

EDUCATION IN INDIA

1976-78

REPORT

ON EDUCATIONAL DEVELOPMENTS

1976-1978

Presented at

XXXVII International Conference

On Public Education, Geneva

July, 1979

NIEPA - DC



G1992



सत्यमेव जयते

MINISTRY OF EDUCATION & SOCIAL WELFARE
GOVERNMENT OF INDIA
NEW DELHI 1979

372.954021
1NO-76-I

9-1992

CONTENTS

PART I

Page

ORGANISATION AND STRUCTURE OF THE EDUCATION SYSTEM

Indian Polity	1
Broad Principles, Goals, Objectives and Priorities	1
System of Administration	2
Educational Financing	3
Structure and Organisation	4
Promotion Practices and Examinations	4
School Year	4
Curricula	5
Teacher Education	6

PART II

EDUCATIONAL DEVELOPMENTS 1976-78

New Priorities and Policies	8
Educational Management and Administration	8
Development of the System	9
Educational Research	10
Follow up to Recommendations	11
Documentation	12

ANNEXURE

<i>List of Selected Official Publications Relating to Education Issued during 1976-77 and 1977-78</i>	13
---	----

PART I : ORGANISATION AND STRUCTURE OF THE EDUCATION SYSTEM

Indian Polity

India is a Union of States with a written Constitution. It enjoys a Cabinet form of Government at the Union and State levels. The Union and the States have legislatures with duly elected representatives. The legislative jurisdictions of the Union and States have been outlined in the Constitution. There are in all 22 States. There are territories administered by Union Government called Union Territories. These are 9 in number.

Broad Principles, Goals, Objectives and Priorities

The Constitution of India places the responsibility for "Education", with the Centre and the States. It vests the Central Government with the direct responsibility in a few specified areas. These are, coordination and determination of standards in institutions for higher education or research and scientific and technical institutions, Union agencies and institutions for professional, vocational or technical training and the promotion of special studies or research; and the administration and maintenance of Central Universities and any other institutions including those for scientific or technical education financed by the Central Government wholly or in part and declared by Parliament by law to be an institution of national importance. The Constitution also specifies certain other areas which are the joint responsibility of the Centre and the States. These are : vocational and technical training of labour; legal, medical and other professions; and economic and social planning which includes educational planning.

The subject of Education which has been the responsibility of the State Governments was transferred to the sphere of joint responsibility of the Central and State Governments by an amendment to the Constitution, in 1976. Thus, "education including technical education, medical education and universities" appears in the concurrent list.

Besides, the Constitution provides for two onerous responsibilities on the State, viz. provision of universal elementary education and promotion of the educational and economic development of the weaker sections of the society. The Constitution prohibits discrimination against any citizen on grounds of religion, race, caste, sex, place of birth etc. Social and economic conditions however constitute the main impediments in bringing the children of the weaker sections of the community particularly, Scheduled Castes and Tribes and girls into the schools in sufficient numbers. Co-education is not discouraged at any level of education. There has however been a felt need for schools and colleges exclusively for girls. Women students have free access to all courses of studies.

In discharging these constitutional responsibilities the Governments at the Centre and the States have enacted legislations to govern the educational institutions and administer the programmes at various levels and in different fields. The Statute Books of the States, for example, cover legislations relating to school education, State Universities, boards of secondary education, compulsory primary education etc. while that of the Centre includes University Grants Commission Act, Acts governing the Central Universities and the five Indian Institutes of Technology, the Apprentices Act and the like.

From time to time since independence, the Government of India have reviewed its educational policies. The last review took place in 1968. This Policy covers vital areas like the introduction of universal, free and compulsory elementary education, teachers' education and their status and emoluments, equalisation of educational opportunity, identification of talent, work experience and national service, science education and research,

education for agriculture and industry, examination reforms, spread of literacy and adult education, uniform educational structure in all parts of the country and a few others covering certain crucial areas of secondary and higher education and the development of languages.

This Policy is being reviewed again. Based on extensive consultations and discussions, the Ministry had attempted a draft National Policy on Education which was placed before the conference of Education Ministers held in July 1978. In the light of the comments received from the State Governments and other Central Ministries, the draft policy will soon be finalised and placed before the country and Parliament.

The country is steadily moving towards the realisation of the constitutional directive of providing free and compulsory education for all children up to the age of 14 years *i.e.* in classes I to VIII. By 1977-78, 70.15 million of the 6-11 age group had been enrolled in classes I to V representing 82.8 per cent of the total age group population after taking into account the population increase, while 17.76 million children of 11-14 age group were enrolled in classes VI to VIII representing 37.9 per cent of the total age group of population.

System of Administration

The system of educational administration in India follows by and large the constitutional provision already indicated. The Ministry of Education plays a major role in ensuring a coordinated development of education all over the country and in developing national programmes in some essential areas like, elementary, adult and secondary education and research. State Education departments share the major responsibility in administering education particularly at the school level.

The Central Ministry of Education is guided, in the main by the Central Advisory Board of Education the members of which include the Ministers of Education in the States and by the Board's various Committees. There are a few other advisory and expert consultative bodies like the All India Council of Sports and the All India Council for Technical Education, the National Council for Teacher Education, the National Council for Women's Education, the National Book Development Board, the National Board of Adult Education.

The Ministry of Education is headed by a Minister of the Union Cabinet assisted by two Ministers of State and by a Secretariat headed by a Secretary. To carry out its responsibilities, the Ministry during the years has built up a number of offices and organisations. For coordination and determination of standards in higher education Parliament enacted legislation for the setting up of the University Grants Commission.

Besides, a number of organisations have also been set up to discharge specific responsibilities. The most important, by virtue of scope and extent, among them, is the National Council of Educational Research and Training, which strives to promote the qualitative aspects of school education throughout the country. The more important amongst others are: National Staff College for Educational Planners and Administrators, New Delhi, Indian Institute of Advanced Study, Simla, Central Schools Organisation, New Delhi, Central Board of Secondary Education, New Delhi, Central Hindi Institute, Agra, Central Institute of Indian Languages, Mysore, Central Institute of English and Foreign Languages, Hyderabad, National Sanskrit Institute, New Delhi, Lakshmi Bai National College of Physical Education, Gwalior and Netaji Subhas National Institute of Sports, Patiala. In the field of technical education there are five Indian Institutes of Technology, the Indian Institute of Science, Bangalore, fifteen Regional Engineering Colleges, three Institutes of Management, four Technical Teachers' Training Institutes, Indian School of Mines, Dhanbad, School of Planning and Architecture, New Delhi, National Institute for Training in Industrial Engineering, Bombay and National Institute of Foundry and Forge

Technology, Ranchi. While scientific research is promoted in a chain of specialised research laboratories under the Council of Scientific and Industrial Research set up by the Central Government and in the Universities, two significant organisations viz. Indian Council of Social Science Research and Indian Council of Historical Research have also been set up to promote research in the social science and history.

In every state there is an Education Minister, in some states assisted by Minister of State/Deputy Minister. The Secretary is the head of the Education Department which has a Secretariat for Policy and Coordination and Directorates of Education that perform the functions of direction, regulation and inspection in various sectors of education. There are State Institutes of Education and State Councils of Educational Research and Training in the States to look after the academic aspects, which are replicas of the National Council of Educational Research and Training. Functional Inspectorates or Bureaux like Inspectorates for Physical education, audio-visual education, vocational guidance bureau, evaluation units also function in the States.

Both at the Centre and in the States educational programmes are looked after by a number of Ministries/Departments, besides the Ministry/Department of Education. Medical Education is looked after by the Ministry/Department of Health and Agricultural Education by the Ministry/Department of Agriculture. In some states technical education remains with a department other than Education viz. Department of Industries.

Educational Planning is the joint endeavour of the Central and State Governments. The Planning Commission in the Centre and the State Planning Departments decide the policy and approach in the field of national development. A Planning and Monitoring Division in the Central Ministry works in close liaison with the Education Division of the Planning Commission. On the basis of the broad guidelines issued by the planning Commission, draft Five Year and annual Plans are prepared by the Central Ministries and the State Governments. These plan programmes are discussed and examined at various levels before they are finally approved for implementation. Joint consultation on educational Planning between the Centre, the States and the Planning Commission is promoted in all-India forums like the Central Advisory Board of Education or State Education Ministers' Conference, officials meets and annual plan discussions.

Educational Financing

Educational financing in India has developed to be a multi-source system, although the State has been taking an increasingly commanding position in this behalf since Independence. Education is now financed by the Central Government, State Governments, local authorities and through fees and other sources that include endowments, donations and voluntary contributions. The proportion of government funds to total educational expenditure in a few significant years has been :

1970-71	75.6%
1975-76	78.5%
1977-78	79.0% (Provisional)

Educational financing by the Central Government and the State Governments consists of two categories of outlay, viz. Plan and Non-Plan. Plan allocations cover developmental expenditure while Non-Plan allocations provide for the maintenance. As a coordinating agency, however, the Centre through the Union Ministry of Education is directly responsible for the development programmes in the fields within its purview. It also takes up schemes known as centrally sponsored schemes and central schemes administered by the states which are of common interest and utility to the State Governments and represent nationally identified objectives. It has been a notable feature in the Post-Independence period that the Central Government have been extending increasing financial assistance to the State Governments for education, besides incurring considerable direct expenditure on education for the programmes in the Central and Centrally Sponsored Sectors.

During the years 1976-77, 1977-78 and 1978-79 the amounts provided in the budgets for education at the Centre and in the various Departments of State Governments and Union Territory Administrations are as under :

(In Millions of Rupees)			
	1976-77	1977-78	1978-79
	Actual	Revised Estimates	Budget Estimates
State Governments/Union Territories	21376	24853	26832
Centre	1952	2338	2765
Total	23328	27191	29597

For all States and Union Territories taken together the percentage of educational expenditure to the total budget of States and Union Territories was estimated at 25.6 in 1978-79 while at the Centre it was 3.29.

The percentage of budget expenditure on education to the total States budget ranged between 10.0 in Arunachal Pradesh to 38.7 in Kerala. The total expenditure on Education now represents 3.1% of the national income. The capital expenditure on education by the States and territories formed 1.7% of the total budget in the same year.

Structure and Organisation

The structure of the educational system varies from State to State. At present it consists of five stages viz. primary, middle, secondary, higher secondary and post-school. There is an open door policy for primary classes. A majority of schools are run by local bodies/Government where admission takes place on the basis of the birth certificate. Multi-point entry is however being encouraged. A child can be admitted at any stage provided he fulfils the qualification relevant to the age group/class. The school course which is mainly of 12 years' duration in most States and 11 in certain States precedes a 3 year course (in some States two year) for the first degree in humanities, sciences and commerce. The duration of courses in technical and professional education differs from course to course consisting of 3 to 5½ years for the first degree.

Promotion Practices and Examinations

Evaluation and promotion practices at various levels have been undergoing changes on modern and scientific lines. The age old system of declaring students as passed or failed on the whole terminal examination on the basis of scoring in individual subjects is giving place to a system of internal assessment and indicating the grades obtained in various subjects. Certain stages, particularly classes I and II of the lower primary stage are being treated as ungraded Units. Cumulative records showing the pupils' performance throughout the year including the assessment of personality traits, interests and aptitudes are being introduced in more and more educational institutions. Opportunities are being progressively provided to the pupils to better their performance in subjects of their poor results without losing their education time. The overall performance of the student is given importance. This has helped in evaluating the child's personality as a whole helping him for its further development.

The University Grants Commission has also been promoting the shift from numerical marking to the grading system to increase reliability and bring about better comparability among different subjects and the introduction of continuous assessment. The Commission has also been laying emphasis on the development of question banks and the introduction of the semester system.

School Year

The school year is generally from July to May. There is only one term with 220 working days a year.

Curricula

School curricula are mostly developed at the state level. At the higher education stage they are developed by the universities.

The National Council of Educational Research and Training is recognised as a National Centre for curriculum development. The States have, however, their own curriculum development agencies like the State Institute of Education and State Council of Educational Research and Training. State Boards of Secondary Education prescribe curricula and textbooks for the secondary level in the States. The NCERT has been engaged in preparing the overall framework for the development of curricula for the various stages of school education in close collaboration with the State Education Departments. The Council has been producing syllabii and textbooks, teachers' guides, supplementary and instructional materials, science kits etc. for adaptation/adoption by the State Governments keeping in view the local and regional needs.

A Committee set up by the Ministry reviewed the curriculum at the school stage. The recommendations of this Committee are under various stages of implementation. The objective of the Government is to move towards a revision of the contents of education basing it on the best in our tradition and making it relevant to our needs and environment.

The progress in universalisation of elementary education of all children between the age 6—14 depends upon among other things the overhauling of the curriculum making it meaningful and relevant to the life situations of the children. Introduction of Socially Useful Productive Work in all classes of the elementary stage constitutes a significant step. In collaboration with the UNICEF an innovative project *viz.* Primary Education Reform Project has been formulated. It envisages the strengthening of all the teacher training institutions in the country, which will undertake both pre-service and in-service orientation programmes. The curriculum under this project will be decentralised making it local-specific and building into the programme the necessary inputs for improving the teacher competence. The trainee teachers would be required to prepare learning episodes relevant to local environment which will form part of the total instructional content in the schools of the area concerned. Care would be taken to ensure that the minimum learning requirements of the children at any class or stage, would be such that the products do have the competence required by the system of schooling, simultaneously enriching the total curriculum for both formal and non-formal channels of education. This project is a continuation of the work done so far under the two projects of Primary Education Curriculum Renewal and Developmental Activities in Community Education and Participation as pilot projects in 15 states covering 450 schools and two Community Centres in each State.

The revised Curriculum for the ten year school provides for 5 subjects in primary classes, *viz.* Languages, Mathematics, Environmental studies, Socially Useful Productive Work and Games and Creative Activities. In the higher classes, History, Civics, Geography and Science will be added and the subjects of Arts, Home Science, Agriculture, Commerce, Economics, Social Reconstruction and Classical languages will be provided as optionals.

In the field of higher education the University Grants Commission has taken a number of steps in bringing about the needed change in the contents of courses on the basis of relevance, flexibility, diversification and modernisation. At the undergraduate level the reform envisaged is towards restructuring of courses to make them more relevant and significant both for the students and the nation. The Commission has selected 62 universities for experimentation in the field of restructuring of university courses at the first degree level, with a view to giving special attention to the orientation of the existing courses towards rural problems without creating a different channel for such studies.

For the development of curriculum in the field of technical education, Curriculum Development Centres have been set up to evoke the optimal course structure for the undergraduate diploma and degree courses in various disciplines. These centres work in close liaison with the institutions, industry and other employing agencies and thus ensure relation of curricula in various disciplines to the needs of the developing economy.

Teacher Education

The professional education of teachers is basic to improvement of standards in education. Training institutions catering to the production of trained teachers for various levels of school education consists of (1) Primary Teachers Institutions offering certificate and diploma courses and (2) Secondary Teachers Training Colleges offering degree courses. Besides, the National Council of Educational Research and Training operates a large and significant programme of teacher education through its Regional Colleges of Education at Bhubneswar, Ajmer, Mysore and Bhopal.

There are 962 schools for providing teacher training for primary classes and 496 institutions for imparting training to secondary and higher secondary teachers. The enrolment at these levels in 1976-77 was 1.05 million and 60,000 respectively. The percentage of trained teachers to the total teacher manpower engaged in schools in general education was 85.5 in primary schools, 86.1 in middle schools and 84.8 in high and higher secondary schools. The entrance requirement for primary teacher training is completion of high school education and that of the secondary teacher training is a University degree. The duration of these courses is two years and one year respectively. There is also a four-year integrated course after higher secondary education for preparing secondary school teachers. Besides, Masters' degree education courses are also offered usually for secondary school teachers and higher level educational personnel.

The courses offered in these institutions are professional in nature based on academic courses presented as entrance requirement. The teacher training programme consists of theoretical pedagogical courses followed by supervised teaching practice.

Programmes for in-service teacher education are as impressive in extent and intensity as those for pre-service training. The National Council of Educational Research and Training, organises Summer School-Cum-Correspondence Courses for the practising untrained graduate teachers as a special programme through the 4 Regional Colleges of Education. During 1977-78, 1065 teachers were enrolled for the course. A similar programme for primary untrained teachers is also prevalent in some states and are organised by the State Institutes of Education. The Council has started a new programme for orientation of teachers which is aimed at enriching and upgrading the knowledge of content of the subject and at acquainting the teachers with the new strategies in teacher education. The programme consists of a correspondence-cum-contact course of about 6 months duration. During 1977-78, nearly 7000 teachers completed the course. Under a programme meant for elementary teacher-educators, nearly 800 teachers were registered. Other programmes undertaken by the Regional Colleges of Education, Departments of National Institute of Education and the State Institutes of Education relate to seminars, workshops, symposia, follow-up seminars and Summer Institutes.

The Council, in collaboration with the State Governments has launched a scheme for continuing education throughout the country for teachers in service. It envisages developing a centre in each district in the long run in all the states under a phased programme which would provide short in-service courses. These courses will be conducted during evenings, week ends or vacation using local resources persons.

In the field of technical education the four Technical Teachers' Training Institutes offer special training in the field of technical education for serving teachers in Polytechnics. Their regular programme includes a 12-month training course for degree holder technical teachers and an 18-month course for diploma holders. These institutes also serve as

curriculum development centres for diploma level courses. This work for degree courses is being taken care of at the Institutes of Technology, Roorkee University and the Indian Institute of Science, Bangalore.

The University Grants Commission has instituted a scheme of teacher fellowships whereby a college teacher is enabled to take one to three years leave for undertaking programmes of M. Phil. or Ph. D. During this period, his pay, allowances, seniority etc., will be protected and living expenses allowances paid to the teacher wherever necessary.

PART II : EDUCATIONAL DEVELOPMENTS 1976—78

New Priorities and Policies

The period under report was marked by efforts to translate into action the new policies and approaches identified in consultation with the States to give a meaningful egalitarian orientation to the educational efforts of the Government. The national objective of universal literacy has now been spelt out in time bound action programmes for universalisation of elementary education. The content of education is being revised at all stages of education to base it upon the best in our tradition and make it relevant to local needs and environment. The emphasis will be on the development of the total personality of the individual and the promotion of social and moral values.

Education Ministers of States and Union Territories, discussed, in a Conference held in July 1978 the programme of action drawn up to implement the policies and priorities that emerged during 1977-78. The conference approved the frame work of action for the implementation of universalisation of elementary education on a time bound basis. This frame work of action envisaged a national target of enrolment of 32 million children in the age-group 6—14 during the next five years 1978—83, which will cover 90% of the children in this age-group. The National Adult Education Programme, which was drawn up after detailed and wide ranging discussions at various levels was inaugurated on 2nd October 1978. A provision of Rs. 2000 million has been made for the adult education programme in the plan 1978—83 which represents nearly 10 per cent of the total Plan provision for education. Discussions have been held with the State authorities for the implementation of the programme in the States. The State Boards of Adult Education are in position in all the States and Union Territories. The Administrative infrastructure has moved into position in most of the States and Union Territories. Voluntary organisations are being mobilised in most of the States and they are seeking the assistance of the Central Government through the State Governments on a large scale. The Ministry is also setting up an evaluation and monitoring machinery to ensure that the impact of the programme is being carefully evaluated and monitored.

Educational Management and Administration

Elementary education has been accepted as one of the high priority areas of action by Government along with adult education. Time bound programmes have been drawn up for the universalisation of elementary education in the country. In line with the recommendations made by a working group set up in collaboration with the Planning Commission and the States, a provision of Rs. 9000 million—nearly 46 per cent of the total provision for education—was made in the draft Five Year Plan for Education. This represents a substantial increase from the provision made in the previous plans which have ranged around 30 per cent. It also meant nearly doubling the provision of Rs. 4100 million made for elementary education in the Fifth Five Year Plan. The States were requested to draw up plans for universal elementary education in their jurisdiction and the plans were discussed in regional conferences with the authorities of the State Governments. These plans emphasised not merely enrolment but also efforts to stabilise attendance and efforts to bring down the dropout rates. An entirely new feature has been the emphasis on non-formal education programmes for the older children who have dropped out of school and those who have not been to school. These non-formal education programmes designed to suit the needs and requirements of these children who are mostly girls and drawn from weaker sections of the population, are expected to ensure extension of educational opportunities to the weaker sections and at the same time reduce the dropout rates. Particular attention is being given to the 9 States which have lagged behind in elementary education and which have 75 per cent of the non-enrolled children.

The first step in the provision of universal elementary education is to provide facilities for both primary and middle education classes within easy walking distance from the home of every child. In opening new institutions the policy is to open them first in bigger villages without schools. Tribal areas are being given priority and wherever necessary ashram schools are being established for them. To bring every child into school and see that he remains at school till he completes the elementary stage multiple point entry is being encouraged. Special efforts are being made to enrol more girls and Scheduled Caste/Tribes students. A large infrastructure has already been created for full-time education in classes I to V. Children of the weaker sections and girls form a major portion of those in the age-group 6-14 who have never entered the formal school or have dropped out. For those in this category provision for non-formal education has been made. There is, besides, the programme of functional literacy for farmers which is continually being expanded and linked to schemes of agricultural development. Programmes of adult education and non-formal education are also being developed through the universities.

Development of the System

During the last few years a great deal of growth in the number of institutions, enrolment, number of teachers and enrolment ratio has taken place. The number of institutions at all stages increased from 6,16,140 in 1976-77 to 6,31,051 in 1977-78. The enrolment ratio in the age group 6 to 11 years and 11-14 years to the respective age-group population increased from 80.9 and 37.00 in 1976-77 to 82.8 and 37.9 respectively. The total number of teachers in all types of schools for general education increased from 2.79 million to 2.86 million during the same period. The percentage of trained teachers in the primary, middle and high schools was 85.2, 87.7 and 79.6 respectively, during 1977-78. The teacher pupil ratio at the above stages in the same year was 40, 32 and 25 respectively. The total budgeted expenditure on education in respect of all States and Union territories increased by 7.5% from 1976-77 to 1977-78.

On account of heavy rush for admissions for higher education, several universities have taken steps by which the students can, without regularly attending institutions on a wholetime basis appear for various examinations leading to degrees. This has been made possible through part-time or correspondence teaching.

The National Adult Education Programme has recently been launched with a view to eradicating illiteracy and to make the new illiterates more productive. Programmes of adult education include non-formal education for adults on all walks of life. By 1983-84 it is expected to cover the entire population of the age-group 15-35 by this programme.

Under higher education the rate of growth of student enrolment was 5.5 in 1977-78. The average annual compound rate of growth of student enrolment during the fifth plan was 3.5% which was within the rate planned. Of the total student population in universities and colleges in 1977-78, 87.9% were pursuing undergraduate studies, 9.1% post-graduate studies, 1.1% research and 1.9% diploma/certificate courses. Courses in Social Sciences and Humanities were most popular claiming 43.7% of total enrolment.

The five Indian Institutes of Technology which form the apex institutions for engineering education and research started a number of new centres/schools/programmes of inter-disciplinary and Inter-IIT research during the two years.

The introduction of Integrated Child Development Services Scheme in 1975 under the Child Welfare sector is one of the important steps taken by the Government in building up human resources. The scheme aims at an integrated delivery of a package of seven services including non-formal pre-school education to pre-school children, pregnant women and nursing mothers. From 1975-76 this scheme is being implemented on an experimental basis in 33 projects throughout the country—18 Rural, 11 Tribal and 4 urban. During 1978-79, 67 additional projects have been approved. non-formal pre-school education does not impart formal learning but develops in the

child the desirable attitudes, values and behaviour patterns and aims at providing environmental stimulation. The scheme of functional literacy for Adult Women aims at delivering a package of services to illiterate women in the productive age group of 15-45 years. The services include civic education and vocational and occupational skills. In 1977-78 there were 2945 such centres catering to 45000 women.

Under a scheme of condensed courses of education and vocational training, adult women in the age-group 18-30 years are prepared for school leaving examination within a period of two years.

The scheme of Youth Centres was launched in 1972 to involve the non-student youth and more specifically the rural youth in nation building activities. Adult Education, vocational training, cultural programme, sports and physical education constitute some of the important activities of these centres which are district based. The National Service Scheme, Scouting and Guiding and Adventure Programmes are some of the activities specially designed for student youth.

Educational Research

The National Council of Educational Research and Training has been promoting research in crucial areas of school education. The Council has been giving due weightage to educational research, innovation and improved techniques appropriate to indigenous conditions. The Educational Research and Innovation Committee of the Council has identified priorities in educational Research. The focus of priorities during 1977-78 has been on curriculum development and non-formal education programme. The Committee is helping the Council to develop ways and means for integrating research, training and extension. During 1974-77 the Council financed 75 research projects undertaken by outside agencies. The Council started the Fourth All India Educational Survey of school education as a continuous programme of survey keeping in view the priority of universalisation of elementary education.

In the field of higher education the University Grants Commission is endeavouring to strengthen research in universities and colleges. M. Phil. Courses introduced as a first research degree is designed to raise the standard of research work and particularly to strengthen inter-disciplinary work and project work. By the end of 1977-78, 920 major/advanced research projects and 1121 short term/small research projects have been approved. These projects are under implementation in the science departments of over 75 Universities and enable over 4100 teachers, research workers and other ancillary staff to undertake research work. In addition, 21 departmental research projects in science subjects in universities have also been approved. The Commission has also placed at the disposal of the universities a sum of Rs. 5.55 million for providing core support for research to enable individual teachers to take up research work. Over 9000 teachers have been benefited under this. In humanities and social science subjects, 174 advanced/major research projects and 1078 short-term/small research projects have been approved. The Commission accepted 22 research projects in the field of Engineering and Technology.

The five Indian Institutes of Technology are apex institutions for engineering education and research. Besides conducting first degree and Masters degree courses in a wide range of subject fields, they offer facilities for research and doctoral work. The main emphasis at these institutes is on the post-graduate studies and research with inter-disciplinary approach.

Besides, there are three institutions, namely, Indian Council of Social Science Research, New Delhi, Indian Council of Historical Research, New Delhi and Indian Institute of Advanced Study, Simla which follow a large programme of research supplementing the activities in the universities in their subjects of competence. The Indian Council of Social Science Research has developed several programmes of sponsored research in important areas. Of the various programmes followed by the Indian Council of Historical Research, mention may be made of the Programme of Preparation of Source Material on Indian History and Survey of Historical Writings during the last 25 years. The Indian Institute of Advanced Study is a centre of independent study and research in humanities and social sciences.

Follow up to Recommendations

Recommendation 68

Relationship between education, training and employment with particular reference to secondary education, its aims, structure and content.

The programme of vocationalisation of secondary education and the introduction of socially useful productive work in the curriculum of secondary education has been a unique feature of the secondary education system of recent days. The Central Government has been making efforts to ensure the country wide acceptance of this new concept and assist the State Governments in establishing the relevance of vocationalisation to the socio-economic needs of the country. This programme has picked up momentum and the general response has been quite encouraging. The 10-year school pattern has been redesigned to include socially useful productive work in place of Work Experience. In the higher secondary sector, there would be two streams—the academic and vocational with provision to cross over from one stream to another.

Curriculum development in India is regarded as a continuing developmental activity emphasising that what the student learns is not information-centred but one which develops in him the capacity to think and act. As a result of this approach a student continues to learn throughout his life through other provisions like non-formal education, correspondence courses and distance learning education. Towards the implementation of the new structure of education a national programme for curriculum development both for secondary and post-secondary education has been launched. The new curriculum includes such areas as environmental studies, population education, health education and socially useful productive work. New methods and techniques like integrated teaching, use of mass media, emphasis on the process rather than on the product in teaching of science as well as self study are being used. Steps are being taken to delink diplomas and degrees as they are not considered necessarily useful for taking up vocational occupations.

India has embarked upon a massive programme for reforming school education in standards 1-12 and for this purpose new curriculum and textual materials are being developed. Simultaneously, new curricula for teacher education at different levels are also being developed. These will highlight not only the role of the teacher in the teaching-learning process but also from the point of view of providing the right guideline to the pupils in the choice and determination of various options.

In order that every citizen gets an opportunity to learn and educate himself throughout his life the new educational structure provides for supplementing the formal education by non-formal system through part-time and correspondence courses in the post-school sector leading to university education.

Recommendation 69

Changing role of the teacher and its influence on preparation for the profession and on in-service training.

Recognising the importance of the role of the teacher, the new curriculum for teacher education prepared by the National Council for Teacher Education provides for a new core course on "Teacher and Education in the Emerging Indian Society". The teachers' role is not limited to teaching. They are now assisting the community through a wide range of extra curricular activities. The National Council for Teacher Education has focussed on an area known as Working with the Community. The Colleges of Education and Teachers Training Institutions are developing specific programmes in this area with an emphasis on socially useful productive work. Efforts are being made to improve the organisation, content and methods of teacher education through the National Council for Teacher Education, State Boards of Teacher Education, State Institutes of Education and State Councils of Educational Research and Training.

The Extension Services movement in education was started in 1955 and within a decade, nearly 200 Extension Services Departments were functioning in the Colleges of Education and Teacher Training Institutions. These departments provided programmes of extension activity to serving

teachers both at the primary and secondary levels. From 1965 steps were taken to strengthen the Extension movement by the setting up of State Institutes of Education/Science Education/Audio-visual Education and State Councils of Educational Research and Training. These institutions coordinate and organise in-service education for serving teacher-educators and teachers at all levels of school education.

The NCERT has recently started 50 centres of continuing education at selected district headquarters to act as focal points for serving teachers to obtain assistance and advice of experts in resolving their problems. Eventually, it is proposed to locate one such centre in each district of the country. In every State special officers for non-formal education have also been appointed. In the Teacher Education curriculum frame-work provision has been made to organise teacher education programme in such a way as to give opportunities for the teachers to move from the primary to the university stage (vertical mobility) by acquiring credits and their transfer from one institution to another. The facilities of radio, television and correspondence courses are also being availed of.

During the last 30 years measures have been taken to improve the pay-scales and other conditions of service of the teachers. Some measures have also been taken to reintegrate women teachers into the educational stream after the family responsibilities are over.

Recommendation 71

The problem of information at the National and International levels posed by the improvement of education systems.

The Ministry of Education have under consideration a project for setting up a National Information System for Education which will provide appropriate facilities at both National and International levels. There is no proposal to enact any special legislation for this programme. The project has been so prepared as to ensure that the activities and services proposed contribute towards rapid and effective cooperation at the bilateral, regional and international levels.

Documentation

The Statistical Division in the Ministry of Education serves as a Clearing House of statistical information in the field of education. During the reporting period, an in-service training course for the officers of the Statistical Units of the various states was conducted in collaboration with the National Staff College for Educational Planners and Administrators, New Delhi for familiarising them with the concepts and terminology used in the new forms for the collection of statistics. Regional in-service training courses were organised in 5 states on requests from their Governments.

A Students, Information Service Unit in the Ministry collects, compiles and disseminates information on higher education in India and abroad to the students, their parents and other members of the public interested in education. The Unit maintains a small reference library containing information on the courses of studies offered by Indian and foreign universities/institutions of higher learning. The Unit also answered a large number of enquiries from public through correspondence, on telephone and by personal visits. For this purpose the Unit brings out detailed compilation on different subject-fields.

ANNEXURE

ANNEXURE

List of Selected Official Publications relating to Education Issued during 1976-77 and 1977-78

Ministry of Education and Social Welfare (Department of Education)

1. Indian National Commission for Cooperation with Unesco-Report of the Secretary-General. 1974-76 and 1976-78.
2. Report of the sub-regional meeting of National Commissions for Cooperation with Unesco in Asian Countries.
3. Unesco—India, Three Decades of Cooperation.
4. Report of the Twelfth and Thirteenth Conferences of the Indian National Commission for Cooperation with Unesco.
5. National Foundation for Teachers' Welfare.
6. National Service Volunteer Scheme.
7. Educational Developments in India 1971-77.
8. Education in India 1974-76 (English and French).
9. A Study in Educational Television, SITE, Udayabhawanu.
10. Work Experience in Schools—Third All India Educational Survey.
11. Report of the Review Committee on the Curriculum for Ten Year School.
12. Report of the Working Group on Organisation of Vocational Education.
13. National Adult Education Programme—An Outline.
14. Learning to Do—Towards a Learning and Working Society.
15. Report of the Working Group on Vocationalisation.
16. General Information for Indian Students going Abroad.
17. Copyright and International Conventions.
18. Adult Education Programme for Women.
19. Country Report presented at the fourth regional conference of Ministers of Education and those responsible for Economic Planning in Asia and Oceania July-August, 1978.
20. Summary of the Report of the Working Group on Adult Education for Medium Term Plan 1978-83.
21. Motivational Aspects of National Adult Education Programme.
22. Progress of Education of Scheduled Castes and Scheduled Tribes 1970-71.
23. State Educational Directorates and Inspectorates in India 1972-73.
24. Boards of Secondary Education in India—Results of High School and Higher Secondary Examination 1971-74.
25. Indian Students Going Abroad and Foreign Students in India 1965-66.
26. Selected Educational Statistics 1976-77.
27. Progress of Education of Scheduled Castes and Scheduled Tribes 1971-72.
28. Education in India 1970-71.

National Council of Educational Research and Training

1976-77

1. Annual Report 1974-75.
2. Primary Teacher Curriculum.
3. Higher Secondary Education and its Vocationalisation.
4. Guidance and Counselling in Indian Education.
5. Field Studies in Sociology of Education—Reports on Mysore and Maharashtra.

6. Preparation and Evaluation of Textbooks in the Mother tongue.
7. Structure and Working of Science Models.
8. National Science Exhibiton for Children 1976.
9. Universal Declaration of Human Rights.
10. The Position of Languages in School Curriculum in India.
11. Some Salient Aspects of Primary Education.
12. Teacher Education : Problem and Perspective—An Approach Paper.
13. Educational Research and Innovation.
14. Innovation in Education in India (a) Seminar Report (b) An Inventory.
15. Ethology and Education
16. Non-Formal Education for Drop Out Children and Rural Development.
17. National Survey of Teacher Education at Elementary level.
18. Pre-Primary Teacher Education Curriculum.

1977-78

1. Objective Tests : An Introduction for Class X and Class XI levels.
2. Field Studies on the Sociology of Education : A Report on Andhra Pradesh.
3. Report on Community School Building.
4. Directory of Secondary Schools Vol. III.
5. Development of Exercises for language Textbooks.
6. Report on Primary Education.
7. Annual Reports 1975-76 and 1976-77.
8. Basic concepts of Education.
9. Innovation Practices in Elementary Teacher Education Institutes in India 1975-76.
10. Teacher Education Curriculum.
11. Directory of Secondary Schools in India—Part II Western Region.
12. Objective Test—An Introduction to National Talent Search Examination.
13. New Educational Pattern 10+2+3.
14. Primary Education Curriculum.

NIEPA - DC



G1992

9-1992

**Regional Centre for the Training of
Educational Planners, Administrators and
Supervisors in Asia**

NEW DELHI

Call No... *-54 370*

Acc. No.....

Author.....