and renewed in order to bring it to an acceptable level of standards which are adequate and internationally comparable in the context of the rapid development of knowledge in different sectors of development.

2.2.3.1   Core Curriculum

In the light of the adoption of the 10+2+3 pattern of education, there is an urgent need to evolve a core curriculum at all stages on the basis of the objectives of education as indicated earlier. Greater emphasis should be laid on the development of competencies as a basic approach to the development of curriculum, content and methods. A national consensus should be brought about in regard to the adoption of a core curriculum and achievement level of learners at the same time allowing for the desired extend of flexibility in methodlogy of its implementation.

At the elementary stage, development of curriculum and instructional materials should be decentralised while retaining a core curriculum throughout the country consisting of essential learning outcomes related to languages, mathematics, environmental studies/science, social sciences, art education and work education. At the primary stage, both the content and pedagogy should, however, be directed to the achievement of excellence in language and mathemcatls so as to ensure that children who complete five years of primary education acquire a specified reportoire of reading, writing and mathematical skills useful for adult living and for pursuing higher levels of eduction. As far as possible teaching of languages should be integrated with emvironmental awareness and national integration.

At the secondary stage the curriculum should

ensure a broad uniformtiy and certain standards of education throughout the country. The total curriculum, however, should allow for flexibility and diversification of approach and methodology in its implementation. At the higher secondary stage, facilities should be provided for parallel courses leading to entry into university and into technical and vocational education at the option of the students.

Reorganisation of undergraduate courses to provide adequate weightage to vocation or application oriented courses should be undertaken urgently so as to equip the learners with the skills and techniques which would help them in finding employment or facilities for self-employment.

Greater attention should be paid to improve the quality and standard of post-graduate education. The contents of the post-graduate courses should be reviewed and modified to as to make them in conformity with the structural reforms in undergraduate education.

2.2.3.2   Science and Mathematics Education

Science and mathematics education should be accorded high priroty at all stages of education. They should continue to be an integral part of general éducation till the end of the secondary stage and its teaching methodology should show a definite disposition towards the development of scientific temper and divergent thinking.

Curriculum in science and mathematics at all

stages of education should be periodically reviewed and updated to match the advances in the field of modern science and technology. Efforts should also be made to improve laboratory and library facilities and to upgrade teacher competencies to maintain the standards laid down for various stages of education.

The increasing rate of expansion of the information and knowledge bases in science education calls for added emphasis on the process of education and information technology. In this context, familiarization with computer and information processing techniques and courses leading to lower level manpower preparation in data processing need to be slowly internalised and assimilated into the system of general education.

2.2.3.3. Languages

Considering that language is the vehicle for learning of all other subjects and the importance of learning of second and third languages for national integration it is necessary to implement the three language formula earnestly at the school stage. At the primary stage only the first language--the mother tongue/regional language--should be studied compulsorily. In the case of children whose mother tongue is different from the regional language, mother tongue may be used to support instruction in regional language till they attain the expected level of proficiency in the regional language. At the middle stage the second and third languages should be introduced. English and Hindi should be introduced as the second or

third language in all schools in non-Hindi speaking regions and English and a modern Indian language in Hindi speaking regions upto the secondary stage. Keeping in view the demands of academic courses at the higher secondary stage, only two languages may be studied compulsorily in classess XI and XII.

Every effort should be made to promote the development of Hindi as the link language and as a medium of expression for all the elements of the composite culture of India. Considering the importance of Sanskrit to the growth and development of Indian languages and its contribution to the cultural unity of the country, facilities should be offered for its teaching as an additional language at the option of the pupils. Suitable courses in Hindi and/or English should also be made available in colleges and universities with the view to improving the proficiency of students in these languages upto the precribed university standards.

2.2.3.4 Value Orientation

The growing concern over the erosion of values in society has brought to focus the need to critically examine the various aspects of value education at all stages of education. A new orientation has to be given to Indian education in order to make it a powerful tool for cultivation of social, ethical, moral and cultural values bereft of religious fanaticism. Special efforts are called for to instil right values and influence formation of right attitudes. The curriculum, instructional materials and

teaching methods should be directed to inculcate values of humanism, rationalism, secularism, democracy, socialism, civic sense and work ethics as well as ethical and moral values. To halt the alarming trend of erosion of values, it is necessary to develop specific teaching-learning material with emphasis on India's contribution in the field of medicine, science, technology, art, culture and the world of thinking and to design teacher training programmes to promote value orientation in eduction.

2.2.3.5   National Identity and Unity

The need to promote social cohesion and national Identity and unity needs no emphasis particularly at the time when fissiparous tendencies are emerging in our national life. Education, being an important instrument to bring about social change, the schools and colleges have to share major responsibility in ensuring that the future generations demonstrate a sense of national identity and unity, patriotism, religious tolerance and sacrifice. These ideas should be creatively reflected appropriately in all teaching-learning and other materials. Textbooks should be periodically reviewed, with a view to removing materials which impede national intgration. It is also necessary to develop and incorporate in the system textual materials which promote national integration. In this context, the need for teaching of India's freedom struggle to students emerges to be a significant factor. It is necessary to include an adequate and graded coverage of freedom struggle in school curriculum and textbooks with the purpose of

acquainting the students with the sacrifice made by the people of the country in the struggle for freedom.

2.2.3.b   Education and Culture

Special efforts should be made for strengthening the knowledge and awareness of children regarding the cultural heritage of the country. cultural components of the existing educational programmes should be reoriented and education and culture should be interwoven at all stages of education to overcome the alienation of the educated from the cultural traditions of the country and to promote national integration. However, the integration of cultural elements in the curricula of the educational system at various levels should be carefully done keeping in view the cultural diversity and pluralism of the country and the need to promote national integration. Special effort should be made for strengthen-ing the knoweldge and awareness of teachers regarding the cultural heritage of the country and its dynamic process of growth, assimilation and change. Attempts should be made to promote appreciation of fine arts, inculcation of aesthetic values, artistic attitudes and endowments as an integral part of education at all stages. The main objective must be to promote national pride and cultural identity and foster national integration and greater understanding between and amongst different groups and people of India.

It would be necessary to develop linkage between the traditional institutions of culture and the formal

educational sytem with a view to preserve the cultural
heritage of the country and monuments, manuscripts,
ancient forms of arts and crafts, ancient languages,
scripts and literacy forms etc. to undertake research and
training in various fields for to obtaining a comprehensive
idea of Indian culture.

2.2.3.7   Physical Education

Physical education consisting of sports, games
Including indigenous games and rural sports, yoga exercises
and activities promoting a spirit of adventure should form
part of education at all levels with a view to enlarging
the physical well-being of the masses and to promote
excellence in sports and games. The importance of
participation in sports and physical education
activities for good health, a high degree of physical
fitness, increase in individual productivity and its value
as a means of beneficial recreation, promoting social
harmony and discipline should be highlighted at all stages
of education. It is necessary to take appropriate steps to
augment facilities for games and sports, for training of
personnel required and for nurturing talent in sports and
games to enable them to develop their capabilities and
attain national and international standards of excellence.

2.2.4   Textbooks and other Reading Materials

sustained efforts should be made to improve the
quality of the textbooks, supplementary reading materials
and other instructional materials used at different stages
of school and university education. There is a need for

developing and providing a variety of instructional materials and other reading materials suited to the needs of students, children, neoliterates and the educated classes in general. It is necessary to ensure that the cost of textbooks and other instructional materials are reasonable, and within the reach of common masses. Textbooks should be given free of cost to all needy students at the elementary stage.

Books perform an important role in promoting the quality of life of people and in facilitating their participation in development activities and in promoting national and social integration. Attempt should be made to develop reading habits among the children and the masses and to make appropriate reading materials available at reasonable prices in urban and rural areas. Simultaneously effort should be made to promote the book publishing activity in the country, and strengthen the public library system.

2.2.5 Teacher Training

Fundamental changes need to be effected in all apsects of teacher training so as to reflect the new demands of the curriculum. The emphasis should shift from teaching to learning and a learner-centred approach to instruction. Teacher training should emphasise new and dynamic methods of teaching which would de-emphasise rot learning and encourage activities, independent creativ thinking, problem solving and planning and execution of

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projects. The pre-service teacher training programme need to be improved, and made more realistic to meet the demands of the school situation. The curriculum should be revised to make the teacher education programme task-oriented and competence-based. Serious attempts should be made to strengthen the elementary teacher training institutions so as to enable them to undertake programmes for training of teachers for early childhood education and non-formal education programmes. Attempts should be made to covert some of the existing secondary teachers training colleges into comprehensive colleges of education which could provide facilities for training teachers for different stages of school education.

Inservice training programmes for teachers for enhancing their competence, arousing their motivation, updating their knowledge of content and orienting them to the developments related to instructional methods and child and environment centred education need to be undertaken on a massive scale. Efforts should be made to provide training to in-service teachers at least once in four to five years. Opportunities should also be provided to the teachers for self-study and self-development. These call for development of distance-learning techniques, use of multimedia packages and self-learning packages. For this involvement of elementary and secondary teacher training institutions as well as arts and science colleges and university departments in designing and conducting training courses and the establishment of district level resources

centres for training teachers may be ensured. Steps should also be taken to improve the professional competence of college and university teachers, through effective teacher training programmes in the nature of pre-service, in-service, enrichment and professional improvement programme. Efforts should also be made to create an environment condusive to the promotion of scholarship and research interest among teachers of higher education.

2.2.b   Technology Support

Concerted efforts should be made to use the technological media for performing supportive, enriching and substitutive roles in both formal and non-formal systems of education. Potentialities of technology and media are enormous for making education more productive, for qualitative improvement, for making access to education more equal by providing educational opportunities to those hitherto unreached and for training of teachers. Radio, television and video cassette players should be increasingly used for providing support to instruction, providing information on national concerns and issues and upgrading the knowledge and professional competence of teachers. However, these technologies should be used not as a subsidiary and supplementary element of the usual group-paced and group-prescribed instruction. Development of indigenous capabilities in the area of production of hardware and software need to be thoughtfuly planned and self-sufficiency achieved in the shortest possible time to

keep pace with the developments in advanced countries. The introduction of moden technology in education would bring the desired results only if steps are taken simultaneously to remove indifference and antipathy towards using technology in education, to produce software of high quality, to provide good equipment and facilities for their maintenance and to train teachers for appropriate use of the technology and media. It is desirable to adopt a networking model with linkages between the central and state level organisations dealing with Educational Technology especially for production of programmes so that while a few 'core programmes could be produced at the central' level production of others could be decentralised in order to make them relevant to the needs of the state/region. A separate channel in television and a separate frequencyfor broadcast through radio should be provided for education programmes.

2.2.7   Examinaion Reform

Sustained efforts should be made to enhance the standards of attainment of learners at all stges of eduction. Examiantions should be comprehensive enough to assessthe total learning experience, covering both scholastic and non-scholastic aspects of the growth of learners. gradual withdrawal of centralised public examinations may be attempted. This would necessitate decentralisation of testing upto the district level to begin with and later on upto the institutional level in a phased manner. Attempts ought to be made to develop a

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system in which the learners be examined by their respective institutions and where they learn. The individual institutions could develop their own tsts and have them moderated before administration by panels of specialist teachers in the nearby institutions to make them comparable to regional and national standards.

In order to reduce the disparity and imbalance between States/UTs in terms of standards of attainment of students and to overcome the problems with regard to equating performance for admission to higher educational institutions, a National Testing Service for assessing attainment of students on the basis of certain common criteria applicable throughout the country should be developed. Admission to higher educational institutions should be regulated on the basis of the performance of students in specially designed selection tests. In view of the problems of increasing pressure for admission to institulons of higher education and acquisition of degrees, the ideaofdelinking the general run of jobsfrom degrees which are not required for the performance of these jobs should be given a serious thought. However, this would require provision of opportunities and facilities for on-the-job training of employees as well as development of appropriate selection tests and mechanism for recruitment through these tests. The educational system will also have to provide diversified courses to suit the specific demands of different jos.

2.2.8   Supervision

The expansion of the educational facilities and increase in the number of teachers have not been accompanied by the required strengthening of administrative machinery. Consequently many of the institutions remain unsupervised and teachers do not receive any technical and academic guidance. It is, therefore, necessary to strengthen the inspecting machinery at different levels in the educational system by appointing more inspecting supervisory staff, so as to provide necessary academic guidance to the teachers.

2.2.9.   Monitoring and Evaluation

The new thrusts and programmes in the field of education make it imperative that appropriate steps be taken for improving administrative capabilities at all levels for formulation, planning, implementation, monitoring and evaluation of programmes. The existing structure of monitoring and evaluation ought to be strengthened considerably. Procedures for timely monitoring need to be instituted at every level of educational administration so that corrective actions could be initiated as and when required without delay. Efforts should be made to set up a collaborative centre-state machinery to monitor all the priority programmes and take appropriate steps to ensure smooth implementation of the programme as per the targets envisaged.

2.2.10   Guidance and Counselling Services

Guidance and counselling services have an

important role to play at all levels of education, if the
educational system is to enable each child to develop all
his potentialities, and should, therefore, be provided as
an essential component of education at all levels.
Guidance and counselling have additional importance in the
context of vocationalization of higher secondary education
especially with regard to selection of vocations for the
study at the +2 stage. The work activities have to be so
selected as to conform to the psyco-physical needs,
attitudes and abilities of the growing child which should
be systematically identified if guidance service facilities
are made available in all the secondary and higher
secondary schools. Efforts should be made to provide one
visiting School Counsellor for a cluster of three to four
secondary and higher secondary schools in a phased manner.
In addition to fully trained Counsellors, a career teacher
for each secondary/higher secondary school should be
provided. Facilities for training guidance of workers also
need to be augmented.

2-2.11   Research and Development Activities

The research and development activities in
universities and colleges should be periodically reviewed
and reoriented to make them more relevant and useful to the
requirements of the country. Though the major role of
universities is to promote basic research and research in
the frontier areas of knoweldge, they should also undertake
applied research, especially in thrust areas of development

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and emerging fields. Universities should play a more significant role in the promotion of the total national research efforts. In order to strengthen research it is necessary to adopt measures like sharing of facilities and exchange of personnel among universities. It is also necessary to provide more and more national or regional facilities for research, especially in all advanced and sophisticated fields, which could be shared by a number of universities. This would ensure better utilisation of available resources and eliminate the possibilities of duplication of efforts. It is also necessary to promote joint and collaborative research projects in areas of crucial importance in cooperation with national laboratories, industry and other organisations engaged in research and development.

2.3 EDUCATION AND WORK

The interface between the world of work and education extends from primary cycle of education to the highest stage. The educational endeavours should aim at providing smoother transition to the world of work from the seats of learning. The interaction between the sectors of production, and the educational process ought to be suitably structured and modified for this purpose.

Education centred around productive work and services should become an integral part of education at all stages. The work activities will have to be local biased and community oriented and they should be so selected as to conform to the physical abilities and needs of the growing

child and in relation to his place in society as a future productive citizen.

2.3.1   Vocational Education

Vocationalisation of education at the higher secondary stage should be promoted so as to catalyse the process of economic development through the supply of diversified skilled man-power, to reduce the mismatch between the demand and supply of human resources, to reduce undue pressure for general university education, and to reduce the socio-economic disparities. This calls for developing curricula and instructional material related to different vocations based on vocational surveys and regional manpower surveys.

In all vocational education programmes the emphasis should be on developing adequate level of vocational competencies for the present and adaptability to the future needs at the same time providing scope for educational and professional growth of the individuals.

At present, the various systems related to vocational education operate in isolation and under near total lack of coordination. It is, therefore, necessary to bring all the agencies working in the area of vocational education under a unified national authority which should function through corresponding State level agencies to safeguard uniformity of structure and content of courses and competencies of the products. It is also necessary to make linkages with organised sectors in identifying

manpower needs, types of skills, resource and placemen.
facilities for practical training, sharing of cost etc. In
addition to these, training through formal and non-formal
channels on rural, traditional and occupational skillsin
order to increase the absorption cpabilities of the
unorganised sectors should also be explored.

2.3.2 On-the-Job Education of Workers

There should be facilities for on-the-job-educa-
tion of workers through non-formal and continuing education
programmes so as to provide them access to higher stages of
education and to upgrade their vocational skills.

2.3.3 Special Vocational Schools for Incomplete Scholers

At present there exist a large number of
students who do not qualify in the secondary school
examination and continue to remain as incomplete schoolers
without any avenue for futher study. In order to enhance
their productivity and material welfare it is necessary to
establish special vocational schools which would provide
facilities for ·training related to locally relevant
vocations in addition to the system of vocational education
at the higher secondary stage.

2.3.4 Pre-Vocational Courses at Elementary & Secondary Stages

The role of Socially Useful Productive Work
should be enlarged to impart productive skills to children
during their schooling as a measure to establish relevance
of education in the life of the children. SUPW should be
modified and introduced as pre-vocational courses or

readiness courses designed around the production processes and services at the secondary level, especially in the rural and industrial areas.

2.3.5   Technical Education

Technical education provides the foundation for industrial development and technological advancement of the country. Therefore, technical education should keep technologies and should effect necessary changes, on a continuing basis, in its content, the infrastructural facilities required and for upgrading the competence and expertise of the teachers. Practical training in industry should form an integral part of technical education. It should also provide continuing education opportunities to professionals in the field, and the required research, development and consultancy support to the industrial development of the country.

In view of the information exposition in the field of science and technology, the technical education system should develop innovative approaches to imparting technology education. Emphasis should be on improving the quality of technical manpwer and on creating centres of excellence. There should be a continuous review of technical manpower requirements of the country and the standards of technical education with a view to meeting the national needs both in terms of quality and quantity.

2.4 MANAGEMENT ALTERNATIVES:

The various aspects of educational development

Indicated In the preceding sections call for new management alternatives which could reduce the existing gap between educational plans and achievements, between policy pronouncements and actual implementation and to reduce the contradictions between the professed democratisation of education and the elitistic character of educational management. The administrative net-work continues to be control-oriented rather than result and service-oriented and continues to be ridden with rigid rules, procedures and practice, over-centralisation of authority, lack of accountability etc. Therefore, it is necessary to evolve new management alternatives based on the concept of decentralised planning and administration, and participative management associating community in decision making process so as to secure greater results from given investments.

2.4.1 Decentralised Educational Planning & Administration:

Educational development programmes should be evolved and implemented as mass-based programmes directed to growth with justice through decentralised planning and participation by the people. Decentralisation of educational planning at the school and block levels along with effective linkages with the local environment and developmental activities should be pursued as a major strategy to overcome some of the obstacles in achieving the objectives of educational development programmes. The accent of the micro-level planning should be on reducing

the inequity of access to education, equalisation of educational opportunities, increasing the relevance of the educational system in relation to the local needs, maximum and effective use of resource available in the locality and participation of local people in decision-making with regard to educational development programmes. The development of detailed plans for each catchment area should lead to the development of bloc and district level plans that would have clear and specific targets. The existing mechanisms and structures for educational planning and administration should be modified to support and encourage micro-level planning. It is also necessary to strengthen and reorient some of the existing support systems in order to facilitate the process of decentralised planning and meaningful and effective implementation of educational development programmes.

2.4.2 Participative Management

In order to link educcation effectively to the life, needs and aspiration of the people, it is necessary to involve the community in the process of planning and implementation of educational programmes. The community should be involved in identification of problems, assessment of available inputs, implementation of programmes and continuous monitoring and evaluation. For effective community participation, village/block level development committees consisting of representatives of social organisations, local government institutions,

elected bodies etc., particularly from the target groups,
should be set up. Gradually community participation should
be raised to such a level where the administration would
require to play essentially the role of a facilitator and
a monitor aimed at promoting and culture of self reliance
among the community. It is necessary to evolve a plan
whereby local development committees are encouraged to move
in the direction of managing the affairs of schools in
their area to an increasingly gareater extent, as they show
their willingness and capability to shoulder such
responsibilities.

2.4.3   Net-working of Educational Institutions

For better educational administration and school
management and for greater community participation in the
educational process, net-working of schools to form school
complexes should be done in a phased manner. The size of
the school complex should be determined by the number of
pupils and institutions needed to run a comprehensive
educational service. Each school complex may include a
secondary/higher secondary school as its centre and all the
primary and middle schools within a reasonable distance
from it. The educational facilities within one of these
school complex areas should be considered as one unit for
the purpose of management enabling the big and small
schools in the schools complex to utilise the available
resources and facilities for qualitative improvement
through inter-institutional cooperation. The same set up
should be repeated at the higher level. Universities

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should collaborate with colleges and colleges with schools .
in the neighbourhood so that the entire complex could
contribute to the development of the national education
system as a whole. The university system should assume
increasing responsibility for the development of the
community and more particularly for the education system as
a whole.

2.5 RESOURCES AND FINANCING

A continuing gap between the demands for education at
all level from increasing number of people and the funds to
provide an effective and relevant education to them
continue to persist because of the limited availability of
resources. In order to overcome the financial constraints,
especially for priority areas in educational development,
it is necessary to raise the allocation for education to
atleast six percent of the GNP. This would perhaps require
shifting of financial resources from other developmental
activities. However, this would not deter growth and
development of productive and other services since
education not only assists in achieving growth but as an
essential instrument for the dissemination of knowledge and
information also complements the investment, made in many
developmental sectors. More resource allocation should be
made for elementary education by effecting reallocation of
existing resources for education. Increase in allocation
to education should be accompanied by a series of cost-
reducing measures as well as several innovative measures to

raise resources such as:

- reducing unit costs by a consolidation and optimal use of learning facilities and use of non-conventional teaching personnel available in the community.

- enhancing the participation of community in establishment and management of educational institutions, especially in the case of post elementary education, along with appropriate measures for ensuring quality of the education provided.

- raising the fees at higher education stages.

- financial support to educational development programme from the centrally sponsored programmes of rural development such NREP, IRDP, and ICDS.

- sharing of cost on education in terms of levy of manpower cess on industries which utilise products of the educational systems.

- sponsoring of individuals for education leading to employment by industries which would be required to meet the per capita cost both private and social, on education of these individual recreited sponsored.

3.0 IMPLEMENTATION STRATEGIES

The translation of the basis goals of education envisaged above indicates the major concerns emerging out of a national consensus on a broad framework of development in which education is not merely a sector of development but an input common to all sectors of development. To achieve a nation-wide implementation of education policy, it would be necessary to evolve a national consensus on the issues and approaches for the implementation of this policy. One of the major problems in the implementation of educational programmes has been their isolation from other developmental efforts. The basic goals of educational

policy therefore, need to be translated into action-oriented programmes.

3.1 BASIC STRATEGY

As plan investments or new additional outlays on education are only a small part of the total outlay on education, there is a need to identify the basic strategies for the implementation of education policies in the totality of the plan and non-plan outlays together. Legislative and administrative measures should be initiated to support implementation of the policies and programmes in education, as well as to mobilise additional resources for educational development through participative management of education involving the community along with the public and private sectors. The 42nd amendment to the Indian Constitution has made education a concurrent subject. This should lead to joint commitment of the Union and the State Governments to formulate programmesand implement them effectively. It should facilitate true partnership for uniform and harmonious educational development throughout the country. It should also enable the Union Government and various central agencies to make a more vital contribution in the formulation and implementation of educational development programmes rather than merely having to play advisory and consultancy roles.

3. CAMPAIGN TO EDUCATE THE MASSES

To develop a culture of renewed enthusiasm of the community in education and to ensure the development of an

integrated popular model, a campaign to educate the masses regarding the constitutional commitments, Plan objectives and schemes is to be conducted through mass-media, parent-teacher meetings, seminars and other forms of campaigns. Alongside this programme of awareness, it would be necessary to involve members of the community in the activities of education--in enriching physical facilities like buildings, books, equipment, etc., in managing local institutions and also in motivating the community to ensure enrolment and retention of all children till they complete elementary education.

3.3 STRENGTHENING OF EDUCATIONAL ADMINISTRATION AT THE DISTRICT LEVEL

The focus of control of the educational system should shift from state to district level and preferably to block level. This would necessitate strengthening of the educational administration at district and block levels. As socio-economic conditions of communities differ even within a district, the educational needs of the underprivileged groups or of the economically backward areas should be given priority in the district level and block level plan of educational development. As the educational administration at the district level is by and large engaged in routine activities, namely, appointments, promotions, transfers or issuing of financial sanctions etc., there is a need to create technical wings at the district level with a view to provide support to achieve the educational objectives through organisation of

activities leading to the improvement of the quality of
education.

3.4 INFORMATION SYSTEM

In the absence of a well-designed information system,
the credibility of educational statistics relating to
enrolement, retention of children, training of teachers and
educational expansion, is very low. Therefore, there is an
urgent need to establish a well-designed management
information system to ensure flow of authentic data
relating to educational statistics from institutions to all
levels of educational administration. The same information
system should also be effectively used for dissemination of
new ideas in education and research findings related to
practical problems in each area.

3.5 TIME-BOUND PROJECT IMPLEMENTATION

The implementation of educational programmes for the
quantitative expansion and improvement of quality of
education in the priority areas should be taken up on a
time-bound project model. Each scheme should be studied
and examined in terms of implication in the given local
economic and social and cultural background. The scheme
should be analysed and spelt out in the form of a number of
inter-related activties. Projects should be designed
around each identifiable major activity at the state,
district and block level. Thus the methods of micro level
planning in interface with project approaches should be
fundamental strategy of ensuring the implementation of
educational policy and plans. In order to ensure speedy

Implementation of projects it would be necessary to strengthen the infrastructure at the district and block levels.

3.6 INTER AND INTRA-SECTORAL LINKAGES

Another aspect of the structural redesign would be development of intra-sectoral linkages within education. The primary, secondary, higher secondary, collegiate and university education and professional education should interlinked. The technical agencies and institutions established by the central and state governments toprovide support for the implementation of educational policies, plans and programmes should also be inter-linked under suitable institutional and funding arrangments. The concept of networking of institutions should also find place in technical and vocational education and engineering. At present several awareness and para professional courses related to agricultural and medical education are being offered at the school and university stages especially as part of thevocational education. Efforts should be made to involve agricultural and medical personnel in formulation and implementation of these programmes. At the same time educational system should support steps for effective implementation of the educational components of the extension and continuing education programmes organised by agricultural and medical colleges and by various departments and wings of the Ministries of agricultre and health education. Support

sshould be extended for curriculum development, preparation
oof appropriate instructional materials and development of
aappropriate teaching methodology forconducting these
pprogrammes.