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B.Ed II Semester Perspective Course:

CONTEMPORARY EDUCATION IN INDIA

Objectives:

- Explain the History, Nature, Process and Philosophy of Education
- Understanding of the different Indian Education Policies
- Analyze the role of the educational system in the context of modern ethos
- Understand the concept of diversity
- Develop an understanding of the trends, issues and challenges faced by contemporary Indian Education in a global context

Unit -2

Indian Education Policies

1. University Education Commission - 1948-49
2. Secondary Education Commission-1952
3. Kothari Commission- 1964-66
4. National Policy Education-1986

University Education Commission - 1948-49

The Government of India appointed a university Education Commission under the chairmanship of Dr. Radhakrishnan in November 1948. The Commission made a number of significant recommendations on various aspects of higher education and submitted its report in August 1949. In the rapidly changing contemporary world, universities are undergoing profound changes in their scope, function and organisation and are in a process of rapid evolution.

Their tasks are no longer confined to the two traditional functions of teaching and advancement of knowledge. After the transfer of power to Indian control on 15 August 1947, great changes had taken place in the political and economic conditions of Indian society. The academic problem has also assumed new shapes.

Similarly the conception of the duties and responsibilities of the universities have become wider and they have to provide leadership in politics, administration, profession, industry and commerce. They have to meet the increasing demand for every type of higher education, literary, scientific, technical and professional. By the application and development of technical and scientific knowledge, the country will enable to attain freedom from want, disease and ignorance.

India is rich in natural resources and her people have intelligence and energy and it is for the universities to create knowledge and train minds who would bring together the two—natural resources and human energies. Keeping these things in view the Commission suggested certain aims of University Education.

Wisdom and Knowledge:

Our ancient teachers tried to teach subjects and impart wisdom. Their ideal was wisdom along with knowledge. We cannot be wise without some basis of knowledge. No amount of factual information would take ordinary men into

educated men unless something is awakened in them. Since education is both a training of minds and training of souls, it should give both knowledge and wisdom.

Aims of the Social Order:

We must have a conception of the social order for which we are educating our youth. Our educational system must find its guiding principle in the aims of the social order for which it prepares. We cannot decide what we should do and how we should do it unless we know where we are tending. Unless we preserve the value of democracy, justice, liberty, equality and fraternity, we cannot preserve our freedom. Universities must stand for these ideal causes which can never be lost so long as men seek wisdom.

Love for higher values of life:

The greatness of a country does not depend on the extent of its territory, the length of its communication or the amount of its wealth, not even on widespread education or equitable distribution of wealth, but on the love for higher values of life. If we claim to be civilized we must develop thought for the poor and the suffering, regard and respect for women, faith in human brotherhood regardless of race, colour, nation or religion, love of peace and freedom and ceaseless devotion of the claims of the justice.

Training for Leadership:

One of the central aims of university education is the training for leadership in the professions and public life, which is difficult to realize. It is the function of universities to train men and women for wise leadership. They must enable young men and women to read with insight the record of human experience, to know the nature and consequences of ethical values, to sense the meaning of the social

forces operating in the world today and comprehend the complexities and intricacies of life in all its immensity, physical, social and spiritual.

We are building a civilization, not a factory or a workshop. The quality of a civilization depends not on the natural equipment or the political machinery but on the character of men. The major task of education is the improvement of character.

This article throws light upon the fifteen main recommendations of university education commission (1948-49)

The recommendations are:

1. Aims of Education,
2. Teaching Staff,
3. Standard of Teaching,
4. Courses of Study,
5. Post-Graduate Training and Research,
6. Professional Education,
7. Religious Education,
8. Medium of Instruction,
9. Examination,
10. Students: Their activities and welfare and Others.

1. Aims of Education:

(i) To teach that life has a meaning.

(ii) To awaken the innate ability to live the life of a soul by developing wisdom.

(iii) To acquaint with the social philosophy which would govern all our institutions: educational, economic and political.

(iv) To train for democracy.

(v) To train for self-development.

(vi) To develop certain values like fearlessness of mind, strength of conscience and integrity of purpose.

(vii) To acquaint with cultural heritage for its regeneration.

(viii) To enable to know that education is a life-long process.

(ix) To develop understanding of the present as well as of the past.

(x) To impart vocational and professional training.

2. Teaching Staff:

There would be four categories of teachers—Professors, Readers, Lecturers and Instructors. Promotion from one category to another to be solely on grounds of merit. The commission recommended higher salary and better service conditions like benefit of provident fund, residential accommodation, hours of work and leave etc. for the four categories of teachers.

3. Standard of Teaching:

The commission recommended that:

(a) The standard of admission to the university course should correspond to that of intermediate examination,

(b) The maximum number in Arts and Science faculties of a teaching university be fixed at 3,000 and in affiliated college at 1,500,

) Increasing of working days to 180 in a year exclusive of examination days,

(d) Organisation of refresher courses, improving of library facilities, setting up of good laboratories and workshops,

(e) Prescribing good books,

(f) Opening of occupational institutions,

g) Experimenting with the evening colleges for working people and

(h) Seminars for PG students.

4. Courses of Study:

Without unnecessary delay, the principles and practice of general education be introduced so as to correct the extreme specialization which now is common in our intermediate and degree programmes. The commission emphasized on student's acquaintance with their physical environment, effective use of language, introduction of basic ideas of science and appreciation of higher values.

5. Post-Graduate Training and Research:

The commission laid emphasis on increased facilities for post-graduate research and training. A Ph.D. student should have adequate grasp of his subject both in breadth and depth. University teachers should give the community punctuality, efficiency and devotion to duty in relation to their teaching work and new ideas and newer methods in relation to their research work.

6. Professional Education:

The commission advocated increased facilities for the study of professional courses like agriculture, commerce, engineering, technology and law.

(i) The study of agriculture in primary, secondary and higher education be given high priority in national economic planning. So far as possible agricultural education be given in a rural setting.

(ii) The course be remodeled and more time given to school practice, and more weight to practice in assessing the students performance.

(iii) A commerce student should be given opportunities for practical work in three or four different kinds of firms.

(iv) The number of engineering schools be increased to more for training of grades 4 and 5 (i.e. foremen, craftsmen, draftsmen, overseers, etc.). While establishing new such type of colleges attention should be paid on the actual need of the nation. Uncritical repetition and blind imitation of existing ones here and abroad should be avoided.

(v) A three-year degree course is offered in special law subjects. Students pursuing degree courses in law shall not be allowed to carry other degree courses simultaneously except in a few instances where advanced students have proved their interest and are studying related subjects in law and some other fields.

(vi) The maximum number of admission to a medical college be 100, provided the staff and equipment for that number are available.

7. Religious Education:

(i) All educational institutions should work with a few minutes for silent meditation.

(ii) In the first year of degree course, lives of the great religious leaders like Buddha, Confucius, Zoroaster, Socrates, Jesus, Shankara, Mohammed, Kabir, Nanak, Gandhi etc. be taught.

(iii) In the second year, selection of some of a universal character from the scriptures of the world be studied.

(iv) In the third year, the central problems of the philosophy of religion are considered.

8. Medium of Instruction:

(i) The Federal language be developed through the assimilation of words from various sources and the retention of words already entered into Indian languages from different sources.

(ii) The borrowed words and terminology of science and technology be properly assimilated.

(iii) The medium of instruction for higher education should be regional language and English be replaced as early as possible by an Indian language which cannot be Sanskrit on account of vital difficulties,

(iv) For the Federal language, Devanagari script is employed and some of its defects are cut off.

(v) The students need to be well versed with three languages—regional, federal and foreign (English).

(vi) English be studied in High Schools and in Universities in order that we may keep in touch with the living stream of every growing knowledge.

9. Examination:

Criticizing the existing system of examination, the commission opined, **“If we are asked to give one single reform in university education, we shall say it should be that of examinations“**.

It suggested improvement in the method of appointment of examiners, in paper-setting, in the system of scoring and in the organisation of examination.

(i) A university degree should not be required for government administrative services. Special test and examinations for recruitment to various services should be organised.

(ii) No credit is given, at present for class-work in courses, except sometimes in case of practical work.

(iii) Three years will be involved for the first degree.

(iv) The standards for success at the examination should, as far as possible, be uniform in the various universities and should be raised. 70% or more 1st class, 55% to 69% 2nd class and at least 40% for third class.

10. Students: Their activities and welfare:

(i) Two years of physical education be required for all students, men and women, except those who are physically unfit or who are in the NCC.

(ii) Hostels be constructed in blocks of not more than 50 students per block, with common rooms and dining halls for four or five blocks.

(iii) University union should be as free as possible from political activities.

(iv) An Advisory Board of student welfare be organised in universities which do not have such a body.

11. Women's Education:

(i) Students of female category should be helped to secure their normal places in a normal society, both as citizens and as women, and to prepare for it. College programmes should be so designed that it will be possible for them to do so.

(ii) Standards of courtesy and social responsibility should be emphasized on the part of men in mixed colleges.

12. Constitution and Control:

(i) University education be placed on the concurrent list in the VIIth schedule of the constitution of India.

(ii) The concern of the central government with the universities be with regard to finance, co-ordination of facilities in the special subjects, adoption of national policies, ensuring minimum standards of efficient administration and liaison between universities and national research laboratories and scientific surveys etc.

13. Finance:

The university grants commission (UGC) should be set up for allocation of grants to Universities.

14. Rural Universities:

Special attention is paid to the development of higher education in rural areas.

15. Miscellaneous:

For student discipline, the commission urged all agencies—students, parents, teachers, state governments and political parties—to perform their duties earnestly.

Earnest efforts should be made to remove the educational deficiencies that contribute to student unrest.

The proper sphere of university autonomy lies in the selection of students, the appointment and promotion of teachers and the determination of courses of study, methods of teaching and the selection of areas and problems of research.

For the appointment of vice-chancellors, the commission suggested that VC should be a distinguished educationist or eminent scholar with adequate administrative experience. All the posts of VC should be whole time with salary. The retirement of VC should be 65 years. The term of office of VC should be five years and he should not be appointed for more than two terms in the same university.

An Inter-University Board should be created. All statutory or deemed universities should become members of the IUB automatically. The degrees or diplomas granted by a deemed or statutory university in India should receive automatic recognition from all the other statutory or deemed universities.

For the spread of agricultural education, the commission suggested for establishing at least one agricultural university in each state. Besides, agricultural polytechnics at post-matriculation level should be organised on a priority basis. A UGC type organisation for technical education with a full time chairman should be established with adequate representation from UGC, professional bodies, industry and concerned ministries.

For educational research, it is desirable that a National Academy of Education consisting of eminent educationists on the lines of national institute of science should be set up to promote educational thought and research.

An Educational Research Council should be set up in the ministry of education for the promotion of research. Therefore, the recommendations of the Radhakrishnan Commission were the guiding posts for designing new system of higher education in the following years in post-independence era.

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Secondary Education Commission-1952

The Government of India established the Secondary Education Commission on 23 September 1952 under the chairmanship of Dr. Lakshmanaswamy Mudaliar. It was called the Mudaliar Commission after him. The commission recommended diversifying the curriculum, adding an intermediate level, introducing three-tier undergraduate courses, etc.

In 1952 Union Government of India appointed Dr. A Laxman Swami Mudaliar as a chairman of secondary education commission.

- The aim of this commission was to examine the existing system of secondary education in the country. It aims to suggest measures to improve it.
- The commission submitted its report in August 1963 on almost all aspects of secondary education.
- Major recommendations of the commission were
 1. installation of the higher secondary system with diversified courses
 2. three language formula

3. emphasis on educational and vocational guidance
 4. improvement in the system of examination
 5. improvement in the methods of teaching
- These recommendations were discussed by the secondary advisory board of education and were accepted by certain modifications.
 - A scheme of higher secondary education was launched all over India.
 - The scope of AICSE was widened and the National Council of Educational Research and Training (NCERT) was founded at the center for providing educational guidance and facilities to the states.

Recommendation of Mudaliar commission

After extensive research through a questionnaire, dealing with various aspects of secondary education and tour of various parts of India the commission presented a report.

1. Organization of curriculum

Know more about Curriculum development

(a) At middle school stage

Commission proposed the following objectives for middle school stage keeping in mind the political emotional and social needs of the country

- Knowledge of the physical environment
- Development of democratic values
- Vocational development
- Development of intellectual and aesthetic values.

He suggested following broad outlines for middle school curriculum(i) Language – mother tongue or original language, national language and international language.(ii) Subjects to be taught at the middle stage –

- Social studies
- General science
- Mathematics
- Art and music
- Physical education
- Craft

(b) At the higher secondary stage

At this stage, the curriculum is divided into two categories

(i) Core curriculum – It is common for all students. It includes the study of

- Language
- General Science
- Social studies
- Elementary mathematics
- Craft

(ii) Higher curriculum –

In addition to the core curriculum, every student has to take three subjects out of the following seven groups

Group I – Humanities group – history, geography, economics, psychology, maths, etc.

Group II – Science group – Physics, chemistry, maths, geography, health, and hygiene

Group III – Technical group – applied mathematics, applied science, elements of mechanical engineering, electrical engineering.

Group IV – Commercial group – economics, bookkeeping, shorthand, typewriting, etc.

Group V – Agricultural group – general; agriculture, horticulture, agriculture botany and chemistry

Group VI – Fine Arts group – Art, painting, music, dancing, etc

Group VII – Home Science Group – Home economics, nutrition and cookery, mothercraft and child care, home nursing, etc.

2. Principle of curriculum construction

Principle of curriculum construction under secondary education commission includes the following points –

- **The totality of Experience** – It means along with academic experiences pupil get a variety of experiences through various activities in the classroom, playground, library, workshops, etc.
- **Principle of variety and Elasticity** – Commission supported flexible curriculum which can be related to the interest, need and life of the student
- **Principle of leisure** – It should be able to train the students for both work and leisure
- **Principle of correlation** – Subjects in the curriculum should be correlated to each other. Subjects should be related to real-life experience. They should not be narrow items of information.
- **Principle of Community-Centeredness** – Curriculum must be related to community life.
- **Importance should be on productive work**

- It should include practical knowledge along with theoretical knowledge

3. Recommendations on textbooks

- A high power textbook committee should be constituted for selection and reforms
- Frequent changes in textbooks prescribed for studies should be discouraged
- Single textbook should not be prescribed for every subject of study
- Books should not spread hatred, enmity against any community, religion or social customs

4. Recommendations on teaching methods

- Teaching method should provide opportunities for students to develop clear thinking and expression in both speech and writing
- Teaching methods should be activity-based
- Teaching should take care of the individual difference
- It should inculcate desirable values and attitudes
- There should be more focus on experimental and demonstration methods

5. Recommendations on improving exam systems

- number of external exams should be reduced
- Subjectivity (essay type questions) should be minimized by introducing objective questions
- The nature of the test should be discouraging cramming and encourage intelligent understanding. So test should concern with rational understanding
- School records should be maintained for every student indicating work done by him
- **The five-point scale of Mudaliar commission :**
students should be evaluated on 5 points
A-distinction
B-credit
C-pass
D and E-fail or re-exam
- There should be a provision for the compartmental exam, one for each subject

6. Diversification of education

- Diversification of courses of educational programs to meet varying interests, aptitudes, and talents
- Committee advised on provision of agricultural and technical education

7. Guidance in education

- There should be an appointment of guidance officer and career masters in schools for education, personal and social guidance

8. Education of character

- Close relationships between teachers and students for better discipline

- NCC scout camps should be encouraged
- Both co-curricular and extra-curricular activities should be included in school education
- First aid and junior red cross work should be initiated

Apart from this Mudaliar commission also advised about-

9. Physical welfare of students

10.Improvement in teachers status

11. Teachers training

12. Administration and finance

Related Resources

1. CONTEMPORARY INDIA AND EDUCATION by bookman
2. Contemporary India And Education
3. <https://unacademy.com/lesson/mudaliar-commission-1952-in-hindi/E00R1LE4>

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Kothari Commission- 1964-66

The Kothari Commission was appointed by the Government of India to overhaul the Indian Education sector. Learn more about the important facts about the Kothari Commission, its objectives and the important recommendations submitted on 29th June 1966.

Aspirants can find information on the structure and other important details related to the IAS Exam, in the linked article.

Important Objectives

Some of the important objectives behind setting up the Kothari Commission are listed below.

1. To provide policies and guidelines for the development of education in India.
2. To find and evolve a general pattern of education in India
3. To examine every aspect of the Indian education sector.
4. Although the Kothari Commission was established to review the entire education sector, two important domains were left out of its purview – they were legal education and medical education.

Provision of Free and Compulsory Education – Recommended providing free and compulsory education for children aged 6 to 14 years. Languages – The Commission recommended adopting a three-language formula at state levels. It intended to promote a language of the Southern States in Hindi speaking states.

1. Kothari Commission was an ad-hoc commission set up by the Government of India.
2. Kothari Commission was formed on 14 July 1964.
3. On 29 June 1966, Kothari Commission was dissolved.
4. It was formed under the Chairmanship Daulat Singh Kothari. He was the then chairman of University Grants Commission (UGC).
5. Kothari Commission was the sixth commission in India, post-independence but it was the first commission mandated to comprehensively deal with the education sector of India.
6. The Kothari Commission had a Core group of 20 members.
7. The commission took a consultation from a panel of 20 overseas consultants, who were based out of the USA, UK, Japan, France, Sweden. They were experts in the education domain.
8. There were 19 Working Groups or Task Forces in the Kothari Commission.
9. In a span of 21 months, the Commission had interviewed 9000 people who were working as scholars, educators and scientists.
10. The Report was submitted by the Kothari Commission on 29th June 1966 to M.C.Chagla, the then minister of education.

23 Recommendations

The Kothari Commission had given 23 recommendations to revamp the education system in India. The recommendations given by the Kothari Commission are listed below.

1. Defects in the existing education system
2. Aims of the education
3. Methods of teaching
4. Textbook
5. Curriculum
6. Educational structures and standards.
7. Physical welfare of students
8. Education of women
9. Guidance and counselling

10. Problems of Supervision and inspection
11. Three language formula
12. Distance Education
13. Selective Admission
14. Vocational Education
15. Education on Morals and Religion
16. University Autonomy
17. Teacher Education
18. Adult Education
19. University – Aims, Objectives and Functions
20. Administrative Problems
21. Work Experience
22. Higher Education – Enrollment
23. Evaluation

Brief Details on Important Recommendations of Kothari Commission (1964-66)

1. Provision of Free and Compulsory Education – Recommended providing free and compulsory education for children aged 6 to 14 years.
2. Languages – The Commission recommended adopting a three-language formula at state levels. It intended to promote a language of the Southern States in Hindi speaking states. It intended to promote Hindi, English and a regional language in non-Hindi speaking states.
3. The Kothari Commission recommended promoting regional languages, Sanskrit as well as international languages, preferably English.
4. The Kothari Commission recommended providing favourable and adequate service conditions for teachers and providing them with the necessary freedom to conduct and publish those findings.
5. To promote social justice, the Kothari Commission focused on girls education, education of backward classes, education of tribal people, physically and mentally handicapped children.
6. As Science and Maths are an integral part of the growth of any nation, the Kothari Commission recommended making Maths and Science an integral part of education.
7. The Commission recommended reforms to improve education at University level by paying special attention to postgraduate level research, training, providing adequate libraries, laboratories and funds.

Results of Kothari Commission Recommendations

1. The education system at the national level was aligned in 10+2+3 pattern, as recommended by the Kothari Commission.
2. One of the most important recommendations of the Kothari Commission was the National Policy on Education. The Bill was passed in the Parliament under the leadership of former Prime Minister of India, Indira Gandhi.
3. It has been reported that even the National Policy on Education in 1986 (which was formulated under the leadership of former Prime Minister of India, Rajiv Gandhi), was influenced by recommendations of Kothari Commission.
4. As per recommendations of Kothari Commission, the education sector in India was stratified into national bodies, state bodies and Central Board.

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New National Policy Education-1986

1986. In 1986, the government led by Rajiv Gandhi introduced a new National Policy on Education. The new policy called for "**special emphasis on the removal of disparities and to equalise educational opportunity,**" especially for Indian women, Scheduled Tribes (ST) and the Scheduled Caste (SC) communities.

This article throws light upon the eleven salient features of national policy on education (1986).

The features are:

1. The Essence and Role of Education
2. National System of Education
3. Education for Equality
4. Re-organisation of Education of Different Stages
5. Technical and Management Education
6. Making the System Work

7. Reorienting the Content and Process of Education.

1.The Essence and Role of Education:

1. All-round Development:

“In our national perception education is essential for all, as it is fundamental to our all round development—material and spiritual”.

2. Acculturating Role:

Education has to play an acculturating role as it refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit—thus furthering the goals of socialism, secularism and democracy enshrined in our constitution.

3. Man-power Development:

Education develops man-power for different levels of national economy. It is also the substrata on which research and development flourish, being the ultimate guarantee of national self-reliance.

4. A unique Investment:

Education is a unique investment in the present and the future for all round development of nation in all its manifestations.

2. National System of Education

The NPE '86 has lucidly explained: “The concept of a ‘National System of Education’ implies that, up to a given level, all students, irrespective of caste, creed, location or sex have access to education of a comparable quality. To achieve this end, the government will initiate funded programmes. Effective

measures will be taken in the direction of the common school system recommended in 1968 policy”.

1. Common Educational structure:

It envisages a common educational structure i.e. 10 + 2 + 3 which was recommended by Kothari Commission (1964-66). This structure has now been accepted in all parts of the country. Regarding the further break-up of first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary followed by 2 years of High School.

2. National Curricular Framework with a Common Core:

The national system of education will be based on a national curricular framework which contains a common core along with other components that are flexible. The common core will include the history of India’s freedom movement, the constitutional obligations and other content essential to nurture national identity.

The following common scheme of studies has been suggested in the national curriculum framework:

- (i) One language at primary level and three languages at the upper primary and secondary level,
- (ii) Mathematics,
- (iii) Environmental studies—science and social sciences,
- (iv) Work-experience/S.U.P.W., pre-vocational courses,

(v) Art education, and

(vi) Health and physical education.

3. Equality of Opportunity of Education:

To promote equality it will be necessary to provide for equal opportunity to all not only in access, but also in the conditions for success. Besides, awareness of the inherent equality of all will be created through the spectrum of core curriculum. The purpose is to remove prejudices and complexes transmitted through the social environment and the accident by birth.

4. Minimum Levels of Learning:

It will be laid down for each stage of education. This will ensure a comparable standard of education for each area of learning in the curriculum. This will serve as a reference in the development of instructional materials, selection of suitable teaching learning strategies and evaluating learner's progress. It would also help maintaining a reasonable standard of education throughout the country.

5. Understanding of Cultural and Social Systems:

The NPE '86 states, "steps will be taken to foster among students an understanding of diverse cultural and social system of the people living in different parts of the country. To promote this objective, the link language has to be developed and programmes of translating books from one language to another and publishing multi-lingual dictionaries and glossaries should be implemented." The Policy stated, "**The young will be encouraged to undertake the rediscovery of India, each in his own image and perception**".

6. International Understanding:

True to the hoary tradition of India following the principle of amity and co-operation among nations, education has to strengthen peace and understanding between nations, treating the whole world as one family and motivate the younger generations for international co-operation and peaceful co-existence. This aspect cannot be neglected.

7. Inter-regional Mobility:

NPE suggests that in higher education in general and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit regardless of his origins. The universal character of universities and other institutions; of higher education is to be understood for promoting a sense of national identity and mobility.

8. Pooling of Resources:

In the areas of research and development and education in science and technology, special measures will be taken to establish network arrangements between different institutions in the country' to pool their resources and participate in projects of national importance.

9. Priorities of Educational Reforms:

The nation, as a whole, assumes the responsibility of providing research support for implementing programmes of educational transformation, reducing disparities, universalization of elementary education, adult literacy, scientific and technological research, etc.

10. Life-long Education:

Life-long education is a cherished goal of educational process. It presupposes universal literacy. Opportunities will be provided to the youth, housewives, agricultural and industrial workers and professionals to continue the education of their choice at their own pace. The future thrust will be in the direction of open and distance learning.

11. Strengthening of National Institutions:

The NPE '86 recommends that the institutions of national importance like UGC, NCERT, NIEPA, AICTE, ICAR, IMC etc. will be strengthened to enable them to give shape to national system of education and to cope with the emerging demands of the nation.

Integrated planning will be instituted among all these premier bodies so as to establish functional linkages and reinforce programmes of research and post-graduate education.

3. Education for Equality

The NPE '86 lays special emphasis on the “removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been deprived of so far”.

1. Education for women's equality:

The policy states the following:

(i) Status of women:

Education will be used as an agent of basic change in the status of women.

(ii) Empowerment of Women:

The national system of education will play a positive role in the empowerment of women. It will foster the development of new values through redesigned curricula, text books, the training and orientation of teachers, decision makers and administrators, and the active involvement of educational institutions.

(iii) Women's Studies:

Women's studies will be promoted as a part of various courses and educational institutions will be encouraged to take up active programmes to accelerate the pace of women's development.'

(iv) Removal of Women's Illiteracy:

The removal of illiteracy of women and obstacles inhibiting their access to and retention in century education will receive top priority through provision of special support services, setting of time targets, and effective monitoring.

(v) Women's Participation in Technical and Vocational Education:

Major thrust will be placed upon women's participation in technical, vocational and professional course at different levels. The policy of non-discrimination will be pursued vigorously to obliterate sex stereo-typing in vocational and professional courses. Besides, their participation will be promoted a non-traditional occupations and emergent technologies.

2. Education of Scheduled Castes:

The main focus in this regard is the equalization of SCs population with the non-SCs population X all stages and levels of education, in all areas and in all the four dimensions—rural male, rural female, urban male and urban female.

3. Education of Scheduled Tribes:

(i) The construction of school buildings will be undertaken in tribal areas on a priority basis under the normal funds for education, as well as under the NREP, RLEGP and Tribal Welfare Schemes.

(ii) The need to devise the curricula and instructional materials in tribal languages at the initial stages, with arrangements for switching over to regional language.

(iii) Educated and promising scheduled tribe youths will be encouraged and trained to take teaching in tribal areas.

(iv) Residential schools, including Ashram Schools, will be established on a large scale.

(v) Incentive schemes like scholarships in higher education including technical, professional and para-professional courses will be taken for the scheduled tribes. Special remedial courses and other programmes to remove psycho-social impediments will be provided to improve their performance in various courses.

(vi) Anganwadis, non-formal and adult education centres will be opened on a priority basis in areas predominantly dominated by scheduled tribes.

(vii) The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribals and their enormous creative talents.

4. The Education of Backward Sections and Areas:

Suitable incentives will be provided to all educationally backward sections of society living in rural areas. Hilly and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infrastructure.

5. Minorities:

Greater attention will be focused on education of the minorities for promotion of social justice and equality. They would be helped to establish and administer their educational institutions, and protection to their languages and cultures should be ensured.

6. The Education of the Handicapped:

The policy states that the objective should be to integrate the physically and mentally handicapped with the general community, to prepare them for normal growth and to enable them to face life with courage and confidence.

7. Adult and Continuing Education:

The NPE '86 provided the following in this regard:

(i) Strengthening the existing programmes keeping in view the national goals such as alleviation of poverty, national integration, environmental conservation, energisation of cultural creativity of people, observance of small family norm, promotion of women's equality etc.

(ii) Regarding mass literacy programme, the policy outlines the following:

(a) Commitment of the central and State Governments, political parties, mass media and educational institutions to mass literacy programmes of diverse nature.

(b) Involvement of teachers, students, youths, voluntary agencies, employers etc. in this programme.

(c) Concerted efforts to harness various research agencies to improve the pedagogical aspects of adult literacy.

(d) Awareness among the learners upon literacy, functional knowledge, skills and socio-economic reality in the mass literacy programme,

(iii) Regarding the implementation, the ways and means are as follows:

(a) Setting of continuing education centres in rural areas.

(b) Education of workers through their employers, trade unions and concerned agencies of Government.

(c) Providing post secondary educational institutions.

(d) Providing books, libraries and reading rooms.

(e) Using Radio, T.V. and films as mass learning media.

(f) Creation of learner's groups organisations.

(g) Designing programme of distance learning,

(h) Providing assistance in self-learning.

(i) Organizing vocational training programmes based on need and interest.

4. Re-Organisation of Education of Different Stages:

1. Early Childhood Care and Education:

For all-round development of child nutrition, health, social, mental, physical, moral and development, early childhood care and education will be accorded top priority and will be with Integrated Child Development Services Programme, wherever possible. Day care s will be provided as a support service for universalisation of primary education.

(i) Programmes of ECCE will be child-centred, focused around play and individuality of the child. Formal methods and 3 R's will be out of place and local community will be involved in these programmes,

(ii) A full integration of child care and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and for human resource development in general.

2. Elementary Education:

The highest priority will be given to solve the problem of children dropping out of the school. It will be ensured that all children who attain the age about 11 years by 1990 will have 5 of schooling or its equivalent through the non-formal stream like-wise by 1995, all children be provided free and compulsory education up to 14 years of age.

(i) Two Aspects of Education as Emphasized:

(a) Universal enrolment and retention of children up to 14 years of age.

(b) A substantial improvement in the quality of education.

(ii) Child-Centred Approach:

Emphasis has to be laid upon paedocentric approach at the primary stage. Remedial instruction is given to the first generation learners. The policy of non-detention and abolition of corporal punishment will be adopted. School timings and vocations will be adjusted to the convenience of children.

(iii) Essential Facilities:

Provision will be made for providing essential facilities in primary schools including at least two reasonable all weather large pucca rooms, and the necessary toys, black- boards, maps, charts, other necessary teaching-learning materials.

(iv) Non-formal Education:

A large and systematic programme of non-formal education will be launched to educate:

(a) School drop-outs,

(b) Children of non-school areas,

(c) Working children and girls who can not attend whole day schools.

A Resolve by Government:

“All children who attain the age of about 11 years by 1990 will have had five years of schooling or its equivalent through the non-formal stream. Likewise, by 1995, all children will be provided free and compulsory education up to 14 years of age”.

3. Secondary Education:

(i) Values of Secondary Education

(ii) It begins to expose pupils to the differentiated roles of science, humanities and so sciences.

(iii) Provides children with a sense of history and national perspective and gives the opportunities to decipher their constitutional duties and rights as citizens.

(iv) Conscious internalization of healthy work ethos and of the values of human and composite culture will be brought about through appropriate curricula.

(v) Vocationalisation through specialised institutions or through the refashioning of secondary education can at this stage, provide valuable man power for economic growth.

(vi) Access to secondary education will be widened to cover areas un-served by it at present.

(ii) Pace-Setting Schools:

Pace-setting schools or Novodaya Vidyalayas will be established in various parts of country to provide opportunities to children with special talent or aptitude to proceed at' faster rate by making good quality education available to them irrespective of their capacity to for it.

The broad aims will be:

(i) To serve the objective of excellence coupled with a sense of equity and justice.

(ii) To promote national integration by providing opportunities to learn and live together.

(iii) To develop their full potential.

(iv) To become catalyst of a nation-wide programme of school improvement.

4. Vocationalisation of Education:

Vocationalisation has received a top priority in the NPE '86.

The various provisions are as under:

1. Vocational education will be a distant stream which intends to prepare children for different occupations across various areas of activity.

2. Vocational courses will be started from +2 stages. But, these may also be provided after class VIII.

3. Health related vocational courses will be introduced for effective health planning and health service management.

4. Other vocational courses will also be floated basing upon agriculture, marketing, social services, etc.

5. Emphasis is to be laid upon self-employment.

6. Efforts will also be made for establishment of vocational institutions with a provision for giving justice to the deprived section, women, handicapped and rural students.

7. Care shall be made for professional growth, career improvement, lateral entry into courses of general, technical and professional education through appropriate bridge courses.

8. Non-formal, flexible and need-based vocational programmes will also be made available to neo-literates, youths who have completed primary education, school drop-outs and persons engaged in work and unemployed or partially employed persons.

9. Tertiary level courses will be organised for the youths who completes higher secondary stage of the academic stream and may require vocational courses.

10. It is proposed that vocational courses would cover 10 percent of higher secondary students by 1990 and 25 percent by 1995. Steps will be taken for employment of the products of the courses adequately. Review of courses would be regularly undertaken.

11. For effectiveness of vocational programme, it is quite necessary to organize an effective, time-tested management system.

5. Higher Education:

The policy spells out the following:

i. Autonomous colleges will be developed in large numbers. The creation of autonomous departments within universities on a selective basis will be given a fillip.

ii. The courses and programmes of college education will be redesigned to meet the demands of specialization better. There would be given emphasis on linguistic competence and course combination.

iii. State level planning and co-ordination will be done through Councils of Higher Education. The UGC and these Councils will develop method jointly to keep a watch on standards.

iv. Admission will be regulated according to capacity.

v. Methods of teaching will be supplemented by audio-visual aids and electronic gadgets. Development of latest curricula and material, research and teacher orientation will receive close attention.

vi. For ensuring quality research, suitable steps will be taken by UGC for enhancing support services in the universities. Research in Indology, humanities and social sciences will receive adequate support. Setting up of national research facilities within the university system with proper management will be accorded top priority.

vii. A national body spanning higher education in general, and sprawling over agricultural, medical, technical, legal and other professional fields in particular, will be set up in the interest of greater co-ordination and consistency in policy.

Open University and Distance Learning:

(i) The Open University system will be initiated in order to augment opportunities for higher education and an instrument of democratizing education.

(ii) IGNOU established in 1985 will be strengthened for fulfillment of the above objectives.

(iii) This potent instrument will have to be developed with care and caution.

Delinking Degrees from Jobs:

A beginning will be made in delinking degrees from jobs in selected areas. It will be applied in services for which a university degree need not be a necessary qualification. Its implementation will lead to a refashioning of job specific courses and afford greater justice to those candidates, who despite being equipped for a given job, are unable to get it because of an unnecessary preference for graduate candidates.

Rural University:

The new pattern of the Rural University will be consolidated and developed on the lines of Gandhiji thought on education. So, institutions and programmes of Gandhian Basic Education will be supported.

5. Technical and Management Education:

The reorganization of technical and management education should take into account the anticipated scenario by the turn of the century, with special reference to the likely changes in economy, social environment, production and management processes, the rapid expansion of knowledge and the great advances in science and technology.

Technical Manpower Information System will be further developed and strengthened. Continuing education covering established as well as emerging technologies will be promoted. Programmes of computer literacy will be organised on wider scale from the schools age.

6.Making the System Work:

As the nation has placed unlimited trust in educational stream, the policy wants to make it work.

For this, the strategy will consist of the following:

- (i) A better deal to teachers with greater accountability.
- (ii) Provision of improved student's services and insistence on observance of acceptable norms of behaviour.
- (iii) Provision of better facilities to institutions.
- (iv) Creation of a system of performance appraisals of institutions according to standards and norms set at the national or state levels.

7.Reorienting the Content and Process of Education:

The policy emphasizes the following:

1. Cultural Content
2. Value Education:
- 3- Development of Languages:
4. Availability of Qualitative Books and Increase of Reading Habits:

5. Improvement of Libraries:
6. Educational technology it will be employed for:
7. Work-Experience:
8. Education and Environment:
9. Mathematics Teaching:
10. Science Education:
11. Sports and Physical Education:
12. The Role of Youth:
13. The Evaluation Process and Examination Reform:

8. The Teacher and Teacher Education:

The following recommendations are made for the improvement of teacher's professional competency and their service conditions:

1. The methods of recruitment of teachers will be reorganized to ensure merit, objectivity and conformity with spatial and functional recruitment.
2. The pay and service conditions of teachers have to be improved to commensurate with their social and professional responsibilities.
3. Teacher's associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and curbing professional misconduct. National level associations of teachers could prepare a code of professional Ethics for Teachers and see its observance.

Teacher Education:

The following are recommendations of NPE, 86:

1. Since teacher education is a continuous process, its pre-service and in-service components are inseparable. As a first step, the system of teacher education will be overhauled.

2. Continuing Education:

The new programmes of teacher education will emphasize continuing education and the need for teachers to meet the thrusts envisaged in this policy.

3. Establishment of District Institutes of Education and Training (DIET):

It will be established with the capacity to organise pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education.

4. Upgrading Selected Teacher Training Colleges:

Selected Teacher Training Colleges will be upgraded to complement the work of State Councils of Educational Research and Training?

5. National Council of Teacher Education (NCTE):

It will be provided the necessary resources and capability to accredit institution of teacher education and provide guidance regarding curricula and methods.

6. Networking Arrangements:

These will be created between institutions of teacher education and university departments of education.

9.The Management of Education:

The guiding considerations for overhauling the system of planning and management of education will be as follows:

- (i) Evolving a long-term planning and management perspective of education and its integration with the country's development and man power needs.
- (ii) Decentralization and the creation of a spirit of autonomy for educational institutions.
- (iii) Giving pre-eminence to people's involvement including association of non-governmental agencies and voluntary efforts.
- (iv) Inducting more women in the planning and management of education.
- (v) Establishing the principle of accountability in relation to given objectives and norms.

At National Level:

The CAGE will play a pivotal role in:

- (i) Reviewing educational development,
- (ii) Determining the changes required to improve the system, and
- (iii) monitoring implementation.

It will function through appropriate committees and other mechanisms created to ensure contact with, and co-ordination among the various areas of HRD. The Departments of Education at the centre and in the states will be strengthened through the involvement of professionals. To improve

management structure of education, Indian Education Service will be constituted.

At State Level:

State Government may establish State Advisory Board of Education on the lines of CABE. Effective measures should be taken to integrate mechanisms in the various state departments concerned with Human Resource Development. Special attention will be paid to the training of educational planners, administrators and heads of institutions. Institutional arrangements should be set up in stages.

At District Level:

District Boards of Education will be created to manage education up to the higher secondary level. State Governments will attend to this aspect with all possible expedition. Within a multi-level framework of educational development, central, state, district and local level agencies will participate] in planning, co-ordination, monitoring and evaluation.

At Local Level:

Local communities, through appropriate bodies, will be assigned a major role in programmes of school improvement.

Voluntary Agencies:

Non-government and voluntary agencies will be encouraged with financial help to make commendable contribution to the development of educational system.

10.Resources and Review:

1. Resources:

Investment of education will be gradually increased to reach a level of expenditure of of National Income as early as possible.

The under mentioned resource lists by NPE as follows:

(i) Mobilization of donations.

(ii) Asking the beneficiary communities to maintain school buildings and supplies of some consumables.

(iii) Raising fees at the higher level of education.

(iv) Effecting some savings by the efficient use of facilities.

(v) Asking the institutions involved with research and development of technical and scientific man power to mobilize some funds by levying a cess or charge on the user agencies.

2. Review:

The implementation of various parameters by the new policy must be reviewed every five years. Appraisal at short intervals will also be made to ascertain the progress of implementation and the trends emerging from time to time.

11.The Future:

It has been envisaged that notwithstanding the complexity of the future shape given our tradition which has, almost always, put a high premium on

intellectual and spiritual attainment, we are bound to succeed in achieving our objectives.

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