

# NATIONAL EDUCATION POLICY



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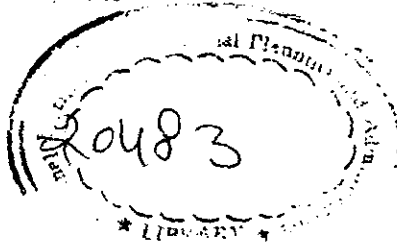
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## PREFACE

It is the second edition of our factual study on 'National Education Policy'. It seeks to briefly describe the evolution of the National Education Policy and its implementation.

It is largely based on published sources and proceedings in the Houses of Parliament. Sources have been indicated in the text for facility of reference.

The Lok Sabha Secretariat does not accept any responsibility for the accuracy or veracity of the information contained in the brochure.

It is hoped the brochure will be found informative and useful by Members of Parliament and other interested readers.

NEW DELHI;  
*January, 1985*

SUBHASH C. KASHYAP,  
*Secretary-General.*

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# NATIONAL EDUCATION POLICY

## Introduction

In the present day world it is education that determines the level of prosperity and welfare of the people. Education and research are crucial to the entire developmental process of a country. This is more so in a developing country like India, where the need for an educational policy containing a built-in flexibility adjustable to the changing circumstances is imperative. On the quality and number of the persons coming out of the schools and colleges will depend our success in the great enterprise of national reconstruction whose principal objective is to raise the standard of living of the people. Further, if the pace of national development is to be accelerated there is need for a well defined, bold and imaginative educational policy.

The origin of the system of education prevalent in the country today can be traced to the beginning of the nineteenth century. Thereafter a number of Committees and Commissions were appointed from time to time by the Government in the pre-independence period to suggest appropriate changes in regard to the educational policy in view of the political and social changes taking place in the country. Education, however, acquired a new significance after Independence and both the planner and the administrator have felt the need for a national system of education suited to the needs and aspirations of free and modern society.

## Constitutional Provisions

Under the Constitution as originally enacted, education was primarily a State subject. The relevant entry (Entry 11) in the State List read "Education including universities subject to the provisions of entries 63, 64, 65 and 66 of List I and entry 25 of List III." Thus education was exclusively a responsibility of the States, the Central Government being concerned directly with certain areas like coordination, determination of standards in technical and higher education etc. In 1976, by a constitutional amendment education became the joint responsibility of the Central and State Governments. The Constitution (Forty-second Amendment) Act, omitted Entry 11 from the State List and amplified Entry 25 in the Concurrent List. Entry 25 of the Concurrent List which, as so amplified, now reads:

"25. Education, including technical education, medical education and universities, subject to the provisions of entries 63, 64, 65 and 66 of List I; vocational and technical training of labour."

The implication of this amendment is that education has become a Concurrent Subject which enables the Central Government to legislate in such fields as, for example, school education.

Apart from this concurrent sphere, the Constitution places certain educational matters within the exclusive jurisdiction of the Union. These are: maintenance of Central Universities and institutions of national importance, declared as such by Parliament by law; all Union agencies and institutions for professional, vocational or technical training or for promotion of special studies or research; and the coordination and determination of standards in institutions of higher education or research and scientific and technical institutions (Entries 63, 64, 65 and 66 of List I).

Article 28 provides that no religious instruction shall be provided in any educational institution wholly maintained out of State funds. Article 29 further provides that no citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds, on grounds only of religion, race, caste, language or any of them. According to article 30, all minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice. In addition, the State shall not, in granting aid to educational institutions discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

Besides, some of the Directive Principles, set out in Part IV of the Constitution, also have a bearing on national educational policy. For instance, article 45 enjoins that the 'State' shall endeavour to provide for free and compulsory education for all children until they complete the age of fourteen years.

Article 46 requires the 'State' to promote with special care the educational interests of the weaker sections of the people, which include, in particular, the Scheduled Castes and Scheduled Tribes.

Article 350A places a special responsibility on the Government to safeguard the interests of the children belonging to linguistic minority groups and to see that they have adequate facilities to receive at least primary education through their own mother tongue. Article 351 further places a special responsibility on the Government of India for promoting the spread of Hindi language and for its development so that it may serve as a medium of expression for all the elements of the composite culture of India.

Yet another provision in the Constitution which has an indirect but significant bearing upon the role of the Government of India in education is entry 20 of List III, which is concerned with "Economic and Social Planning". Educational Planning being an essential element of economic and social planning, the Government of

India and the State Governments have to work together in preparing and implementing the national plans for the reconstruction of education.

The Government of India are also responsible under the Constitution for the administration of the Union Territories and have for its purpose executive and legislative authority for all subjects including education.

### Evolution of Policy

It will be seen that the Constitution of independent India made new demands on the education system of the country. Broadly speaking, the first and the foremost educational demand was that universal elementary education. Another important demand was to provide equal opportunity to all the people emanating from the Government's decision to become a democratic republic.

Thus a major task before the country was to reorient the system of education so as to adjust it to the changing needs and aspirations of the people. Consequently the post-independence period was marked by the examination of our education system by several commissions and committees.

The most notable among them were three: (i) the University Education Commission (1948-49) appointed 'to report on Indian University Education and suggest improvements and changes'—to meet its present and future requirements of the country<sup>1</sup>, (ii) the Secondary Education Commission (1952) was set up to examine the prevailing system of secondary education in the country and suggest measures for its reorganisation and improvement<sup>2</sup>, and (iii) the Education Commission of 1964—66.

#### The University Education Commission

- wanted Indian higher education to be built on the foundations of Indian history and philosophy and so commended the right balance between the life material and the life spiritual in its content; emphasised the need for quality teachers and new methods such as tutorial system;
- made recommendations in respect of examination reforms;
- advocated the mother tongue as medium of instruction;
- emphasised the need for moral and religious education;
- expressed concern over the deteriorating standard; and recommended raising of the college age, implying an eleven year schooling followed by a three year degree course;
- pleaded for better admission procedures and recruitment of teachers based on merit.

#### The Secondary Education Commission

- defined the scope of secondary education and recommended to make it a terminal stage, as well as a preparation for higher education;
- recommended the addition of a practical bias to the study of theoretical courses;
- argued for the mother tongue as the medium of instruction in the entire school stage;
- recommended dynamic methods of teaching;
- advocated for the introduction of moral and religious education with a view to character building;
- emphasised the need for guidance services in education;
- suggested measures to reform system of examination.

The question of evolving a national policy on education in various aspects had come up before the Parliament time and again and the Members had evinced keen interest in the subject. Moved by a resolution<sup>3</sup> in Lok Sabha on May 1, 1964 on 'National Policy on Education', a private member Shri Siddheshwar Prasad charged the Government with not having paid the attention to education that it deserved.

He said that education policy of the Government lacked clarity, a definite philosophy and uniformity. He desired a Committee comprising members of Parliament be set up to go into the question of a national policy on education in all its aspects. The idea for formulating a national policy on education was also supported by other members.

Intervening in the debate, the then Minister of Education (S. M. C. Chagla) agreed that there should be a national and coordinated policy on education. He announced that the Government had decided to appoint a National Commission comprising outstanding educationists to go into all the aspects of education in the country. As such, in his view, a Committee of members of Parliament would serve no purpose. He requested the member to withdraw the resolution which was, by leave of the House, withdrawn.<sup>4</sup>

#### Education Commission, 1964-66

The Education Commission under the Chairmanship of Dr. D. Kothari, the then Chairman, University Grants Commission, began its task on October 2, 1964. It consisted of sixteen members, eleven being Indians and five foreign experts. In addition, the Commission had the benefit of discussion with a number of internationally known consultants in the educational as well as scientific field.

The main task of the Commission was to advise the Government on the national pattern of education and on the general policies for the development of education at all stages—ranging from the primary to post-graduate stage and in all its aspects besides examining a host of educational problems in their social and economic context.<sup>5</sup>

<sup>3</sup> "This House is of opinion that a Committee of Members of Parliament be appointed to go into the question of National Policy on education in all its aspects and to prepare a report accordingly for the next three plan periods, and also to suggest suitable machinery for implementation." (L. S. Deb. May 1, 1964 c. 19989)

<sup>4</sup> L. S. Deb. June 5, 1964 cc. 1441-49

<sup>5</sup> Government Resolution setting up the Education Commission, July 14, 1964



The Commission submitted its report to the Government on June 29, 1966. It was laid on the Table of the House on August 29, 1966. The principal recommendations of the Commission are given in Appendix I. The main features of the Commission's report were as follows:

- (i) Introduction of work-experience which includes manual work, production experience, etc. and social service as integral part of general education at more or less all level of education.
- (ii) Stress on moral education and inculcation of a sense of social responsibility. Schools should recognise their responsibility in facilitating the transition of youth from the work of school to the world of work and life.
- (iii) Vocationalization of secondary education.
- (iv) Strengthening of the centres of advance study and setting up of a small number of major universities which would aim at achieving highest international standards.
- (v) Special emphasis on the training and quality of teachers for schools.
- (vi) Education for agriculture and research in agriculture and allied sciences should be given a high priority in the scheme of educational reconstruction. Energetic and imaginative steps are required to draw a reasonable proportion of talent to go in for advance study and research in agricultural science.
- (vii) Development of quality or pace-setting institutions at all stages and in all sectors.

The Commission observed that mother-tongue had a pre-eminent claim as the medium of education at the school and college stages. Moreover, the medium of education in school and higher education should generally be the same. The regional languages should, therefore, be adopted as the media of education in higher education.

The Commission further observed that the public demand for secondary and higher education had increased and would continue to increase in future. It was, therefore, necessary to adopt a policy of selective admissions to higher secondary and university education in order to bridge the gap between the public demand and available facilities.

The Commission was of the view that the social segregation in schools should be eliminated by the adoption of the neighbourhood social concept at the lower primary stage under which all children in the neighbourhood will be required to attend the school in the locality.

### **National Policy on Education : Committee of Members of Parliament**

A Committee of Members of Parliament on Education was constituted by the Government of India on April 5, 1967, with the following terms of reference:

- (i) to consider the report of the Education Commission;
- (ii) to prepare the draft of a statement on the National Policy on Education for the consideration of Government of India; and
- (iii) to identify the programme for immediate action.

The Committee scrutinized only the major recommendations of the Education Commission along with the comments of the State Governments and others thereon.

The Committee's general approach to the problem differed from that of the Commission in three important ways. First, the Committee did not accept the recommendations of the Commission for the creation of five or six 'major' universities or for upgrading 10 per cent of the institutions at all levels to optimum standards. The Committee believed that better results could be obtained if efforts were made to maintain at least the minimum standards in all institutions and special additional assistance was offered, on the basis of proper criteria, to those institutions which showed high level of performance and promise. Secondly, they placed a greater emphasis on expansion of facilities than the Commission had done, especially at the school stage. The Committee, therefore, did not agree with the Commission's proposal that a system of selective admission should be adopted at the higher secondary and undergraduate stages. They suggested methods for diverting a large proportion of students into different walks of life at the end of the higher secondary stage which would necessarily reduce pressure on access to higher education. The Committee further desired that every effort should be made to provide admission to institutions of higher education to all eligible students who desired to study further. Thirdly the Committee did not favour several recommendations of the Commission whose main objective was to create certain

new administrative structure or changes in the existing ones. In the opinion of the Committee, such programmes would lead to increasing bureaucratisation and increase in unproductive expenditure.

Subject to the above observations, the Committee accepted several of the major recommendations of the Commission, some with modifications or changes in priority. They also added new recommendations in certain areas where the ground was not fully covered by the report of the Commission. The report of the members of Parliament was laid on the Table of the Lok Sabha on July 25, 1967.<sup>6</sup>

The salient recommendations of the Committee are:

- (i) The unhealthy social segregation that now takes place between the schools for the rich and those for the poor should be ended; and the primary schools should be made the common schools of the nation by making it obligatory on all children, irrespective of cast, creed, community, religion, economic condition or social status, to attend the primary school in their neighbourhood.
- (ii) The development of a proper language policy can greatly assist in strengthening national unity. The key programme will be to develop all Indian languages and to adopt them as media of education at all stages.
- (iii) At the secondary stage (classes I—X) the regional language should ordinarily be the medium of education. Adequate safeguards should be provided for linguistic minorities. In classes XI-XII, a pupil should study at least one language of his choice in addition to the medium of education. While facilities to study languages, on an optional basis, should be adequately provided at the university-level, the study of no language should be made compulsory unless such study is an essential part of a prescribed course.
- (iv) Hindi is already largely in use as a link language. The educational system should contribute to the acceleration of this progress in order to facilitate the movement of students and teachers and to strengthen national unity.

- (v) Science education and research should be developed on a priority basis. Great emphasis should be placed on the development of education for agriculture and industry. In technical education, programmes of qualitative improvement should be stressed.
- (vi) Work experience should be an integral part of general education at the school stage. Work with hands will help the young to develop insights into productive processes and use of science and inculcate in them respect for manual labour and habits of hard and responsible work.
- (vii) The provision of food and effective primary education on a free and compulsory basis is the foundation of democracy and national development. It should be given the highest priority.
- (viii) There should be a broadly uniform educational structure in all parts of the country. The first step is to create the Ten Year School providing a common pattern of general education for all children. The national policy should be to ultimately make this period of ten years free and compulsory for all children. The next stage, the higher secondary should be uniformly raised to two years in all parts of the country under a phased programme. The duration of the courses for the first degree in arts, commerce and science should be three years after the higher secondary stage.
- (ix) Plans to accelerate the spread of literacy should be prepared and intensively implemented.
- (x) Educational expansion should be accompanied by simultaneous efforts to raise substantially the standards of education and to keep them continuously rising.
- (xi) There is an urgent need to upgrade and improve school curricula, to increase their knowledge content and to provide adequately for the development of skills, and the inculcation of right interests, attitudes and values. Similar steps are also needed at the university stage.
- (xii) Regarding examination reform, attention should be concentrated on three major areas: reduction of the dominance of external examination; introduction of reforms which would make them more valid and realistic; and the adoption of a good system of internal evaluation.

The then Minister of Education (Dr. Triguna Sen) on November, 14, 1967 moved Government Motions for discussion in Lok Sabha of the report of the Education Commission and the report of the Committee of Members of Parliament.<sup>7</sup> Participating in the discussion members stressed that the natural talent of the student could be unfolded only through his mother-tongue which had been recognised by the Commission. The concept of the neighbourhood schools was also welcomed by some members. The emphasis laid by the Commission on work experience and compulsory service scheme was also commended. They considered it advisable that in the case of primary and secondary education the medium should be regional language all over the country. Members suggested that higher education should also be imparted through the regional language. For raising the quality of education, they pleaded for improving the quality of teachers. Promising people, they felt, would be attracted to the profession if the emoluments and the status of teachers were raised.

Replying to the discussion on December 6, 1967, the Minister said that one of the major recommendations of the Education Commission was that the Government should issue a statement on the national policy on education which should provide guidance to the State Governments and local authorities in preparing and implementing educational plans in their areas. He informed the House that the Government had decided to give the widest possible opportunity to all concerned to express their views and opinions and after examining them critically to issue a comprehensive statement on the 'National Policy on Education'.<sup>8</sup>

#### **Resolution on National Policy on Education**

As a result of discussions on the recommendations of the Education Commission and the report of the Committee of Members of Parliament, a Resolution on National Policy on Education was formally issued by the Government of India on July 24, 1968 (Appendix II). The Resolution, enumerated seventeen principles to guide the development of education in the years ahead. These are:

- (i) *Free and compulsory Education:* Free and Compulsory education for all children up to the age of 14 should be

7. "That this House takes note of the report of the Education Commission 1964-66, laid on the Table of the House on the 29th August, 1966 and that this House takes note of the report of the Committee of members of Parliament on Education (1967)—National Policy on Education laid on the Table of the House on the 25th July, 1967 (L. S. Deb., Nov. 14, 1967, c-134 c.62)

provided by the earliest possible date and suitable programme should be developed to reduce the prevailing wastage and stagnation in schools.

- (ii) *Status, Emoluments and Education of Teachers:* Teacher education, particularly in service education, should received high priority. Teachers must be accorded an honoured place in society, their emoluments, and other service conditions should be adequate, and their academic freedom should be guaranteed.
- (iii) *Development of Languages:* The energetic development of Indian Languages and literature is a *sine qua non* for education and cultural development. Unless this is done, the creative energies of the people would not be released; standards of education will not improve; knowledge will not be spread to the people and the gulf between the intelligentsia and the masses will remain, if not widen further. The regional language already used as media of education at the primary and secondary stages, should be urgently adopted at the university stage. At the secondary stage every child should learn three languages; the languages of his region, Hindi or another Indian language if the language of his region is Hindi and English. Hindi should become the link language, a medium of expression for all the elements of the composite culture of India. For its cultural value the study of Sanskrit should be specially encouraged. Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contribution to it.
- (iv) *Equalisation of Educational Opportunity:* Regional imbalances should be corrected and good educational facilities should be provided in rural and other backward areas. To promote social cohesion and national integration, a common school system should be adopted; this should not, however, affect the minority rights guaranteed by the Constitution. The education of girls should receive emphasis, as should education among the backward classes.

- (v) *Identification of Talent*: For the cultivation of excellence, it is necessary that talent in diverse fields should be identified at as early an age as possible and every stimulus and opportunity given for its full development.
- (vi) *Work-experience and National Service*: The school and the community should be brought closer through suitable programmes of mutual service and support. Work-experience and national service including participation in meaningful and challenging programme of community service and national reconstruction should accordingly become an integral part of education.
- (vii) *Science Education and Research*: These should receive high priority, and science and mathematics should be an integral part of general education till the end of the school stage.
- (viii) *Education for Agriculture and Industry*: This requires special emphasis. There should be at least one agricultural university in every State and at other universities selected departments may be strengthened for the study of one or more aspects of agriculture. Technical education and research should be related closely to industry. There should be continuous review of the agricultural, industrial, and other technical manpower needs and a proper balance should be maintained between the output of the educational institutions and employment opportunities.
- (ix) *Production of Books*: The quality of books should be improved and immediate steps should be taken for the production of high quality text-books for schools and universities. Efforts should be made to have a few basic text-books throughout the country. Special attention should be given to books for children and to university level books in Indian languages.
- (x) *Examination*: A major goal of examination reform should be to improve the reliability and validity of examinations and to make evaluation a continuous process.
- (xi) *Secondary Education*: Facilities for secondary education should be extended expeditiously to areas and classes which have been denied these in the past. Facilities for technical and vocational education needs to be increased, diversified and related closely to employment opportunities.

- (xii) *University Education*: (a) The number of whole time students admitted to a college or university departments should be determined with reference to the laboratory, library and other facilities and to the strength of the staff. (b) New universities should be established only in case of proved necessity after adequate provisions of funds and with due care for ensuring proper standards. (c) The organisation of post-graduate courses and their standards of training and research need to be improved. (d) Centres of advanced study should be strengthened and a small number of clusters of centres aiming at the highest possible standards in research and training should be established. (e) Research in universities requires increased support, and the research institutions should, as far as possible, function within the fold of universities or in intimate association with them.
- (xiii) *Part-time Education and Correspondence Courses*: These should be developed on a large scale at the university stage and also be provided for secondary school students, teachers, and agricultural, industrial and other workers.
- (xiv) *Spread of Literacy and Adult Education*: (a) The liquidation of mass illiteracy is necessary not only for promoting people's participation in the working of democratic institutions and for accelerating programmes of production, especially in agriculture, but also for quickening the tempo of national development in general. Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible . . . . . Teachers and students should be actively involved in organising literacy campaigns, especially as part of the Social and National Service Programme. (b) The education of young farmers and the training of youth for self-employment should have high priority.
- (xv) *Games and Sports*: Playing fields and other facilities for developing a nation wide programme of physical education should be provided on a priority basis.
- (xvi) *Education of minorities*: Every effort should be made not only to protect the rights of minorities but actively to promote their educational interests.
- (xvii) *The Educational Structure*: A broadly uniform educational structure of ten years' general education in schools, followed by two years of higher secondary stage and



three years' course for the first degree should be adopted in all parts of the country.

The Resolution on National Policy on Education further stated: "The reconstruction of education on these lines will need additional outlay. The aim should be gradually to increase the investment in education so as to reach a level of expenditure of six per cent of the national income as early as possible."

The national policy on education, 1968 has been accepted by the Government as guiding principle for all educational development in the country supplemented by the guidelines adopted in the Sixth Plan document.

The programmes spelt out in the national policy on education are being implemented by the Central and the state governments with such modifications and adjustments as are warranted from time to time by the socio-economic conditions in the country. Most significant of these programmes are universalisation of elementary education and eradication of adult illiteracy. Both these form part of Centre's minimum needs programme as well as the Revised 20-Point Programme.

For the discharge of its specific responsibility, the Union Ministry of Education has been acting directly by itself and through its institutions like the University Grants Commission, National Council of Educational Research and Training, etc. The aims and objectives of these institutions have been, by and large, to bring about improvement of standards of education and training at various levels or to promote specific areas of education like languages, production of books etc.

Priority has been given by the Government to the programme of universalisation of elementary education with emphasis on programmes for the weaker sections including girls, scheduled castes, scheduled tribes, etc. Another important priority area in education is promotion of adult education. In regard to other sectors, stress is being laid on qualitative improvement of education, especially the technical and higher education, development of youth activities, vocationalisation of secondary education, development of regional languages, strengthening of the monitoring and evaluation machinery for the effective implementation of plan programmes, etc.\*

\* India, 1983: Publications Division, Ministry of Information & Broadcasting Government of India, *New Delhi* PP. 47-48

### Expansion of Educational Facilities

It was stated in the Sixth Five Year Plan that despite a network of over 6.5 lakhs schools and colleges, the employment of over 3 million teachers and an annual budget of the order of Rs. 3000 crores, it had not been possible for the education system to achieve the goal of universal education of all children upto the age of 14 years as enshrined in the Directive Principles of the Constitution. The total enrolment in elementary education had increased from 223 lakhs in classes I—VIII in 1950-51 to around 905 lakhs during 1979-80. Nevertheless, for every three children enrolled in primary and middle schools, one other eligible child was left behind.

There were also socially disadvantaged groups, such as the economically poor, scheduled castes and scheduled tribes whose children were on the periphery of the schooling system. About 38 per cent of the scheduled caste children and 56 per cent of the scheduled tribe children were yet to receive elementary education. Socio-economic compulsions in families particularly in rural areas and among the weaker sections, not-too-relevant nature of curricular programmes and lack of essential facilities in schools seem to be some of the more important factors contributing to the slow progress.

In the areas of secondary and higher education, facilities had been expanded. Nonetheless, the reforms for qualitative improvement and system reorganization as envisaged in the National Policy on Education (1968) were yet to be completed effectively.

This has resulted, among other things, in an undesirable growth of facilities for general higher education, especially at the undergraduate stage in arts, commerce, and humanities and in the consequent increase in incidence of unemployment among the educated.

The approach in the Sixth Plan is characterised by concern for the all round development of children, especially those from under-privileged sections and poverty groups who may suffer serious consequences in the future because of negligence at the present stage of life.<sup>10</sup>

The Plan envisaged a balanced strategy of educational planning with the long range goal of making available diverse networks of facilities and programmes for education, combining formal and non-formal modes of learning.

The programme of universalisation of elementary education was given serious consideration and highest priority. In terms of physical targets, the enrolment of students in classes I to V was

<sup>10</sup> Sixth Five Year Plan, pp. 353-54

expected to be raised from 83.6 per cent of the relevant age group to 95.2 per cent by the end of the Plan, while the enrolment in classes VI to VIII was similarly expected to be increased from 40.2 per cent to 50.3 per cent. These targets implied an additional enrolment of about 180 lakh children in classes I to VIII in full time institutions. In addition, non-formal education programmes for children in the age-group 9—14 were to be developed to cover 80 lakh children during the Sixth Plan although it was recognised that it would be unrealistic to lay down any specific targets for the purpose.

Similarly, while no physical targets were laid down, Adult Education programmes were to be developed on a large scale for the age-group 15 to 35 to combat the problem of illiteracy. In the field of secondary and higher education facilities were to be extended to rural and backward areas and access provided to the weaker and more backward sections of the people with consolidation of existing facilities and improvement of standards. A major effort was to be made in the area of vocationalisation of secondary education. In the area of higher education consolidation of facilities and improvement of standards and quality with emphasis on restructuring of courses envisaged. In technical education, emphasis was laid on furtherance of national efforts to develop science and technology as an instrument of the country's economic progress.<sup>11</sup>

An appraisal of the implementation of the different programmes mentioned above indicates considerable progress in the directions indicated.

*Elementary Education:* While the overall targets of enrolling an additional 180 lakh children in full-time educational institutions was likely to be achieved by the end of the Plan as is evidenced from the following figures, the progress in this regard was lagging in certain States:

	1980-85 VI Plan Target (in thousands)	1980-83 Achievement (in thousands)
<b>Additional Enrolment .</b>		
<b>(Targets &amp; Achievements)</b>		
(i) Classes I-V (Total)	11,684	6,332
(ii) Classes VI-VIII (Total)	6,352	4,183

<sup>11</sup>. Sixth Five Year Plan : Mid term Appraisal, pp. 180-84

There is need to accelerate the implementation of the new strategies envisaged in Plan viz:

- (a) intensified use of existing facilities including adjustment of schooling hours according to local conditions;
- (b) provision of new facilities which would be economically viable and educationally relevant; and
- (c) introducing measures with a view to eliminating wastage and reducing drop outs in elementary education.

Under the non-formal system of elementary education for the age-group 9—14 it was estimated that the coverage may be of the order of 35 lakhs in the plan period as against the 80 lakh envisaged.

The total achievement of enrolment in elementary classes (6—14 age group), both under formal and non-formal system, is estimated to be of the order of 110 million by the end of the Sixth Plan. As the estimated population of the 6—14 age-group on the basis of 1981 census is of the order of 140 million there is expected to be backlog of about 30 million non-attending children of this age group in 1984-85. If universalisation of elementary education is to be achieved by 1990, as envisaged under the 20 point programme, nearly 50 million additional children of the age-group 6—15 will have to be covered in the Seventh Plan, as the estimated population of age-group 6—14 would be of the order of 160 million in 1990.

*Secondary Education:* The Plan emphasised the importance of paying special attention to the quality of education at this stage and to improving internal efficiency of the system and enhancing the employability of its products. There is great need for more sustained and planned effort and clear targets in respect of these qualitative improvement programmes.

*Vocationalisation:* A major programme of manpower development through 'vocationalisation' of higher secondary education related to employment opportunities which were to be developed. In this regard satisfactory progress had been made in a few states. The number of vocational courses and their coverage needs to be enhanced considerably and substantial number of students attracted to these courses. Vocational courses also need to be developed in close association of available facilities in factories and other establishments.

*Higher Education:* In the field of higher education the main emphasis is on consolidation of existing facilities, tackling the problem of non-viable institutions and preventing proliferation of new

higher educational institutions and improvement of quality of higher education with special emphasis on:

- (a) re-structuring of under-graduate courses to make them purposeful and also terminal for those who would seek employment;
- (b) provision for vocational course leading to employment and stress on certificate for diploma rather than on academic degree; and
- (c) promotion at post-graduate level of research on practical problems of local and regional relevance as well as of fundamental research.

While significant initiatives have been taken by the U.G.C. in all these areas, a major impact on the higher education system in these directions is yet to be made.

*Adult Education:* The total achievement by the end of the Sixth Five Year Plan is estimated at around 20 million. A big leeway is yet to be made in this regard. The consolidation and expansion of the programme in the Sixth Five Year Plan would be crucial for the achievement of the estimated target of 115 million by the year 1990.<sup>12</sup>

### Outlay on Education

In all the previous Five Year Plans, education was taken to be a social service rather than an input in the development process. There was a change in the emphasis beginning with the Sixth Plan wherein it has been considered to be pivotal in the social and economic development of the country through development of human resources.

Though much has yet to be done in the field of education, investment in education has been rising over the plan periods as is evidenced from the actual outlay on education given below.<sup>13</sup>

<sup>12</sup>. *Ibid*, pp. 182-83.

<sup>13</sup>. Statistical Pocket Book, India 1981, Central Statistical Organisation, Ministry of Planning, Government of India, pp. 207-12.

	Rs. in Crores
First Plan (1951-56)	149
Second Plan (1956-61)	273
Third Plan (1961-66)	589
Annual Plans (1966-69)	307
Fourth Plan (1969-74)	774
Fifth Plan* (1974-79) 1979-80	1,710 (includes science & technology) 263
Sixth Plan (1980-85)	2,524 (outlay)

\*Fifth Plan terminated in 1977-78.

Details regarding Sixth Plan outlay for Education and Culture are given in the following table:<sup>14</sup>

(Rs. in crores)				
Sl. No.	Sub-Head	States and Union Territories	Centre	Total
1	2	3	4	5
1.	Early childhood & Elementary Education.	851.07	54.30	905.37
2.	Secondary Education	370.00	28.01	398.01
3.	Teacher Education	22.00	**	22.00
4.	University & Higher Education	197.00	288.75	485.75
5.	Adult Education	68.00	60.00	128.00
6.	Physical Education, Sports & Games and Youth Welfare	69.00	24.00	93.54
7.	Other Programmes	69.41	60.15	129.56
	<b>Sub total, General Education</b>	<b>1646.48</b>	<b>515.75</b>	<b>2162.23</b>
8.	Art & Culture	32.90	51.00	83.90
9.	Technical Education	109.61	168.00	277.61
	<b>Total</b>	<b>1788.99</b>	<b>734.75</b>	<b>2523.74</b>

<sup>14</sup> Sixth Five Year Plan p. 36.

\*\*Included under Secondary Education.

The year-wise outlay during the Sixth Plan is as follows:—

	Rs. in crores
1980-81	387.77
1981-82	422.00
1982-83	514.08
1983-84	679.74

## Review of Education Policy

The present government is reviewing the national education policy. The Prime Minister, Shri Rajiv Gandhi, in his address to the nation on January 5, 1985 touched upon this subject and said:

‘Education must promote national cohesion and the work ethic. The grandeur of our freedom struggle and its significance for national integration have to be brought home to every student. Our schools and colleges should acquaint the younger generations with India’s ancient heritage and culture. The curricula and text books should curb parochial and communal interpretations of our composite culture.

I have looked at some of the policies and programmes in this field. I have asked that a new national education policy be drafted.

We are formulating programmes to use on a large scale the new communication technology in our school system. Delinking of degrees from jobs under Government is under active consideration. Steps are being taken to establish an Open University to bring higher education within easy reach of all. The Central schools organisation will be expanded. These Schools will function as centres of excellence in every district of our country.

I would strongly emphasise education’s organic link with the productive forces of society. We shall reorganise vocational education to align it with industry, agriculture, communications and other productive sectors of our country.<sup>15</sup>

The Prime Minister has set up a three-member informal group headed by Prof. P. N. Srivastava, Vice-Chancellor of the Jawaharlal Nehru University to advise him on educational Plans and policies.

The other members of the group which will suggest reforms in education and lay down priorities are Dr. P. L. Malhotra, Director of the National Council of Educational Research and Training and Dr. Moonis Raza, former Director of the National Institute of Educational Planning and Administration.<sup>16</sup>

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<sup>15</sup>. Prime Minister’s Broadcast to the Nation, Press Information Bureau, Government of India, January 5, 1985

<sup>16</sup>. Hindustan Times, January 6, 1985

## APPENDIX I

### PRINCIPAL RECOMMENDATIONS OF THE EDUCATION COMMISSION, 1964—66

#### A. Education and National Objectives

*Education and National Development:* The most important and urgent reform needed in education is to relate it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for realisation of the national goal. For this purpose the following five-fold programme has been suggested:

- (a) Relating education to productivity;
- (b) Strengthening social and national integration through educational programmes;
- (c) Consolidation of democracy through education;
- (d) Modernisation of society through awakening of curiosity, development of attitudes and values and building up certain essential skills.

(a) *Education and Productivity:* The following programmes are needed to relate productivity to education:

- (i) Science education should be an integral part of school education and ultimately become a part of all courses at University stage;
- (ii) Work experience to become an integral part of all education;
- (iii) Every effort should be made to orient work experience to technology and industrialisation and the application of science to productive processes, including agriculture; and
- (iv) Vocationalisation of secondary education and agricultural and technical education to be emphasised.

(b) *Social and national integration:* The following steps have been suggested to strengthen national consciousness and unity:

- (i) Adoption of a common school system of public education as the national goal and its effective implementation in a phased programme spread over 20 years.



- (ii) Organisation of social and national service programmes concurrently with academic studies in schools and colleges and to make them obligatory for all students at all stages;
- (iii) Participation in programmes of community development and national reconstruction should be an integral part of all education from the primary to the under-graduate stage;
- (iv) Continuance of N.C.C. on its present basis till the end of the Fourth Five Year Plan;
- (v) Development of an appropriate language policy for the education system;
- (vi) Adoption of regional language as the medium of instructions;
- (vii) Energetic action for production of books and literature, particularly scientific and technical, in regional languages. This should be the responsibility of universities assisted by U.G.C.
- (viii) Continuance of the use of English as the medium of instructions in the All-India institutions. The eventual adoption of Hindi to be considered in due course subject to certain safeguards;
- (ix) Regional languages to be made language of administration for the regions concerned at the earliest possible time.
- (x) Continuation of the promotion of the teaching and study of English right from the school stage. Special attention to be given to the study of Russian;
- (xi) English language to serve as a link-language in higher education for academic work and intellectual inter-communication. Hindi to serve as the link language of the majority of our people and also adoption of all measures for the spread of Hindi in non-Hindi areas;
- (xii) Combining two modern Indian languages at the B.A. and M.A. level; and
- (xiii) Promotion of national consciousness through the promotion of understanding and re-valuation of our cultural heritage and the creation of a strong driving faith in the future towards which we aspire.

(c) *Education for Democracy*: The following Programme has been suggested for consolidation of democracy:

- (i) Provision of free and compulsory education of good quality for all children up to the age of 14 years as envisaged in Art. 45 of the Constitution;
- (ii) Promotion of programmes of adult education aiming not only at liquidation of illiteracy, but also at raising the civic and vocational efficiency and general cultural level of the citizens;
- (iii) Training of efficient leadership at all levels by expanding secondary and higher education and providing equal opportunities for all children of merit and promise, irrespective of economic status, caste, religion, sex or place of residence;
- (iv) Development of a scientific mind and outlook, tolerance, concern for public interest and public service, self-discipline, self reliance, initiative and a positive attitude to work.

(d) *Social, Moral and Spiritual Values*: The education system should emphasise the development of fundamental, social, moral and spiritual values. From this point of view the Centre and State Governments should adopt measures to introduce education in moral, social and spiritual values in all institutions under their (or local authority) control on the lines recommended by the University Education Commission and the Committee on Religious and Moral Instruction.

(e) *Education and Modernisation*: The following has been suggested in this regard:

- (i) Awakening of curiosity, the development of proper interest, attitudes and values and the building up of such essential skills as independent study and capacity to think and judge for oneself; and
- (ii) Creation of an intelligentsia of adequate size and competence.

### **B. The Educational System: Structure and Standard**

(1) *Stages in Education and their Inter-relationship*: In this regard the following has been suggested:

- (i) The new educational system should consist of (a) one to three years of pre-school education; (b) a primary stage of 7 to 8 years divided into lower primary stage of 4 to

5 years and a higher primary stage of 3 or 2 years; (c) a lower secondary stage of 3 or 2 years; (d) a higher secondary stage of two years of general education or one to 3 years of vocational education; (e) a higher education stage having a course of 3 years or more for the first degree and followed by course for the second or research degree of varying durations;

- (ii) Age of admission to Class I ordinarily not to be less than 6;
- (iii) First public examination to come at the end of 10 years of schooling;
- (iv) Secondary schools should be of two types—a high schools providing a ten-year course and higher secondary schools providing a course of 11 to 12 years.
- (v) New Higher Secondary course beginning in Class XI and XII to provide specialised subjects; and
- (vi) Transfer of the Pre-University course from the Universities and affiliated colleges to secondary schools by 1975-76 and the duration of the course to be lengthened to two years by 1985-86. The University Grants Commission should be responsible for effecting the transfer of all pre-university or intermediate work from university and affiliated colleges to schools.

(2) *Reorganisation of the University stage:* The following has been recommended in this respect:

- (i) Duration of the first degree should not be less than three years and the duration of the second degree to be 2 to 3 years;
- (ii) Some universities should start graduate schools with 3 years Master Degree courses in certain subjects; and
- (iii) Three year special courses for the first degree which begin at the end of the first year of the present 3 year degree courses should be started in selected subjects and in selected institutions.

(3) *Utilisation of Facilities:* The following methods have been suggested to make full utilisation of available facilities:

- (i) Instructional days in the year to be increased to about 39 weeks for schools and 35 weeks for colleges and pre-primary schools; and

- (ii) Standard calendar to be worked out by the Ministry of Education and the University Grants Commission in consultation with State Governments and Universities respectively. Other holidays to be cut down to 10 in a year.

### C. Teacher Status

The Commission has emphasised that the most urgent need was to upgrade the remuneration of teacher substantially, particularly at the school stages, and recommended that the Government of India should lay down for the school stage, minimum scales of pay for teachers and assist the States and Union Territories—to adopt equivalent or higher scales to suit their conditions. Scales of pay of school teachers belonging to the same category but working under different managements such as Government, Local bodies or private managements should be the same.

### D. Teacher Education

The professional preparedness of teachers being crucial for the qualitative improvement of education, the Commission has urged that this should be treated as a key-area in educational development and adequate financial provisions should be made for it. It further recommended:

- (i) In order to make the professional preparation of teachers effective, teacher education must be brought into the mainstream of the academic life of the Universities, on the one hand, and of the school life and educational development, on the other;
- (ii) The quality of the programme of teacher education should be improved;
- (iii) New professional courses should be developed to orientate headmasters, teachers, educators, and educational administrators to their special field of work;
- (iv) The post-graduate courses in education should be flexible and be planned to promote an academic and scientific study of education and to prepare personnel for special fields of education, requiring special knowledge and initiation; and
- (v) Improvement of teacher education institutions and expansion of training facilities should be undertaken.

## E. Towards Equalisation of Educational Opportunity

Observing that every attempt should be made to equalise educational opportunities or at least to reduce some of the most glaring inequalities which now exist, the Commission has stressed the need for the following programmes:

- (i) The development of a common school system of public education in which no fees would be charged, where access to good schools will be open to all children on the basis of merit, and where the standard maintained would be high enough to make the average parent feel no need to send his child to an independent institution;
- (ii) The development of adequate programmes of student-service at all stages which will include free supply of books and writing materials at the primary stage, the provision of book banks and textbooks, libraries in all institutions of secondary and higher education, the provision of transport, day-study centres or hostels, and the institution of guidance facilities and health services;
- (iii) The development of a large programme of scholarships at all stages and in all sectors combined with a programme of placement and maintenance of quality institutions, to ensure that the brighter children at least will have access to good education and that their further education will not be handicapped on economic grounds.
- (iv) Special encouragement to the education of girls and the backward classes;
- (v) The reduction of imbalances in educational development between the different parts of the country-districts and States; and
- (vi) The development of a comparatively small but effective programme for the education of the handicapped children.

## F. School Education Curriculum

(1) *Essentials of Curricular Improvement*: For the improvement and upgrading of school curricula, the following measures have been suggested:

- (i) *Essential of Curricular Improvement*: For the Improvement of school curricula research should be undertaken by University Departments of Education, Training Colleges, State Institutes of Education and Boards of School

Education; Revision of curricula should be based on such research; (c) Basic to the success of any attempt at curriculum improvement is the preparation of text books and teaching-learning materials; and (d) the orientation of teachers to the revised curricula through in-service be achieved through seminars and refresher courses;

- (ii) Schools should be given the freedom to devise and experiment with new curricula suited to their needs. A lead should be given in the matter of training colleges and universities through their experimental schools;
- (iii) Advanced curricula should be prepared by State Board of School Education in all subjects and introduced in phased manner in schools which fulfil certain conditions of Staff and facilities;
- (iv) The formation of Subject Teachers Associations for the different schools subjects will help to stimulate experimentation and in upgrading of curricula.

(2) *Study of Languages:* The following has been suggested for the study of languages at school stage:

- (i) The language study at the school stage needs review and a new policy requires to be formulated particularly in view of the fact that English has been mostly used as an associated official language of the country for an indefinite period;
- (ii) The modification of the language formula should be guided by the following principles:
  - (a) Hindi as the official language of the Union enjoys an importance next only to that of the mother tongue.
  - (b) A workable knowledge of English will continue to be an asset to students.
  - (c) The proficiency gained in a language depends as much upon the types of teachers and facilities as upon the length of time in which it is learned.
  - (d) The most suitable stage for learning these languages is the lower secondary (Classes VIII—X)
  - (e) The introduction of the additional language should be staggered.

(f) Hindi or English should be introduced at a point where there is greatest motivation and need.

(g) At no stage should the learning of four languages be made compulsory.

(3) *Three Languages Formula*: The modified Three Language Formula should include the following:

- (i) The mother tongue or the regional languages;
- (ii) The official language of the Union or the associate official language of the Union so long as it exists; and
- (iii) A modern Indian or Foreign Language not covered under (a) and (b) and other than that used as the medium of instruction.

#### G. Educational Administration and Supervision

A sympathetic and imaginative system of supervision and administration is essential for initiating and accelerating educational reform. Educational administration should therefore, be improved and strengthened through programmes like the following:

- (i) Strengthening of the administration at the national level through the reorganisation of the Ministry of Education; the creation of the I.E.S.; the expansion of the Central and Centrally sponsored sectors and the provision of national leadership of a stimulating but non-coercive character in educational thought.
- (ii) Strengthening and reorganisation of State Education Departments through improvement of service conditions and recruitment procedures of departmental staff;
- (iii) Development of State Institutes of Education as academic wings of the State Educational Department.
- (iv) Adoption of the district as the principal administrative and planning unit and the creation of District School Boards to administer all education in the district below the University level;
- (v) Strengthening of the offices of the District Educational Officers as the principal service and supervision centres for all the schools within and supervisory role with the State-level directorates;
- (vi) Improvement of existing grant-in-aid codes and methods of financial assistants to private schools;

- (vii) Provisions of in-service education for all Officers of the Department, non-gazetted officers being trained at the State level in the State Institutes of Education and the gazetted officers being trained at the national level in a National Staff College for Educational Administrators; and
- (viii) Promotion of research and comparative studies in educational development with a view to vitalising and improving administrative procedures.

#### H. Higher Education : Objectives and Improvements

(1) *Establishment of Major Universities*: The most important reform for higher education is the development of some major universities where first-class post-graduate work and research would be possible and whose standards would be comparable to the best institutions of their type in any part of the world. In this regard, the Commission has suggested:

- (i) the major universities are to be selected from amongst the existing universities and to include one of the I.I.Ts. and one agricultural university;
- (ii) These universities must make an effort to recruit talented students on an all-India basis and intellectually distinguished group of teachers and provide satisfactory conditions of work;
- (iii) A national scholarship scheme combined with a placement programme should be organised, the scholarship being tenable at the major universities or advanced centres. They should be continued at its post-graduate level.

(2) *Centres of Advanced Studies*: Partly as a preparation and partly as a consequence of the establishment of major universities, the Commission observed that it was necessary to strengthen and expand the UGC programme for the establishment of Centres (Clusters) of Advanced Study. The Commission recommended that fifty such centres, some in modern Indian languages should be established over the next five to ten years. The programme should be extended to agriculture, engineering, medicine and modern Indian language, not covered under the scheme at present.

(3) *Improvement of other Universities and Affiliated Colleges*: The major Universities should be utilised to provide teachers of quality to the other universities and affiliated colleges. From this point of view the Commission has suggested;



- (i) Talented students from the major universities should be induced to join teaching profession and majority of them placed in Universities and Colleges other than their own so that they can help raise standards;
- (ii) The U.G.C. should sponsor an identification and placement service to facilitate the recruitment of outstanding persons to the teaching profession;
- (iii) The U.G.C. should make available fellowships to outstanding persons and send them to work in departments of universities; and
- (iv) Strong inter-university ties should be formed among the major universities, advanced centres and outstanding affiliated colleges in particular fields of research; by encouraging conferences for presentation and constructive discussion of papers.

(4) *Medium of Education to the Universities:* The Commission has made the following recommendations with regard to the medium of education:

- (i) The regional languages should be adopted as media of education at the University stage in a phased programme spread over ten years;
- (ii) At the earlier stage of the under-graduate course, the bulk of the instruction may be given through the regional language while at the post graduate stage it may be in English;
- (iii) In due course, all teachers in higher education should as far as possible, be bilingual and post-graduate students should be able to follow lectures and use reading material in the regional language as well as in English;
- (iv) The maintenance of college teaching through Hindi in the non-Hindi areas or of Urdu in any part of the country where there is reasonable number of Urdu speaking students should be permitted and encouraged;
- (v) Centres of advanced studies should be established for the development of all modern Indian languages including Urdu;
- (vi) The classical and modern Indian languages should be provided as elective subjects, no language being made a compulsory subject of study at the university stage; and

- (vii) The teaching of important library languages other than English should be stressed, in particular the study of Russian on a large scale.

### Adult Education

(1) *Liquidation of Illiteracy*: The Commission stressed that every effort should be made to eradicate illiteracy from the country as early as possible and in no part of the country, however, backward, the process should take more than 20 years. The Commission urged that the national percentage of literacy should be raised to 60 per cent by 1971 and to 80 per cent by 1976. As a first step to arrest the growth of illiteracy following measures have been suggested :

- (i) Expansion of universal schooling of five years duration to the age-groups 6—11;
- (ii) Provision of part-time education to children of age-group 11—14 who either miss schooling or drop prematurely out of the school;
- (iii) Provision of part-time general and vocational education to the younger adults of the age-group 15—30; and
- (iv) Wide-spread correspondence courses should be organised for those who are unable even to attend part-time courses.

(2) *Role of Universities for Eradication of Illiteracy*: The Commission feels that the Universities in India should assume a much larger responsibility for educating the adults. In order to have an efficient machinery for launching carefully planned adult education programmes, each university should establish a Board of Adult Education with representatives from all departments involved in adult education programmes.

(3) *Organisation and Administration*: The Commission has recommended the establishment of a National Board of Adult Education on which all relevant Ministries and agencies should be represented. The Board would advise the Governments, at the Centre and in the States, on all matters relating to informal adult education and training and draw up plan and programmes for their consideration. Similar bodies should be set up at the State and District level.

Voluntary agencies working in the field of adult education should receive every encouragement, financial and technical.

## APPENDIX II

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GOVERNMENT OF INDIA

MINISTRY OF EDUCATION

*New Delhi Dated the 24th July, 1968*

### RESOLUTION

**SUBJECT:** *National Policy on Education*

Education has always been accorded an honoured place in Indian Society. The great leaders of the Indian freedom movement realised the fundamental role of education and throughout the nation's struggle for independence, stressed its unique significance for national development. Gandhiji formulated the scheme of basic education seeking to harmonise intellectual and manual work. This was great step forward in making education directly relevant to the life of the people. Many other national leaders likewise made important contributions to national education before independence.

2. In the post-independence period, a major concern of the Government of India and of the States has been to give increasing attention to education as a factor vital to national progress and security. Problems of educational reconstruction were reviewed by several Commissions and Committees, notably the University Education Commission (1948-49) and the Secondary Education Commission (1952-53). Some steps to implement the recommendations of these commissions were taken; and with the passing of the Resolution on Scientific Policy under the leadership of Jawaharlal Nehru, the development of science, technology and scientific research received special emphasis. Towards the end of the Third Five Year Plan a need was felt to hold a comprehensive review of the educational system with a view to initiating a fresh and more determined effort at educational reconstruction; and the Education Commission (1964—66) was appointed to advise Government on "the national pattern of education, and on the general principles and policies for the development of education at all stages and in all aspects". The Report of the Education Commission has since been widely discussed and commented upon. Government is happy to note that a general consensus on the national policy on education has emerged in the course of these discussion.

The Government of India is convinced that a radical reconstruction of education on the broad lines recommended by the Education Commission is essential for economic and cultural development of the country, for national integration and for realising the ideal of a socialist pattern of society. This will involve a transformation of the system to relate it more closely to the life of the people; a continuous effort to expand educational opportunity; a sustained and intensive effort to raise the quality of education at all stages; an emphasis on the development of science and technology; and the cultivation of moral and ..... social values. The educational system must produce young men and women of character and ability committed to national service and development. Only then will education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture, and strengthening national integration. This is necessary if the country is to attain its rightful place in the comity of nations in conformity with its great cultural heritage and its unique potentialities.

4. The Government of India accordingly resolves to promote the development of education in the country in accordance with the following principles:

- (1) *Free and Compulsory Education*: Strenuous efforts should be made for the early fulfilment of the Directive Principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14. Suitable programmes should be developed to reduce the (prevailing wastages and stagnation in schools and to ensure that every child who is enrolled in school successfully completes the prescribed course.
- (2) *Status, Emoluments and Education of Teachers*: (a) Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavour must ultimately depend. Teachers must, therefore, be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities.
- (b) The academic freedom of teachers to pursue and publish independent studies and researches and to speak and

write about significant national and international issues should be protected.

- (c) Teachers' education, particularly in service education, should receive due emphasis.
- (3) *Development of Languages:* (a) *Regional Languages:* The energetic development of Indian Languages and literature is a *sine qua non* for educational and cultural development. Unless this is done, the creative energies of the people will not be released, standards of education will not improve, knowledge will not spread to the people and the gulf between the intelligentsia and the masses will remain if not widen further. The regional languages are already in use as media of education at the primary and secondary stages. Urgent steps should be taken to adopt them as media of education at the university stage.
- (b) *Three-language Formula:* At the secondary stage, the State Governments should adopt, and vigorously implement the three-language formula which includes the study of a modern Indian Language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional language and English in the non-Hindi speaking States. Suitable courses in Hindi and/or English should also be available in universities and colleges with a view to improving the proficiency of students in these languages upto the prescribed university standards.
- (c) *Hindi:* Every effort should be made to promote the development of Hindi. In developing Hindi as the link language, due care should be taken to ensure that it will serve, as provided for in Article 351 of the Constitution, as a medium of expression for all the elements of the composite culture of India. The establishment, in non-Hindi States, of colleges and other institutions of higher education which use Hindi as the medium of education should be encouraged.
- (d) *Sanskrit:* Considering the special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to the cultural unity of the country, facilities for its teaching at the school and university stages should be offered on a more liberal scale. Development of new methods of teaching the language should be encouraged, and the possibility explored of

including the study of Sanskrit in those courses (Such as modern Indian languages, ancient Indian history, indology and Indian philosophy) at the first and second degree stages, where such knowledge is useful.

- (e) *International languages*: Special emphasis need to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contribution to it. For this purpose, study of English deserves to be specially strengthened.
- (4) *Equalisation of Education Opportunity*: Strenuous efforts should be made to equalise educational opportunity.
  - (a) Regional imbalances in the provision of educational facilities should be corrected and good educational facilities should be provided in rural and other backward areas.
  - (b) To promote social cohesion and national integration the Common School system as recommended by the Education Commission be adopted. Efforts should be made to improve the standard of education in general schools. All special schools like Public schools should be required to admit students on the basis of merit and also to provide a prescribed proportion of free-studentship to prevent segregation of social classes. This will not, however, affect the rights of minorities under Art. 30 of the Constitution.
  - (c) The education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation.
  - (d) More intensive efforts are needed to develop education among the backward classes and especially among the tribal people.
  - (e) Educational facilities for the physically and mentally handicapped children should be expanded and attempts should be made to develop integrated programmes enabling the handicapped children to study in regular schools.

- (5) *Identification of Talent*: For the cultivation of excellence, it is necessary that talent in diverse fields should be identified at as early an age as possible and every stimulus and opportunity given for its full development.
- (6) *Work-experience and National Service*: The school and the community should be brought closer through suitable programmes of mutual service and support. Work-experience and national service including participation in meaningful and challenging programmes of community service and national reconstruction should accordingly become an integral part of education. Emphasis in those programmes should be on self-help, character formation and on developing a sense of social commitment.
- (7) *Science Education and Research*: With a view to accelerating the growth of the national economy science education and research should receive high priority. Science and mathematics should be an integral part of general education till the end of the school stage.
- (8) *Education for Agriculture and Industry*: Special emphasis should be placed on the development of education for agriculture and industry.
- (a) There should be at least one agricultural university in every State. These should, as far as possible, be single campus universities but where necessary, they may have constituent colleges on different campuses. Other universities may also be assisted, where necessary potential exists, to develop strong departments for the study of one or more aspects of agriculture.
- (b) In technical education, practical training in industry should form an integral part of such education. Technical education and research should be related closely to industry, encouraging the flow of personnel both ways and providing for continuous cooperation in the provision, design and periodical review of training programmes and facilities.
- (c) There should be a continuous review of the agricultural, industrial and other technical manpower needs of the country and efforts should be made continuously to maintain a proper balance between the output of the educational institutions and employment opportunities.

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- (9) *Production of Books:* The quality of books should be improved by attracting the best writing talent through a liberal policy of incentives and remunerations. Immediate steps should be taken for the production of high quality textbooks for schools and universities. Frequent changes of text books should be avoided and their prices should be low enough for students of ordinary means to buy them. The possibility of establishing autonomous book corporations on commercial lines should be examined and efforts should be made to have a few basic textbooks common throughout the country. Special attention should be given to books for children and to university level books in regional languages.
- (10) *Examinations:* A major goal of examination reforms should be to improve the reliability and validity of examination and to make evaluation a continuous process aimed at helping the student to improve his level of achievement rather than at 'certifying' the quality of his performance at a given moment of time.
- (11) *Secondary Education:* (a) Educational opportunity at the secondary (and higher) level is a major instrument of social change and transformation. Facilities for secondary education should accordingly be extended expeditiously to areas and classes which have been denied those in the past.
- (b) There is need to increase facilities for technical and vocational education at this stage. Provision of facilities for secondary and vocational education should conform broadly to requirements of the developing economy and real employment opportunities. Such linkage is necessary to make technical and vocational education at the secondary stage effectively terminal. Facilities for technical and vocational education should be suitably diversified to cover a large number of fields such as agriculture, industry, trade and commerce, medicine and public health, home management, arts and crafts, secretariat training, etc.
- (12) *University Education:* (a) The number of whole-time students to be admitted to a college or university department should be determined with reference to the laboratory, Library and other facilities and to the strength of the staff.



- (b) Considerable care is needed in establishing new universities. They should be started only after an adequate provision of funds has been made for the purpose and due care has been taken to ensure proper standards.
  - (c) Special attention should be given to the organisation of post-graduate courses and to the improvement of standards of training and research at this level.
  - (d) Centres of advance study should be strengthened and a small number of 'Clusters of centres' aiming at the highest possible standards in research and training should be established.
  - (e) There is need to give increased support to research in universities generally. The institutions for the research should, as far as possible, function within the fold of universities, or in intimate association with them.
- (13) *Part-time Education and Correspondence Courses:* Part-time education and correspondence courses should be developed on a large scale at the university stage. Such facilities should also be developed for secondary school students, for teachers and for agricultural, industrial and other workers. Education through part-time and correspondence courses should be given the same status as full-time education. Such facilities will smoothen transition from school to work, promote the cause of education and provide opportunities to the large number of people who have the desire to educate themselves further but cannot do so on a full-time basis.
- (14) *Spread of literacy and Adult Education:* (a) The liquidation of mass illiteracy is necessary not only for promoting participation in the working of democratic institutions and for accelerating programmes of production, especially in agriculture, but for quickening the tempo of national development in general. Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible. A lead in this direction should come from the industrial undertakings in the public sector. Teachers and students should be actively involved in organising literacy campaigns, especially as part of the Social and National Service Programme.
- (b) Special emphasis should be given to the Education of young practising farmers and to the training of youth for self-employment.

- (15) *Games and Sports*: Games and Sports should be developed on a large scale with the object of improving the physical fitness and sportmanship of the average as well as of those who excel in the department. Where playing field and other facilities for developing a nationwide programme of physical education do not exist, these should be provided on a priority basis.
- (16) *Education of Minorities*: Every effort should be made not only to protect the rights of minorities but to promote their educational interests as suggested in the statement issued by the Conference of the Chief Ministers of States and Central Ministers held in August, 1961.
- (17) *The Educational Structure*: It will be advantageous to have a broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher secondary stage of two years being located in schools, colleges or both according to local conditions.

5. The reconstruction of education on the lines indicated above will need additional outlay. The aim should be gradually to increase the investment in education so as to reach a level of expenditure of 6 per cent of the national income as early as possible.

6. The Government of India recognizes that reconstruction of education is no easy task. Not only are the resources scarce but the problems are exceedingly complex. Considering the key role, which education, science and research play in developing the material and human resources of the country, the Government of India, will in addition to undertaking programme in the Central sector, assist the State Government for the development of programmes of national importance where coordinated action on the part of the States and the Centre is called for.

7. The Government of India will also review, every five years, the progress made and recommend guidelines for future development.

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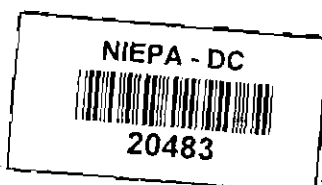
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