

PARTICIPANTS

- Shri Rajiv Gandhi . . . Chairman
- Dr. Manmohan Singh . . . Deputy Chairman, Planning Commission
- Shri P.V. Narasimha Rao . . . Minister of Human Resource Development and Home Affairs and Member, Planning Commission
- Shri Bata Singh . . . Minister of Agriculture and Member, Planning Commission
- Shri Ajit Panja . . . Minister of State for Planning
- Prof. M.G.K. Menon . . . Member, Planning Commission
- Dr. Raja J. Chelliah . . . Member, Planning Commission
- Shri Hiten Bhaya . . . Member, Planning Commission
- Shri Abid Hussain . . . Member, Planning Commission

STATES

1. Andhra Pradesh . . . Shri N.T. Rama'Rao
Chief Minister
- Shri G.M. Krishnamma Naidu
Education Minister
2. Assam . . . Shri P.K. Mahanta
Chief Minister
- Shri Brindawan Goswami
Minister of Education

3. Bihar Shri Bindeshwari Dube
Chief Minister
Shri Lokesh Nath Jha
Minister of Education
4. Gujarat Shri Amarsingh Choudhry
Chief Minister
Shri Hashmukh Patel
Education Minister
5. Haryana Shri Bhajan Lal
Chief Minister
Shri Jagdish Nehra
Education Minister
6. Himachal Pradesh Shri Virbhadra Singh
Chief Minister
Shri Sagar Chand Nayyar
Education Minister
7. Karnataka Shri M. Raghupathy
Education Minister
8. Kerala Shri K. Karunakaran
Chief Minister
Shri T.M. Jacob
Minister of Education
9. Madhya Pradesh Shri Moti Lal Vora
Chief Minister
Shri Bansilal Dhiratlehere
Minister of School Education
Shri Chitrakant Jaiswal
State Minister for Higher Education

10. Maharashtra . . . Shri S.B. Chavan
Chief Minister
Shri R.K. Meghe
Minister of Education
Km. Chandrika P. Kenia
Minister of State for Education
11. Manipur . . . Shri Rihang Keishing
Chief Minister
12. Meghalaya . . . Shri G. Myllingap
Education Minister
13. Nagaland . . . Shri S. C. Jamir
Chief Minister
Shri K.L. Chishi
Education Minister
14. Orissa . . . Shri J.B. Patnaik
Chief Minister
Shri J.N. Das Mohapatra
Education Minister
15. Punjab . . . Sardar Surjit Singh Barnala
Chief Minister
Sardar Sukhjinder Singh
Education Minister
16. Rajasthan . . . Shri Harideo Joshi
Chief Minister
Shri Hira Lal Deopura
Education Minister

17. Sikkim . . . Shri N. B. Bhandari
Chief Minister
Shri K.N. Upreti
Education Minister
18. Tamil Nadu . . . Shri M.G. Ramachandran
Chief Minister
Shri S. Ramachandran
Electricity Minister
Shri C. Aranganayakam
Education Minister
19. Uttar Pradesh . . . Shri Bir Bahadur Singh
Chief Minister
Shri Sibte Razi
Education Minister
20. West Bengal . . . Shri Jyoti Basu
Chief Minister
Shri Kanti Biswas
Minister-in-charge of
Primary & Secondary
Education

UNION TERRITORIES

1. Andaman & Nicobar
Islands . Lt. Genl. T.S. Oberoi
Lt. Governor
2. Arunachal Pradesh . Shri G Apang
Chief Minister
Shri K. Krong
Education Minister
3. Chandigarh
Shri A. K. Banerji
Adviser to Governor

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| 4. | Dadra and Nagar
Haveli | Dr. Gopal Singh
Administrator |
| 5. | Delhi | AVM H.L. Kapoor
Lt. Governor

Shri Jag Parvesh Chandra
Chief Executive Councillor

Shri Kula Nand Bhartiya
Executive Councillor (Education) |
| 6. | Goa, Daman & Diu | Shri Pratap Singh Rane
Chief Minister |
| 7. | Lakshadweep | Shri J. Sagar
Administrator |
| 8. | Mizoram | Shri Lal Thanhawla
Chief Minister

Shri R.O. Kamlova
Education Minister |
| 9. | Pondicherry | Shri M.O.H. Farooq
Chief Minister

Shri L. Joseph Mariados
Education Minister |

UNION MINISTERS

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| 1. | Shri A.B.A. Ghani
Khan Choudhry | Minister of Programme Implemen-
tation |
| 2. | Shri Abdul Ghafoor | Minister of Urban Developmen |
| 3. | Shri Asoke Kumar
Sen | Minister of Law and Justice |
| 4. | Shri B.R. Bhagat | Minister of External Affairs |

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| 5. | Shri B. Shankaranand | Minister of Water Resources |
| 6. | Shri H.K.L. Bhagat | Minister of Parliamentary Affairs |
| 7. | Shri K.C. Pant | Minister of Steel & Mines |
| 8. | Smt. Mohsina Kidwai | Minister of Health & Family Welfare |
| 9. | Shri Narayan Dutt Tiwari | Minister of Industry |
| 10. | Shri P. Shiv Shanker | Minister of Commerce & Food and Civil Supplies |
| 11. | Shri Vasant Sathe | Minister of Energy |

SPECIAL INVITEES

A. Union Ministers of State

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| 1. | Shri Chandra Shekhar Singh | Minister of State of the Ministry of Petroleum and Natural Gas |
| 2. | Shri Khurshid Alam Khan | Minister of State of the Ministry of Textiles |
| 3. | Shri P.A. Sangma | Minister of State of the Ministry of Labour |
| 4. | Dr. Rajendra Kumari Bajpai | Minister of State of the Ministry of Welfare |
| 5. | Shri Ram Niwas Mirdha | Minister of State of the Ministry of Communication and Minister of State in the Ministry of Home Affairs. |
| 6. | Shri V.N. Gadgil | Minister of State of the Ministry of Information and Broadcasting |
| 7. | Smt. Margaret Alva | Minister of State in the Department of Youth Affairs and Sports and Women's Welfare |

8. Smt. Sushila Rohatgi Minister of State in the Department
of Education and Culture

B. Others

1. Shri Bhisma Narain Singh Chairman, North Eastern Council
2. Shri R.N. Malhotra Governor,
Reserve Bank of India

**SUMMARY RECORD OF THE DISCUSSIONS AT THE
MEETING OF THE NATIONAL DEVELOPMENT
COUNCIL HELD ON 29TH APRIL 1986**

The National Development Council met under the Chairmanship of the Prime Minister to consider the document: "National Policy on Education-1986—A Presentation" prepared by the Ministry of Human Resource Development, at its 39th meeting held on 29th April 1986.

2. **Shri Rajiv Gandhi**, Prime Minister and Chairman of the Council, welcomed the members of the Council. He observed that after a lot of deliberations on the problems of education and the feed back from various sources on the earlier document entitled "The Challenge of Education", the document under consideration had been put together. The education system, as it existed today involved the States, the Centre and the people which, underlined the need for all the three agencies to be fully involved in the process of implementation of the New Education Policy. Having education in the Concurrent List, he observed, also implied the joint responsibility on the Centre and the States of seeing that the Education Policy was really the best that could be given to the people within the existing constraints.

3. The Prime Minister observed that education being very much a part of the development process, could not be separated from development; education in a sense led to development, and with development the demand for education went up very fast.

4. The New Education Policy must be egalitarian; it must give equal access to every single child at every level of intelligence or proficiency. The Prime Minister emphasised the need to provide access to the best type of education to the most intelligent children no matter from which section of society they came—the weakest or the most backward.

5. The thrust in our educational endeavour should be to eliminate inequalities; to liberate talents and to achieve a national self-fulfilment. He emphasised that the new Policy was an attempt to re-link learning with life as it had always been in India, whether in the rural areas or in the urban areas or in the tribal areas, so that the over-all emphasis was on "Indianness".

6. The Education Policy must be such that it looked towards solving national problems. The biggest thrust must be on national integration and unity. It had to be ensured that our education process reduced violence in society, countered the concepts of materialism and consumerism which were being thrust on us by the media and by the world around us. It had to cultivate secularism, socialism, democracy and nationalism and nurture the correct moral values.

7. Our education system, the Prime Minister added, could not be limited to literacy, degrees and higher education. Education was not finished when we left school or college. It was a process which continued throughout life. We had to make our society one that learnt continuously. Unless we convert the society into a learning society, he emphasised, India would not be able to develop and face the challenges of the future.

8. Continuing, the Prime Minister observed that education had not reached certain sections of our society in

the manner he would have liked it to reach. One section which was most deprived constituted women and girls. Special attention should be given to education of women and girls with emphasis on reducing disparities and drop-out rates. Resources of voluntary organisations might be mobilised so that they could play a role in motivating girls to get into schools and help them being kept in schools. Special attention must, similarly, be given to Scheduled Castes and Scheduled Tribes because they, too, faced similar problems.

9. The Prime Minister emphasised that we had to mobilise the best in human terms, identify the best children, the most intelligent children, identify the fields in which we feel they would be able to develop best and give them an opportunity to develop those characteristics. He stated that it was proposed to establish Navodaya Vidyalayas for this purpose. It was a scheme of schools which would be much better than the schools traditionally available at district or village levels. The Prime Minister stated that this scheme was perhaps the first major egalitarian step that had been taken for bringing good education to the poorest and the weakest sections. It was a quest for equality and quality—the best school for the best children, no matter what the background—economic, cultural or social.

10. The system must be directed to reduce poverty and to shape the new society that we envisaged. It must be insulated from politics, from parochialism, from casteism, from communalism and from fundamentalism. It must be kept free from indiscipline and agitations and we must give more autonomy to educational institutions. The educational institutions must inculcate a scientific temper in our people. They must help our people to become masters of technology and not its slaves. A national system of education, the Prime Minister emphasised, should help

individuals to augment their personal capabilities, augment their role in society throughout their lives and to achieve this basic threshold, education should be made available to all whether it was through formal or non-formal systems, vocational institutions or through institutions like Open Universities, providing distance education.

11. The Prime Minister emphasised the need for a purposeful time-bound action programme and a complete commitment to the implementation of the programmes once the New Education Policy was hammered out in the NDC and Parliament. Speaking on resources for education, the Prime Minister hoped that it should be possible even before the commencement of the Eighth Plan that resources for education would increase from the existing level of 3 per cent of the national income closer to the 6 per cent, the goal suggested by the Kothari Commission. He also suggested that wherever there was a complementarity of purpose and funds from other sectors could be utilised for education, we should do so. In this context he said that allotment out of the NREP, or the RLEGP funds should be made available on priority basis for primary school buildings. In conclusion, the Prime Minister observed that the implementation of the New Education Policy would need a lot of cooperation and discussion with the States. Once the right directions were laid down, the Prime Minister suggested that a meeting of the NDC might be called sometime in the middle of 1987 to review the progress made and to take stock of what had been achieved in terms of direction and in terms of improvement in quality.

12. Thereafter the document was introduced by Shri P. V. Narasimha Rao, Minister of Human Resource Development, who invited attention to the various thrust areas which needed special emphasis as brought out in the document. He also invited attention to the unprecedented

debate which had taken place during the previous seven months on the Education Policy and the various inputs received from educationists, peoples' representatives, trade unions, representatives of Parents and Teachers Associations, heads of Panchayati Raj Institutions, members of Legislative Councils, National Organisations of Students and the State Governments which had helped in crystallizing the approach to the National Policy. He placed emphasis on the qualitative and the integrative aspects of education which could only be achieved through a national curricular frame-work. With regard to implementation of the policy, he informed the Council that preparatory action had already been taken to initiate a massive programme for training of five lakh teachers to launch a mass programme of adult literacy, preparation of syllabi and teaching material for the national curricular frame-work, etc.

13. While welcoming the Prime Minister's assurance that educational development would not be allowed to suffer due to paucity of resources, the Minister for Human Resource Development emphasised the need for effective implementation so that the essential relationship between education and national well-being was established. He sought the assistance and cooperation of the States in this regard.

14. Shri Jyoti Basu, Chief Minister, West Bengal commended the Prime Minister for having convened a meeting of the N.D.C. on Education Policy. While welcoming the nation-wide discussions that took place on the Education Policy he stated that no comprehensive attempt had been made to relate any concrete programmes and objectives of education to production structure. Without relating educational programme and objectives to production structures the common people would find it difficult to know how decisions about education were being taken in relation to the need to participate in production processes. In his view two alternative approaches to production structures

and related role of education could be thought of:

(i) approach characterised by unequal access to ownership of production assets leading to ineffective implementation of re-distributive land reforms, inadequate involvement of labour in production and the tendency in industrial sector to tilt the product-mix from mass consumption commodities to consumption goods for the affluent;

(ii) a more equal distribution of land and industrial capital, adoption of a more labour intensive technology and generation of purchasing power among the masses.

15. While education under the first approach would favour pace setting model schools, exclusive centres of education and centralization of monitoring of policies, under the latter, the emphasis would be on universalisation of primary education, equal access to education at higher levels, decentralisation of monitoring of people-oriented educational policy etc. In his view, the policy tended to tilt towards the first alternative.

16. The document emphasised centralisation of education administration, by advocating the creation of an Indian Education Service, imposition of uniform curriculum in the name of ensuring comparability of standards etc. He suggested that within the broad guidelines worked out jointly by the Centre and the States, the formulation of syllabus and preparation of text-books should be left to the States.

17. Non-formal education should be regarded only as a supplementary modality and not a substitute for good school education since the latter would give a long lease to unequal access even to elementary education.

18. The proposal to establish model schools had in it an inbuilt exclusive and elitistic character, since relatively

privileged classes with better access to elementary education would qualify for admission to these schools.

19. Vocational education, which should form an integral part of the school curriculum and not provided as a separate stream, should have effective linkages with integrated rural development programme and similar employment programmes in rural and urban areas.

20. Shri N. T. Rama Rao, Chief Minister, Andhra Pradesh observed that our basic concept on education should change with emphasis on the development of individual and cultivation of essential values and a sense of patriotism. He stated that in the name of New Education Policy we should not curtail the autonomy of the States, which would stifle the initiative of the States in developing an education system and a cultural ethos suited to its genius. The New Education Policy should declare categorically the ultimate objective that the medium of instruction from K.G. level to P.G. level should be only in the mother tongue. The Navodaya Vidyalayas should run more or less on the pattern of the State Residential Schools of Andhra Pradesh with the regional language as medium of instruction.

21. He stated that for carrying of Audio-Visual Programmes successfully, a second channel in Doordarshan should be provided for the States. He suggested that tax exemptions should be allowed on all audio-visual equipment that might be imported or indigenously manufactured which were used for educational purposes.

22. He urged that the Government of India should come forward to share at least fifty percent of the total expenditure in meeting the ever growing requirements on modernisation of education after inclusion of education in the Concurrent List. States in the Southern Zone had

been requesting time and again for the establishment of a branch of the U.G.C. in the South which he suggested might be considered.

23. The Chief Minister was of the view that the proposal in the New Education Policy to establish the Indian Education Service was antithetical to the principle of decentralisation in education administration; the State Government were, therefore, unable to extend their support to the proposal.

24. Concluding his speech the Chief Minister of Andhra Pradesh observed that the decision to have Education in the Concurrent List should be reconsidered.

25. **Shri Bir Bahadur Singh**, Chief Minister, U.P. observed that the unity and the integrity of the nation should deserve the highest priority in the New Education Policy. He stated that barring India there was hardly any country which did not have its own national language. In this context, he placed highest emphasis on development of Hindi simultaneously with the development of regional languages to preserve the unity and integrity of India and preservation of the composite culture of the country. Interpreters and translators needed to be trained for translating books from one language to the other. He referred to the unrest among youth and suggested that the New Education Policy should contribute to an environment where young people could take positive roles in the country's development.

26. He suggested that each secondary school should be developed into a community polytechnic to provide to rural youth skills required in the community so as to prevent their migration to urban areas.

27. An Advisory Committee at the State level, with representatives drawn for the Central Government, State

Government and professional educators should be set up at State level for determining syllabus for Navodaya Vidyalayas.

28. An Expert Committee should be constituted after every three years to critically evaluate courses and methodologies adopted at the university stage.

29. Shri Prafulla Kumar Mahanta, Chief Minister of Assam stated that the National Policy should be formulated after deliberation on the same for considerable length of time throughout the nation and should be implemented in full within a fixed time-frame. He was of the view that education should continue as a State subject. India needed a dynamic and uniform education policy capable of absorbing all changes in future without losing its identity. Maximum attention should be given to elementary education. Growth of different types of schools for different groups—rich, middle income groups, and the poor village folk—should be avoided.

30. Elementary schools should also function as community centres with facilities for quality education, fine arts, sports, games, etc. Pre-primary classes should be opened. Vocational courses should be formulated keeping in view the employment opportunities.

31. Merits and de-merits of model school concept should be widely discussed and a consensus should be arrived at. The model schools should impart education through the medium of the regional language and should be run by the State Governments.

32. The States should be provided with central financial assistance to improve the infrastructure in the educational institutions, particularly in the less developed States, including setting up of new institutions. He suggested that at the Central level a certain percentage of

the Gross National Product, say 10 per cent, should be invested in education, and at the State level, the education budget should never be below 25 to 30 per cent of the State budget. To ensure proper flow of funds, he suggested that there should be regular National Commissions on the basis of Finance Commissions to periodically review the cost per student at all stages of education—elementary, secondary, higher or technical—so that the institution concerned could be provided with funds on the basis of unit cost.

33. He saw absolutely no justification for constitution of the Indian Education Service, which, in his view, would only lead to further centralisation.

34. The Chief Minister of Bihar, **Shri Bindeshwari Dubey**, welcomed the initiative to draft the New Education Policy and was in broad agreement with the draft Policy and highlighted some of its features. Quoting from the speech of the late Prime Minister, Smt. **Indira Gandhi**, he urged that our education should not only teach to look after ourselves better but also teach us to discharge certain obligations to our people, our country and to the world. In expressing his agreement with the broad contours of the New Education Policy, he was of the view that the local community and voluntary agencies should receive greater encouragement to participate in the educational process.

35. Speaking on behalf of the Chief Minister, Tamil Nadu, **Shri S. Ramchandran**, Minister for Electricity, invited attention to the pioneering role of Tamil Nadu as a pace-setter in the field of vocational education at higher secondary level, introduction of massive school feeding programme and in undertaking the programme of adult and non-formal education. He placed emphasis on removal of illiteracy which should go alongside the programme for eradication of poverty. He also mentioned that

his State would like a two-language formula to be pursued as in Tamil Nadu. While emphasising the role of regional language as a medium of instruction he stated that Navodaya Vidyalayas should have the regional language as the medium of instruction. He also mentioned that his State was not in favour of the constitution of the Indian Education Service. As regards mobilisation of resources for education he suggested that the LIC and the nationalised banks might be asked to invest funds in the education sector.

36. Shri Amarsinh Choudhry, Chief Minister, Gujarat welcomed the New Education Policy particularly its emphasis on removal of disparities and the need to equalise educational opportunities, as well as the policy pronouncement that vocational education should constitute a distinct stream. While emphasizing the basic structure of a Ten-year School system with undifferentiated curriculum he stated that there was no need to insist on further subdivision like 5+3+2. Within the core curriculum, a minimum level of learning should be prescribed for each stage of education.

37. He said that ten per cent of the GNP should be invested on education; education budget should never be below twenty five to thirty per cent of the State budget. He suggested a regular national commission on the lines of Finance Commission to periodically review the cost per student at all stages of education—elementary, secondary, higher or technical—so that the institutions could be provided with funds on the basis of the unit costs. He suggested that at least for the Seventh Plan period, assistance for educational development of SC/ST should form part of the Centrally Sponsored Schemes. While prescribing autonomy and decentralisation in grant-in-aid patterns to private institutions and voluntary agencies, he cautioned against any liberal policy in this regard.

which could lead to a spirit of 'entrepreneurs' ready to operate in the field of commercialisation of education.

38. **Shri Bhajan Lal**, Chief Minister, Haryana welcomed the New Education Policy and emphasised that it should ensure that the youth of today get education which had its roots in our culture and values.

39. The need to launch large scale training programmes for teachers to improve their quality was emphasized. He highlighted the steps taken by Haryana to teach other Indian languages in the State.

40. It was urged that atleast six to ten per cent of the national income should be earmarked for the development of education. While determining educational backwardness he suggested that instead of States, Districts should be the units and adequate assistance should be given to the educationally backward districts throughout the country.

41. **Shri Nar Bahadur Bhandari**, Chief Minister, Sikkim emphasized the need and timeliness of the New Education Policy and stated that the stress given on the concept of national core curriculum was an important step in the right direction. In his view, such a step would not only help create consciousness about the oneness of our country and its rich cultural heritage on the impressionable minds of our youth but it would also help generate the feeling of national integration which was so vital in the present context of unrest and increasing fissiparous tendencies. He stated that while there could be no two opinions on the need for restructuring higher education, university education needed to be organised in such a way that besides maintaining the high standard of intellectual values, it should meet the demands for equality of opportunity to all those who desired to have the fruits of this education; herein lay the importance of Open University.

42. However, in respect to certain disciplines, particularly relating to Science and Technology, there had to be a uniform medium of instruction.

43. Moratorium on the opening of new universities should not be applicable to States like Sikkim which could not boast even of one university.

44. Any inroads into the State's autonomy, he stated, would not be conducive to the preservation and flowering of democratic values.

45. Shri Virbhadra Singh, Chief Minister, Himachal Pradesh generally welcomed the approach to the New Education Policy and complimented the Central Government for the initiative for improvement of primary schools all over the country through the "Operation Black-board". He expressed the view that while improving the physical facilities in primary schools within the shortest possible time it should be ensured that there were no single teacher schools.

46. The fight against illiteracy should also be mounted on a war footing. To this end, adult education programmes needed to be expanded considerably and converted into a mass movement.

47. While welcoming the idea of setting up one Navodaya Vidyalaya in each district, the Chief Minister suggested that the norm of requirement of land for setting up such schools should be made more flexible especially in the case of Hilly States, like Himachal. He further stated that expansion of college education should not be discouraged in backward areas which were already short of facilities. The Chief Minister was of the view that in strengthening management of education, computerisation needed to be introduced in a big way.

48. **Shri Harideo Joshi**, Chief Minister, Rajasthan expressed the hope that the New Education Policy will contribute to laying the solid foundations for development of our future generations, particularly those who belonged to the weaker sections. He suggested the establishment of a Secondary School Grants Commission on the pattern of the University Grants Commission. He was also of the view that special central assistance should be provided for educationally backward States. The Chief Minister advocated provision of facilities for promotion of yoga in every school. As regards mobilising additional resources, he suggested enhancement of fees in institutions of technical and higher education.

49. In the absence of the Chief Minister, Karnataka, **Shri M. Raghupathy**, Education Minister, Karnataka speaking on the various elements of the New Education Policy, was of the view that the proposal to establish model schools, needed a second look. What was required was the need for more residential schools with better relationship between the teacher and the taught. According to him the New Education Policy gave no indication that the constitutional objectives of free and compulsory education for all children up to 14 years of age would be achieved even by the end of this century.

50. He stated that adult education programmes could show the desired results only when we utilized the country's large stock of educated manpower in our rural areas, schools, colleges and in the universities.

51. He suggested special programmes for coaching students who did not have the proper educational and cultural background like the SC, ST and other backward classes.

52. He stated that Karnataka had already accepted the **Three-Language Formula**, which was being implemented

in letter and spirit. He, however, advocated a more flexible approach in framing the 'core' curricula.

53. To ensure depoliticisation of campuses, he suggested that all political parties should agree to stay their hands and the ruling party at the Centre should take the initiative for doing so.

54. Opportunities for higher education for left-outs should be available through Open Universities.

55. He suggested that the Centre should provide generous financial support for education; States could and should pay greater attention to non-financial inputs only.

56. He invited attention to a paragraph in the Chief Minister's speech, wherein it had been suggested that every student in the country after the secondary stage of education should have a stint in the army. This would instil in students discipline, patriotism and constructive attitudes.

57. In conclusion he invited attention to the speech of the Chief Minister, Karnataka circulated to the members in which it was suggested that educational planning should be linked with manpower planning. He reiterated the remarks in the Chief Minister's speech that there could be no meaningful debate on education unless education policies were related to patterns of desired income distribution, assumed industrial and agricultural growth rates for the next 15 years and desired levels of education for each section of society were defined in specific terms.

58. **Shri G. Myllongap**, Education Minister, Meghalaya suggested that States like Meghalaya should be included for special assistance for universalisation of elementary education and for inclusion in the Tribal Sub-plan.

59. He was of the view that the alternative model for location of early childhood education or pre-primary classes in Primary Schools as prevalent in most north-eastern States for decades should not be disturbed for the sake of uniformity of pattern. He welcomed setting up of post-literacy centres in each village which would help in revitalising the traditional tribal community centres.

60. He suggested that vocationalisation of education needed to be organised as a component of the economic development of the State and not as an isolated educational endeavour. The Centre should provide cent per cent assistance for the purpose.

61. The concept of autonomous colleges might be tried on a selective basis in metropolitan cities having necessary infrastructure; if generalised, this could dilute the standard of higher education.

62. According to him, constitution of an All India Education Service required scrutiny. People of north-eastern States having English as the medium of instruction would find it difficult to move to the other States which had regional language as medium of instruction.

63. Lt. Genl. T. S. Oberoi, Lt. Governor, Andaman and Nicobar Islands welcomed the proposal made in the New Education Policy to have a common educational structure with a common core curriculum throughout the country. Such a step would no doubt strengthen national integration. He however, advocated that while implementing any policy, the peculiar composition of the population of the Islands consisting of different linguistic and religious groups should be kept in mind.

64. He also welcomed the policy thrust in respect of education of Scheduled Castes and Scheduled Tribes and

Women. Speaking on the need for stepping up of enrolment of tribal girls he suggested that funds should be provided for additional class rooms, residential accommodation for teachers and incentives should be provided to attract qualified personnel to remote and tribal areas.

65. He also suggested that the remuneration paid to the instructors under the Adult Education Programme should be suitably enhanced.

66. He suggested that as long as infrastructure for post-school education was not fully developed in the Islands, the system of reservation in courses offered by institutions of higher education and technical education in the mainland should continue to be followed so that students of the Union Territory were able to find adequate opportunities for technical education.

67. He stated that Government College, Port Blair and the Teachers Training College were affiliated to the Punjab University. Considering the fact that schools in the Union Territory were affiliated to the Central Board of Secondary Education, Delhi and the Government Polytechnic was affiliated to the Delhi Board of Technical Education and that many public services were common to Delhi and Andaman & Nicobar Islands, he suggested, that the Delhi University (which was a Central University) might be enabled to affiliate colleges in the Union Territory.

68. The Chief Minister of Pondicherry, **Shri M. O. H. Farook**, was in broad agreement with the draft National Education Policy. He stated that inclusion of education in the Concurrent List was a step in the right direction. He was of the view that the policy should be implemented with active cooperation of the States without overriding cultural and linguistic diversities of the different regions.

69. He suggested that core-curriculum might be prepared for all levels of education.

70. Pre-school sections may be added to the primary schools. This effort should be supplemented by opening more Balwadis and Anganwadis in rural areas. He also suggested that entry of private agencies in this area should be discouraged as far as possible.

71. Welcoming the establishment of Navodaya Vidyalayas the Chief Minister suggested that these should preferably be set up in rural areas.

72. He placed emphasis on special orientation of vocational courses and involvement of industrial and agricultural sectors in the introduction of vocational courses.

73. He suggested that adult education programmes should be expanded through voluntary agencies and through Government Departments. Adult education programmes should also create awareness about hygiene, child care, family welfare, environment and social responsibility.

74. The Chief Minister also supported the proposal for institution of an Indian Education Service which would facilitate implementation of the new policy.

75. **Shri Pratap Singh Rane**, Chief Minister of Goa, Daman and Diu was in agreement with the broad directions of the New Education Policy. He reiterated the need for a sound primary education system which could only contribute to lowering illiteracy.

76. He was of the view that degrees should not be de-linked from the jobs as it may lead to colossal amount of corruption. He advocated that degrees should not be given unless a person had made ten persons literate.

77. He observed that merely by raising literacy level amongst women it would not be possible to bring down the population growth rate; at least 50 per cent of all employment should be reserved for women for 15 to 20 years. Then only social revolution could take place.

78. He recommended introduction of the study of moral Science at schools and of comparative religion at the university as a compulsory subject.

79. The Chief Minister emphasised the role of non-formal education and vocationalisation and suggested that these should command equal respect and opportunity along with formal education.

80. He invited attention to teacher education which was a critical area in our education process, and suggested that a system of intensive training for teachers should be developed, so that not only their intellectual and human qualities were improved, but they also developed a sense of responsibility towards their profession and faith in national goals and welfare of the community around.

81. The Chief Minister of Punjab, **Shri Surjit Singh Barnala**, suggested that instead of an increase in Central control, which would lead to uniformity and rigidity, there should be a more balanced distribution of resources between the States and the Centre. He suggested that additional Central grants, over and above the plan provision, should be given to States with full freedom and flexibility to implement various programmes within a national framework.

82. The UGC's mandatory regulation that a B.A., B.Sc., B.Com., degree awarded after 14 years of education and a post-graduate degree after 16 years could not be applicable in Punjab. UGC did not seem to appreciate that an additional class could not be suddenly added.

83. While he welcomed the idea of pace-setting schools, he suggested that these institutions should be so developed that they become real model schools for the rest of the institutions in the State. He was also of the view that the language policy and the management of these institutions should be left to the State Governments.

84. He did not support the proposal for the institution of the Indian Education Service.

85. **Shri S. C. Jamir**, Chief Minister, Nagaland while generally endorsing the policy document, highlighted some of the difficulties being faced in his State especially in the hill areas where appropriate facilities including school buildings were lacking. He referred in particular to the absence of qualified teachers and the need for relaxation of qualifications. He also suggested that the regional imbalance in the North Eastern States should be removed with the establishment of technical and professional institutions in smaller States of the north-eastern region. He also pleaded for the establishment of a Central University for Nagaland.

86. **Shri Gegong Apang**, Chief Minister, Arunachal Pradesh observed that in his State by 1990 children in the age group 6-11, would be fully enrolled while only 66 per cent boys and girls in the age-group 11-14 would be enrolled. Adequate funds should be provided to achieve cent per cent target.

87. 'No detention' policy might be reviewed and there should be an assessment of the achievement of the students for promotion to the next higher classes. To make non-formal education system more effective and meaningful, full-time instructors should be appointed and they should be properly trained.

88. Other Departments like Departments of Health, Industries etc., might be given funds to implement adult

education programmes. Follow-up action might be entrusted to local bodies and they should be made responsible for organising literacy and cultural activities in their locality for the benefit of neo-literates.

89. Introduction of vocational courses at plus 2 stage required rethinking in the context of the need for vertical and horizontal mobility and provision of proper facilities for apprenticeship. The wide gap between technical and general education should be bridged by devising new courses of one year duration without diluting either of the course of studies.

90. The Chief Minister of Mizoram, **Shri Lalthanhawia** recommended that while formulating the New Education Policy, the following criteria should be observed:

- (i) Every pupil must have a clear conception of his rich cultural heritage and spiritual heritage, its place in life and active faith in its efficacy.
- (ii) He must be able to adapt himself to changing times and circumstances for which he must become independent and self-reliant.
- (iii) He must know clearly the meaning and importance of eternal values like love for his country, love and respect for human beings, love for truth, honesty and hard work.

91. He emphatically stated that the feeling of isolation and negligence experienced especially by the Mizo people should be totally eschewed.

92. The Chief Minister, Madhya Pradesh, **Shri Moti Lal Vora** while welcoming the New Education Policy stated that our curricula were such that the child at school was overburdened by books. The system should be such that minimised this burden of books on children. He also

attached importance to technical and vocational education, which was fundamental to the rapid economic development of the country. He also stressed the need for development of relevant teacher training programmes, which was essential for improvement of the quality of education. He stated that teacher training programmes should be a continuing recurrent activity.

93. The Chief Minister of Kerala, **Shri K. Karunakaram** made the following points:

- (i) Incentives like mid-day meal programme and free supply of uniform etc. to the socially and economically backward sections would help in retaining children in schools;
- (ii) He advocated the need for an appropriate control and monitoring system to curb the mushroom growth of technical institutions which were ill equipped and poorly staffed;
- (iii) While delinking jobs from degrees, he suggested that adequate safeguards for employment of SC/ST and other depressed sections of society should be provided.

94. The Chief Executive Councillor, Delhi **Shri Jag Parvesh Chandra** complimented the Government on the presentation of the National Policy on Education. He was of the view that the policy frame-work met abundantly **Gandhiji's** exposition of the purpose, aim, utility of education which placed emphasis on proper and harmonious development of all faculties of the individual.

95. The Chief Minister, Maharashtra, **Shri S. B. Chavan** while congratulating the Prime Minister for bringing this paper for discussion in the National Development Council emphasised that keeping in view the resources available either with the Central Government or with the State

Government the first priority had to be given to the universalisation of primary education. He suggested provision of mobile schools for population engaged in the industrial and allied activities in achieving the objective of universalisation of elementary education.

96. He also welcomed the well-deserved priority attached to vocationalisation and suggested that vocationalisation should be from Standard VIII onwards.

97. Industrial and business organisations should be obliged to provide Apprenticeship training.

98. On the lines of the Savitribai Phule Foster Parent Scheme of Maharashtra, he suggested that girls education be encouraged all over the country.

99. The total number of working days in the education institutions should be increased and adjustments in the academic calendar made to ensure optimum utilisation of physical facilities and staff.

100. To make education more interesting and lively to younger children, he suggested reduction in the working hours for students in classes I to III.

101. The Chief Minister advocated establishment of school building Finance Corporations at the State level with support from the Central Government and financial institutions like L.I.C., HUDCO etc.

102. He also emphasised the need for social contributions and increase in tuition fees for funding higher secondary and higher education.

103. The Chief Minister of Manipur, **Shri Rishang Keishing** while welcoming the New Education Policy suggested that the prime objective of the National Policy on Education must be to provide a sense of commitment in respect of all Indians. He also emphasised the need for strengthening national unity and integrity and facilitate

through education, mobility of people from one part of the country to another.

104. To encourage mobility of students and teachers, he suggested that there should be a uniform pattern of education in India in terms of structure and curricula.

105. He also suggested that the Government of India should nationalise the Public and Conyent schools.

106. The Chief Minister, Orissa, **Shri J. B. Patnaik** observed that there had been considerable discussion before formulation of the National Policy on Education and he stated that the allegation that things were being done in a hurry was not correct. He welcomed the concept of Navodaya Schools and agreed that the medium of instruction should be both Hindi and English—English as the link language and Hindi as the official language. He urged that Hindi be given the status that was due to it.

107. He suggested that each State should have at least one Central University where English and Hindi were the media of instruction to serve as a model for academic excellence and for promoting inter-regional mobility of scholars.

108. He also felt that a comprehensive review of the statutes establishing universities was needed for defining the relationship of the Vice-Chancellor with university bodies and for streamlining university management.

109. **Shri Bhishma Narain Singh**, Chairman. North Eastern Council invited attention to the need for rapid educational development of tribal communities in the north eastern region.

110. He stated that tribal communities were ~~very~~ small. Their languages had meagre vocabularies and even their grammar had in some cases very recently been for-

malised. The problem of medium of education for advanced thought in general, and science and mathematics in particular for such communities, according to him, required a close study of the structures of their languages and how the base of the linguistic resources could be enriched.

111. In winding up, the Prime Minister thanked everyone for taking part in the discussions. He observed that the discussions had been very positive and fruitful and said that the ideas which had come from these speeches would be carefully looked into. He mentioned that some States were worried about their autonomy and some had reservations about the Navodaya Schools. He assured that there was no intention at all to step into the area of autonomy of the States. The Navodaya Schools were not being forced on any State. Details of the Navodaya Schools along with aspects of their implementation would be discussed with the State Governments before finalisation.

112. The most important aspect of the Education Policy was its emphasis on implementation. Detailed implementation plan will be drawn up as soon as the policy was approved by the Parliament which would take due note of points raised during discussions. From this would flow the arrangements for a very effective monitoring machinery because without that meaningful achievement could not be ensured.

113. In thanking everyone for the cooperation received, the Prime Minister assured the State Governments that the implementation models could only be devised with their cooperation and after discussion with them. He sought their active assistance and cooperation in this regard.

114. The meeting then adjourned with a vote of thanks to the Chairman.

APPENDIX

Prime Minister's address on the National Policy on Education at the meeting of National Development Council on April 29, 1986, at Vigyan Bhavan, New Delhi.

Let me welcome you to this meeting specially because we have been talking so much about our New Education Policy. After a lot of deliberation, and lot of inputs, we have put together a Paper which is not yet the policy because the policy will have to be condensed out of this Paper to be more concise and giving specific direction. Perhaps the first point that we have tried to bring home in this Paper is that education is very much a part of the development process. It cannot be separated from development. They are not two separate things. Education in a sense leads to development. Perhaps more than that, with development, the demand for education goes up very fast.

2. The education system as it exists today involves the States, the Centre and the people, which means that whatever we put together here or put out from here must be such that all three are involved fully in its implementation. If any group is left out, then we will not be able to take care of implementation in the manner that we would like to do. Having education in the concurrent list gives us the joint responsibility of seeing that education is really the best that we can give to our people within the constraints that we have.

3. The objectives of education basically are freedom of the individual, fulfilment in his life, equality amongst all our people, excellence of each individual, individual and collective self-reliance and perhaps most of all, national cohesion. We should develop facilities for education in a manner which would make education more productive so that it breaks down our social, regional and linguistic barriers. That does not mean that we try to kill any regional culture or regional language. We will develop each language, each culture, but we must not let that build walls between our various cultures and between our various people.

4. Education must make our people the masters of technology and not its slaves. We must not ape or imitate. We must understand, modify and use knowledge for our benefit and for the country's benefit. Education must fight injustice, intolerance and superstition. It is for these reasons that one of the suggestions that we have made in this paper is to have a national core curriculum around which local subjects and issues—cultural, linguistic and others—can be added. But the core will see that the direction is the same whether you are in the northern, southern, western, eastern or in any part of India. We will have a standardised package which will be available to everyone who goes to school which means that the basic direction for national cohesion will be set in that core. National cohesion, not just in terms of integration but in a much broader context of the full span of education. Education should be such that it builds the inner strength of our people. It should bring our ancient heritage to the new generation. It should make available our aesthetic treasures to the young generation. Again that must not be limited to what is available in one region or in one State. It must bring in our heritage from all over the country. Our Indian heritage, our Indian treasures and our Indian

culture must be brought home equally to the local culture, local language and the local heritage.

5. Education permeates every aspect of life. It must be such that it brings the best out of our past, takes the best of the present but keeps in mind the future direction that we want to give the country in terms of political, economic and cultural development. The fact is that almost no country in the world is really satisfied with its education system and the process of improvement and modification is continuously on.

6. Education used to be the acquiring of accumulated knowledge in the sense that it taught the people what had already been known. Of course, in a sense that should be done today as well. But today we must go beyond that. It is not enough just to teach the children the knowledge, the skills, the values that we have inherited. We must in the education system give them an orientation for the future, make them think of the future, not think in the past. This is going to be a very difficult task for us to do in our education system but unless we are able to do this we will not be able to get the thrust in the developmental process, in our integration process that is really required. Future-oriented education does not mean an entirely science and technology-oriented education although science and technology must be a part of it. It is a much broader concept. What we are looking for is to inculcate a broad perspective in our younger generation so that they look towards the development and strengthening of our country.

7. Ideas on education are not new. During our freedom movement, during our renaissance period, we have had substantial ideas from great people—from the lives of Vivekananda, Gandhi, Tagore and more recently Dr.

ZAKIR HUSSAIN. And after independence many commissions have been set up to see what we can do about the education system.

8. The idea today is not to eliminate or destroy the system that has been in practice. The attempt is to modify and guide the system in particular specific directions and to try and stop drift.

9. The thrust in all this is to eliminate inequalities, to liberate talents and to achieve a national self-fulfilment. That is why we have felt that a new thrust is required—a new thrust because education cannot be taken to be leading to a mere material, economic gain or progress. We have too often related development with economic development and missed the broader aspects of culture of our society and what truly constitutes development. If we continue this way, we are likely to find ourselves in danger of losing our cultural heritage, in danger of losing our Indianness, which is something that none of us would like to see happen.

10. Economic development does not mean superiority in every sense of the word. It would not be right to look at statistics and say that a particular country has a higher per capita income, so it is better than us. 'Better' is a much broader concept and 'better' involves how we think, how we feel. It really involves our whole culture and it goes back to heritage. We must not limit ourselves to just the economic thrust. Education must be a much broader concept. Our traditional intelligence or *gyan* cannot be disregarded. The wisdom that we have inherited must not be put aside. Even if you go to the most remote and most backward areas you find that the people may be illiterate, they may be lacking literacy, but you cannot in any sense say that they do not have wisdom, they do not have intelligence. They have been. What is

lacking is only literacy. What is lacking is institutionalised learning. So this is something that we must build together. We cannot bring in the institutionalised learning at the cost of destroying the intelligence and the wisdom that are already in our people. We must preserve them and together with them bring in institutionalised learning, bring in literacy which will help our people from being gullible, being exploited. It liberates them from servitude. Literacy is a tool that helps them to get out of these shackles. Literacy will give our society strength, a certain resistance to exploitation.

11. One of the problems with our education system, which we have inherited from the British times, is that the thrust was basically to produce clerical jobs. During the British period, the result of the system was positively to inhibit thinking and start pushing papers around. We have unfortunately continued this without seriously attempting to change the situation. And this has led to the imbalances, the dissatisfaction and frustration amongst the educated youth that we are seeing today.

12. If we go back to Macaulay's minute on education, we see that it was targeted basically at certain types of schooling. It divorced our people from real life and it divorced our people from the national needs, whether at that time or today. The villages—the rural areas—were ignored. It was an urban-oriented education. In fact the villages were treated almost as drainage areas for the towns and urban areas. Excessive importance was given to degrees. The educated, even if they get their education in the villages, become lost to the villagers. We have in our rural areas what may be described as a tight pants culture. It just really removes or leaves out the youth from the village and makes him a displaced person in his own home. It makes him a misfit in his home, makes him misfit in the

towns and it really causes frustration in the youth which we cannot hold for very long.

13. The new policy is an attempt to re-link learning with life as it is in India, whether in the rural areas or in the urban areas or in the tribal areas, whether in the hills or in the mountains or in the forests. It must be such that it gives opportunity for employment in those very areas. Today, we have vast numbers of youth, perhaps even older people, who have been educated in rural areas but go out. I can talk about my own constituency where there are thousands of people who have had good education but we cannot find even one of them in the rural areas. They are all in Bombay, Delhi, Calcutta or Madras. They are all in urban areas. None of them goes back to the rural areas so that the benefit of the education can really go down to the villagers. The benefit invariably comes to the urban areas because people with education leave the rural areas and go to the urban areas. We must try and reverse this tendency.

14. An attempt will be made through formal education, through vocational education, and through non-formal education to reach and teach everyone who is reachable. At the same time we must have a system which will reach out to everyone—each individual who is teachable. For this we will have to employ every other method that is available to us. We have restricted our thinking in many spheres. Education, after all, is basically a communication method, for communicating knowledge, communicating ways of thinking, communicating perspectives, communicating values from one generation to the next, and preparing the next generation to face the challenges that it will be called upon to undertake.

15. Communication methods cannot be restricted to what they were 40 or 50 years ago. Traditional Indian education was very individual-oriented. It was a very

personal relationship between the teacher or *Guru* and the *Shishya*. From that we have come to a mass production system where this relationship has got totally lost. The methods of transmission which were used on a 1 : 1 basis, or 1 : 3 or 1 : 4 basis, are no more valid when we are talking of, may be, one teacher and 100 or 200 students in a class. We must use every method that is available, modify those methods to our conditions and our needs, and not ape or imitate what is done in the West or anywhere in the world. We do not want to produce a younger generation which is an imitation of a younger generation in any other country. We want our own younger generation to be an Indian younger generation, and not any other younger generation. This can only come about if every method is used.

16. This policy will look further, when we go down into actually implementing it and producing a programme of implementation. That is another point which I should have said right at the beginning, viz. that we should not forget that this is basically a policy paper, and not a programme or schedule of implementation. This is not a plan of implementation. That will have to follow from this. This just gives directions. We should keep this in mind during our discussions.

17. The new education policy will be for all Indians. It must be egalitarian. It must give equal access. Equal access needs to be defined. I will not say that we give equal access to every single child at every level of intelligence or proficiency into the same type of school, but an attempt must be made to give access to the best type of education to the most intelligent children, no matter from which section of society they come, whether they come from the weakest or the most backward section or otherwise, they must be able to get access to the best education. We have failed in doing this uptill now. We have given them access to a school, but access to the good

schools has been possible only to those who have money and finance. We must try and change this, not just because we want to be fair. We want to be fair and egalitarian, but there is also a material aspect in this. If India is to develop faster, if India is to harness all its resources, its resources cannot be limited to the rich or middle class in the country. Perhaps its richest resources are people, and found amongst the poorest, the most backward areas in the country. We must locate these resources in human beings and develop them for the best benefit of our country.

18. Education cannot be just a one-way system. The teacher tells the child that this is the right thing to do and the child almost learns it by heart and comes out of examination feeling that this is the right thing without understanding and appreciating and visualising what he or she has learnt. That does not produce a person who can really visualise India of the future, who can visualise how to do things. It produces a very automated sort of person and we must try and change it.

19. No teacher should give an impression that he knows everything. The best teacher is not one that merely passes on certain knowledge to the child. The best teacher is someone who, besides passing on that knowledge, ignites sparks in the mind of the child, developing a thought provoking process in each child, which really brings out the best in the child, makes the child really flower. Unfortunately, we do not have too many such teachers, especially in our government schools.

20. No matter what we attempt in the educational policy, we cannot succeed if the teacher, who is the key in any educational process, is not brought up and given attention that the teacher truly deserves, brought up in

terms of training and social standing in the area. Perhaps the measure of our development is the position we give to the teacher in our society. The reverse is also true. The position that we give to our teacher will be the level that we will be able to raise. But apart from that, we have to see that the attitudes of the teachers are correct, the moral values that the teacher will impart are correct, that the responses of the teachers to changing circumstances are right. Innovation, creativity in the teacher must be built into the training process. All this come about only if we pay adequate attention to the teacher training process and we see that the best people come out and become teachers, and it is not the last resort of employment for people who have looked everywhere else.

21. The education policy must be such that it looks towards solving our national problems. Today, the biggest thrust must be for national integration and unity. While developing regional culture, while not killing regional tendencies, we have to see that they do not develop in a manner that destroys or weakens our national identity.

22. We have to see that religious revivalism is not allowed to use our education process as a tool for fundamentalism. We have to see that our education process reduces violence in society. It should challenge the concept of materialism or consumerism which is being thrust on us by the media, by the world around us. The pressure is tremendous and this must be fought of by the education system. It has to cultivate secularism, socialism, democracy and nationalism, and nurture the correct moral values. We have to use education and science to serve our rural masses, improve their nutrition, improve their health, most of all provide them opportunities for betterment of life. It must restrict migration to urban areas. We also find that wherever education has come, it has reduced the family size. In a way it has done a better job of population control than any other methods that

we have tried to propagate. Our economic growth must be more than our population growth if stability is to be maintained and the best method of checking our population growth is the education of our people, more specially, the education of women.

23. Our education system cannot be limited just to literacy and degrees and higher education. It must look at vocational training, bringing in the skills relevant to daily life to the type of work the individual will have to do or the type of work which is accessible to him. It may be a simple vocational training in certain areas. Our system must be such that it does not push people into demanding white collar employment, but gives them initiatives towards self-employment, a spirit of self-help, which is really what is required in a country of the size of India. This cannot be done with examinations alone, but by having methods of testing the true worth of each child, of measuring the relevant skills in each individual. We must think of how to delink degrees from jobs, especially for Government employment which is perhaps the most important and bulky area. We should bring out a specific action plan which will delink degrees from jobs, will reduce the pressure to set up colleges which give degrees of dubious value and dubious standards, but which will really bring the best people to work in Government. the best people to serve the country.

24. We must also have a system of non-formal or distance education. This must not be confused with vocational education. This would be a system of coaching those people who fail to make the formal system or drop out of the formal system and give them a sort of back up education and bring them up again to the standard and have adequate linkage points with the formal system of education so that they can cross back to the formal system if they feel competent enough or if they feel that they have learnt enough and can face upto the challenge.

25. We have to make our society a society that learns continuously. Education is not finished when we leave school or college. It is a process which continues throughout life. Unless we convert our society into a learning society, India will not be able to develop and face the challenges that the coming years have in store. We will have to have a system where individuals augment their personal capabilities and their role in society throughout their lives. To do this we must make a basic threshold education available to all—whether it is through the formal system, the non-formal system, the vocational system or through other institutions such as the open universities, various methods of distance education and refresher courses to bring people up in the course of their careers. Libraries, reading rooms, a system of mass media, all of which would enable the re-education or the upgrading of each individual.

26. There are certain sections of our society where education has not reached in the manner we would perhaps like it to have reached. They are the Scheduled Castes, the Scheduled Tribes and certain other weaker sections. But if we were to identify one section which is the most deprived from the point of education, it is the women, it is girls. Whether it is the upper classes or the middle classes or whether it is the Scheduled Castes, the Scheduled Tribes or other weaker sections or the minorities, invariably the girls get very much less education and they have the highest drop-out rate. It is a special challenge for us to see how we can get more girls into schools and retain them there. We have already made education free up to the secondary level for girls. But it has not reduced the drop-out rate. We must think of measures which will help in the motivation not so much of the girls, which is no doubt important, but of parents and of society, specially in the rural areas. We must see that rural

parents give importance to girls' education. The practical problems in each home and village which prevent girls from going to school must be tackled, such as the question of the distance that girls have to cover to go to school and the question of co-education. We will have to mobilise community leaders. We will have to mobilise voluntary organisations and motivate them to get girls into schools and to keep girls in schools. It has been said that teaching a man means you have trained one person for a particular job, but when you teach a woman you teach the whole family and you reach out much further.

27. Special attention must similarly be given to Scheduled Castes and Scheduled Tribes because they too face similar problems. They do not have the economic strength to allow the children to spend that much time in school. This is where non-formal systems will come in, where schedules and programmes can be tailored to allow children to learn when it is convenient for them and at the speed it is convenient for them.

28. The goal of universal elementary education can be achieved only if there is participation of the community. We have, during the past years, edged out community participation in our education system. I do not think it is necessary at this stage to go into why it has happened. Unless we apply correction and unless we get community involvement, the weaknesses especially at the primary school level, will be very difficult to remove.

29. In the past philanthropists played a substantial role in our education system. There is a need once again to secure similar involvement of our citizens in the education system. We have to look at methods of motivating such involvement.

30. Again education cannot be limited to literacy. It must be much broader and go into building the character

and personality of the child. It must concern itself with cultural heritage, sports, fine arts, etc. These are areas which are traditionally neglected but which are vital for the development of an individual. We have to mobilise the best resources in human terms. We have to identify the best children, the most intelligent children. We have to identify the fields in which we feel they will be able to develop best and give them an opportunity to develop those characteristics. We have suggested the 'Navodaya Vidyalaya' for this purpose. It is a scheme of schools which are much better than the schools which are traditionally available at district or village levels. Far from being elitist, this scheme, we feel, is perhaps the first major egalitarian step that has been taken in bringing good education to the poorest and the weakest sections. It is a quest for equality and for quality—the best schools for the best children, no matter what their background—economic, cultural or social.

31. We will have to develop a new pattern of organisation to run the new education system. It is not adequate to have people who are general administrators. Education is a very specialised subject and we have to look at the management of our whole system from teachers' training, norms of performance, accountability, the individuals who are involved in the administration of the education system and the relationship between the Centre and the States. We must evolve a new partnership in the development of the education system.

32. The system must be targeted to reduce poverty and to shape the new society that we envisage. It must be insulated from politics, from parochialism, from casteism, from communalism, from fundamentalism. It must be kept free from indiscipline and agitations. And we must give more autonomy to educational institutions. These institutions must inculcate a scientific temper in our people. The scientific temper does not mean developing

a few very highly specialised individual scientists. We have already done this. The scientific temper must permeate down to the average Indian. It will help us find the best people to develop in the fields of science and technology.

33. We have to see how far we want to subsidise higher and professional education. The scale at which we now do it is totally disproportionate when we look at primary education and higher education. People must pay reasonable proportion of the actual costs involved. At the same time, we must see that the weaker sections are helped and are not isolated because of economic reasons.

34. What we need from this policy, once we have hammered it out in the NDC and Parliament, is a purposeful, time-bound action programme and a complete commitment to the implementation of the programmes. Resources are bound to be a problem. The Kothari Commission suggested six per cent. We had dropped to well below three per cent. In the Seventh Plan we have tried to push it up once again back close to three per cent. This must be progressively increased. Perhaps the Planning Commission feels that the human resource is not a resource for development. It must do basic rethinking. The Planning Commission should realise that the basis of any development is not dams and power stations and industries, but the people who are going to build those dams and run those industries. Unless this awareness permeates the Planning Commission, they are never going to give us enough money. Perhaps they will think about this and give enough attention not just to steel, bricks, concrete and cement, but also to the human beings who are to take advantage of all that. Perhaps, when they draw up the Eighth Plan, they will increase the resources to a much higher figure from three per cent and will go much closer to the six per cent goal.

Before we actually get to the Eighth Plan, perhaps we can push the Planning Commission and the Finance Ministry to try and squeeze out something more in the intervening period.

35. We could also try to see whether we can squeeze out certain resources from programmes where we have committed them. A small example we have thought of is of allotting NREP or RLEGP funds on a priority basis to primary school buildings. We can say that in a village where there is no primary school building, we will give first priority, under NREP or RLEGP to primary school building under these programmes. We could look further to see what other programmes can be so fitted in. Without upsetting the basic thrust of those programmes, we can use them for some aspect of education.

36. Here again, we will need a lot of cooperation and discussion with the States, so that we can hammer out the right directions. Basically, we must realise that if we do not pay for what we get, we are going to get what we pay for. This is the time when we must really think about building our biggest resource and our biggest resource today is our people. Today the population may appear our biggest liability, because we are not using it, we are not developing it. But we must change this liability and make it our biggest strength, and our biggest resource. This can only come about with a major thrust on education.

37. Probably, more important than just the financial requirements of education, and the quantitative requirements, are the qualitative requirements, and relevance of education to daily life, to our development, to our future. This is where the UGC, NCERT, NIEPA and the State Councils come in a big way. They must see that the directions are correct. They must see that quality and direction

are built into the system and permeate all levels of the system.

38. This is the first time that we have really tackled the national education system at this high level. After the policy comes out, the most important aspect is going to be the action programme, and the implementation of that action programme. I would suggest that we call an NDC meeting approximately a year from now, some time in the middle of 1987, to review the progress that we have made following from this meeting, and really have a stock-taking of what we have achieved in terms of progress, in terms of direction, in terms of improvement in quality.

39. Let me thank you once again for participating in this process of evolving the education policy right from the beginning, when we produced the initial paper and in all the discussions with the States, with the various other organisations involved, with voluntary organisations, students, teachers and others leading up to the meetings during the last two or three days and then the NDC meeting today.

40. I thank everyone who has participated, and we do hope that the Paper that will come out after this meeting will give direction to the enthusiasm that has been built up on this matter in the country during the past year.

41. Lastly, on the modalities of the meeting. We have all received the printed speeches. If every one agrees—as we have now almost made it a practice—we shall put them on record. We might have discussions on various specific issues of the policy so that we can get a meaningful understanding on any points that are causing problems.

Thank you.

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