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BESC-132: STRUCTURE AND MANAGEMENT OF EDUCATION

06 CREDITS

Course Introduction

The course “Structure and Management of Education” has been conceptualized to facilitate learners in understanding the educational system in India at different levels. Course not only discusses the structure of education as different levels like school education, higher education and professional education but also provides an overview of different bodies and systems involved in management of education in India.

Learning Outcomes

After completion of this course, learners will be:

- explaining various constitutional provisions for education,
- reflecting critically on recommendation of various educational commissions and committees,
- discussing management of education at various levels,
- analyzing the educational structure from pre-primary to higher education, and
- critically examining emerging trends in educational management and their implications.

The course content of this course has been organized in **four blocks and sixteen units**. The First block of the course focuses on constitutional provisions for education and recommendations of different educational commissions and educational policies. In India, education is in the concurrent list of Indian constitution, hence responsibility of managing education lies on the center and state both. Second block deals with this issue by providing an overview of educational management of school education at elementary and secondary level. Third block of the course deals with structure and management of higher education and professional education. Fourth block of the course is attempting to discuss recent trends and interventions in educational management like globalization, internationalization and privatization, managing and ensuring quality, role of institutional accountability and autonomy and also use of ICTs for Educational Management. The Detailed course structure is as follows:

Block 1: Constitutional Provisions and Policy Perspectives

Unit 1: Constitutional Provisions for Education

Unit 2: Educational Commissions: A Critique

Unit 3: Educational Policies in India

Unit 4: Emerging Issues and Concerns in Education

Block 2: Structure and Management of School Education

Unit 5: School Education in India: An Overview

Unit 6: Pre-primary and Elementary Education

Unit 7: Secondary and Senior Secondary Education

Unit 8: Vocational and Technical Education

Section 3: Structure and Management of Higher Education

Unit 9: Higher education in India: An Introduction

Unit 10: College and University Education

Unit 11: Technical and Professional Education

Unit 12: Open and Distance Learning and Online Learning

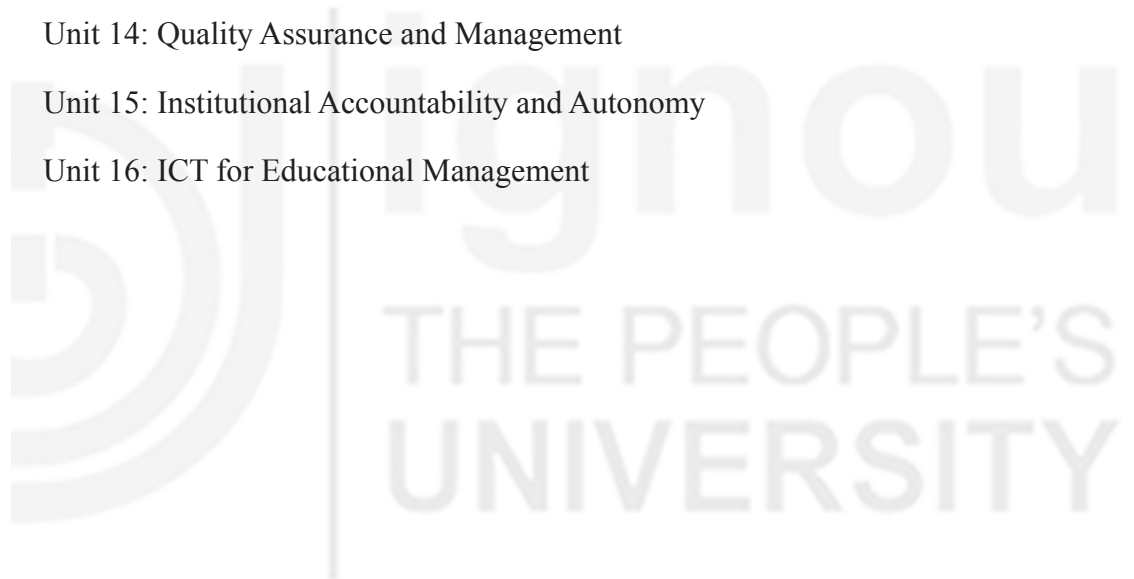
Section 4: Recent Trends in Educational Management

Unit 13: Globalization, Internationalization and Privatization

Unit 14: Quality Assurance and Management

Unit 15: Institutional Accountability and Autonomy

Unit 16: ICT for Educational Management



Block

1

**CONSTITUTIONAL PROVISIONS AND
POLICY PERSPECTIVES**

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BLOCK 1: CONSTITUTIONAL PROVISIONS AND POLICY PERSPECTIVES

Block Introduction

Welcome to Block One of the Course “Structure and Management of Education”. This block has been conceptualized to make you aware, how education system in India has grown. The block deals with all guiding principles involved in growth and development of the system. The constitutional provisions related to education in the Indian Constitution gives the direction to Indian education. Block discusses, how different commissions have shaped the structure of education at different levels and how those recommendations were translated into policies, which were implemented. Block also discusses the emerging issues and concerns which may be placed in upcoming policies to fulfill future needs and demands of education in India. The Block comprises of Four Unit.

Unit 1: Constitutional Provisions for Education starts with the discussion on the Preamble of the Constitution of India and how education extracts its guiding principles from it. Unit has enlisted various articles related to education, which have their wider implications of education system. Unit also discusses constitutional provisions for making education as a fundamental right and role different bodies which are envisaged in constitution of India.

Unit 2: Educational Commissions: A Critique deals with recommendations of various educational commissions formed in pre and post independent period. Major focus of the unit remains on the commissions of post-independence period. Unit Critically reflects on recommendations and their adoption and implementation of various commissions including the University commission, Secondary education Commission and The Education Commission and National Knowledge Commission (NKC).

Unit 3: Educational Policies in India drives you towards implementation part, i.e. formation of various Education Policies in India. Unit mainly discusses important recommendation of National Policy on Education (NPE-1968), National Policy on Education (1986), Programme of Action (1992), National Policy for ICT, National Policy for Persons with disabilities and National Education Policy (2020).

The focus of **Unit 4 is Emerging Issues and Concerns in Education**. It discusses ways and means to be adopted for ensuring educational access to all, adopting inclusive practices, shifting focus on learning outcome-based education. Unit also discusses some systemic issues in School Education and Higher Education, which need to be addressed in forthcoming policy documents.

UNIT 1 CONSTITUTIONAL PROVISIONS FOR EDUCATION

Unit Structure

- 1.1 Introduction
- 1.2 Objectives
- 1.3. Preamble of the Constitution
 - 1.3.1 Striving for Equality
 - 1.3.2 Education and Equality
- 1.4 Fundamental Rights and Education
- 1.5 Cultural and Educational Rights of The Minorities
- 1.6 Directive Principles of State Policy and Education
- 1.7 Language Policy
- 1.8 The Federal Structure
- 1.9 Education as a Fundamental Right
 - 1.9.1 Salient features of the RTE Act
 - 1.9.2 Role of NCPCR and SCPCR in context of RTE Act
- 1.10 Provisions for Promoting Education of Persons with Disabilities
- 1.11 Let Us Sum Up
- 1.12 Unit End Exercises
- 1.13 References and Suggested Readings
- 1.14 Answers to Check Your Progress

1.1 INTRODUCTION

When India got Independence in 1947, there were many questions in the air. How will India emerge as a democratic republic? What will the future of democracy? How will it prepare its future generations for becoming the citizens of country?... and to answer many such questions, India adopted its Constitution on January, 26, 1950. Our constitution has taken care all the issues and challenges emerged at that time and also has provisions of rectifications/additions/deletions, whenever required for the benefit of its citizens. There are provisions for almost all sections of the society and all the important aspects have been included in it, and education is one of these.

If you try to analyze provisions made in Constitution of India and their implications on education, you need to start from the preamble of the Constitution itself. All the fundamental core values of the Constitution could be achieved through education. The unit will start with a discussion on core values of our constitution and their educational implications.

At many places in our Constitutions, there are articles addressing the issues related to education, all such important articles have been discussed in this unit. Education was not a fundamental right for long. In the year 2009, it was made a fundamental right, unit will also highlight its provisions.

**Section 1.3 to 1.8 have been adopted from IGNOU, DELED, BES-004, Block-2*

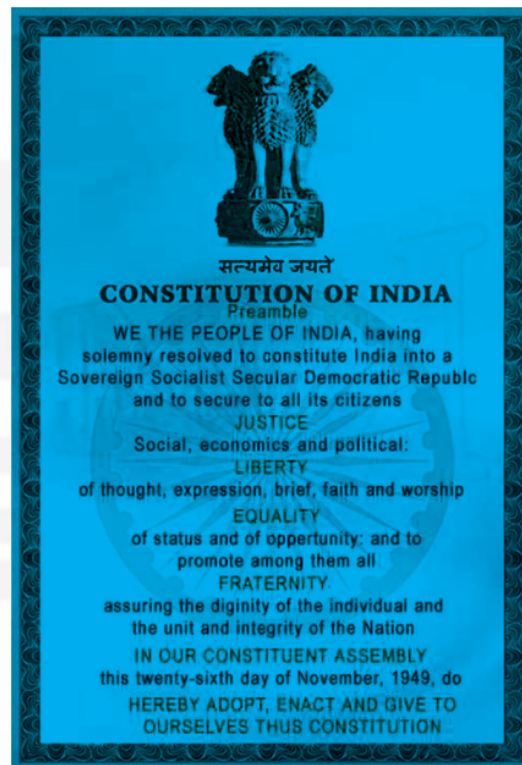
Citizens of India have rights which ensure dignity being a human. Our Constitution has several provisions to ensure human Rights, based on which bodies like NCPCR are functioning. Role of such bodies will also be discussed in the Unit. Also, various constitutional provisions to ensure the rights of people with disabilities and acts associated to it will be explained.

1.2 OBJECTIVES

After going through the unit, you will be able to:

- explain the implications of core values of the Constitution for education,
- identify the articles in Indian Constitutions related to education,
- highlight important provisions of RTE-Act, 2009,
- analyze the role of NCPCR and SCPCR in ensuring child’s rights, and
- critically reflect on implications of constitutional provisions for promoting Education of Persons with Disabilities.

1.3 PREAMBLE OF THE CONSTITUTION



“The preamble of Indian Constitution is the soul of Independent India.”, if you read the preamble and try to analyze it, you will not find any reason to disagree with this statement.

Our Constitution is here to ensure that all the people of India are considered equal. All have equal rights to express themselves without fear and prejudices, all have equal access to justice and all have equal rights to access the opportunities along with provisions of equity to facilitate those, who need it. You can say, equality and equity are among key core values of our Constitution. Let us begin our discussion with dimensions of equality to ensure equal rights and opportunities for everyone.

1.3.1 Striving for Equality

The struggle for freedom from British rule included within it the struggle of large groups of people, who not only fought against the British but also fought to be treated more equally. Dalits, women, tribals and peasants fought against the inequalities they experienced in their lives.

When India became an independent Nation in 1947, our leaders too were concerned about different kinds of inequalities that existed. Those who wrote the Constitution of India, a document that laid out the rules by which the nation would function, were aware of the ways in which discrimination had been practiced in our society and how people had struggled against this. So these leaders set out a vision and goals in the Constitution to ensure that all the people of India were considered equal.

This equality of all persons is seen as a key value that unites us all as Indians. Everyone has equal rights and opportunities. What makes people equal? We will focus on the dimensions of equality which need to be addressed to ensure equal rights and opportunities for everyone.

Dimensions of Equality

While identifying different kinds of inequalities that exist in society, various thinkers and their ideologies have highlighted three main dimensions of equality namely: political, social and economic. It is only by addressing each of these three different dimensions of equality, can we move towards a more just and equal society?

Political Equality

In democratic societies, political equality would normally include granting equal citizenship to all the members of the State and granting rights which are considered necessary to enable citizens to develop themselves and participate in the affairs of the State. These are legal rights, guaranteed by the Constitution and laws. The cent Right to Education Act (2009) is an example of a fundamental and legal right (we will discuss about it in detailed in upcoming sections of this unit)

Social Equality

Political equality or equality before the law is an important step in the pursuit of equality but it often needs to be supplemented by equality of opportunity. While the former is necessary to remove any legal hurdles which might exclude people from a voice in government and deny them access to available social goods, the pursuit of equality requires that people belonging to different groups and communities also have a fair and equal chance to compete for those goods and opportunities.

For this, it is necessary to minimise the effects of social and economic inequalities and guarantee certain minimum conditions of life to all the members of the society adequate health care, the opportunity for good education, adequate nourishment and a minimum wage, among other things.

It is here that education assumes a significant role in the absence of such facilities it is exceedingly difficult for all the members of the society to compete on equal terms. Where equality of opportunity does not exist, a huge pool of potential talent tends to be wasted in a society.

In India, a special problem regarding equal opportunities comes not just from lack of facilities but from some of the customs which may prevail in different parts of country, or among different groups. Women, for instance may even be discouraged from going in for school and higher education. In such cases the role of the State has been to offer equal legal rights to all, to make policies to prevent discrimination or harassment of women in schools or employment, to provide incentives to open up education or certain professions to women, and other such measures.

Economic Equality

At the simplest level, we would say that economic inequality exists in a society if there are significant differences in wealth, property or income between individuals or classes. Most democracies today try to make equal opportunities available to people in the belief that this would at least give those who have talent and determination the chance to improve their economic condition.

1.3.2. Education and Equality

Being cognizant of the deep-rooted inequalities in Indian society, the founding fathers of the Indian Constitution were quite conscious of the limitation of political democracy. This is amply clear from Dr. B. R. Ambedkar's final address to the Constituent Assembly of India on 25 November 1949. He said:

Democracy without equality and fraternity

'On the social plane, we have in India a society based on the principles of graded inequality which means elevation of some and degradation of others.

On the economic plane, we have a society in which there are some who have immense wealth as against many who live in abject poverty. On the 26th January, 1950, we are going to enter into a life of contradictions. In politics, we will have equality and in social and economic life we will have inequality. In politics, we will be recognising the principle of one man one vote and one vote one value. In our social and economic life, we shall, by reason of our social and economic structure, continue to deny the principle of one man one value. How long shall we continue to live this life of contradictions?

How long shall we continue to deny equality in our social and economic life?

If we continue to deny it for long, we will do so only by putting our political democracy in peril. We must remove this contradiction at the earliest possible moment or else those who suffer from inequality will blow up the structure of political democracy'.

Therefore, he mentioned:

"... what we must do is not to be content with mere political democracy. We must make our political democracy a social democracy as well. Political democracy cannot last unless there lies at the base of it social democracy.

What does social democracy mean? It means a way of life, which recognises liberty, equality and fraternity as the principles of life. These principles of liberty, equality and fraternity are not to be treated as separate items in a trinity. They form a union of trinity in the sense that to divorce one from the other is to defeat the very purpose of democracy. Liberty cannot be divorced from equality, equality cannot be divorced from liberty. Nor can liberty and equality be divorced from fraternity. Without equality, liberty would produce the supremacy of the few over the many. Equality without liberty would kill individual initiative. Without fraternity, liberty and equality could not become a natural course of things. It would require a constable to enforce them"

Education is assigned a revolutionary role in Ambedkar's concept of social progress and in his vision of a just and equal society. Education for the socially oppressed and access to education has been a focal point in his struggle for equity and social justice. This vision for education in the emancipation of socially deprived people of India is adequately expressed in his words:

"Coming as I do from the lowest order of the Hindu society, I knew what is the value of education. The problem of raising the lower order is deemed to be economic, this is a great mistake. The problem of raising the lower order in India is not to feed them, to clothe them and make them serve the higher order... the problem is to remove from them that inferiority complex which has stunted their growth, ... to create in them the consciousness of the significance of their lives for them and for the country... of which they have been cruelly robbed by the existing order.... Nothing can achieve this except the spread of education. This,

in my opinion, is the panacea of our social troubles.”

Not only Ambedkar, we find movements to abolish the caste system and end discrimination, all over the world, have always proposed education as the primary means to overcome oppression (Omvedt, 1993).

On the one hand, education is expected to maintain hallowed traditions, respect for authority, obedience to the law patriotism and the like. On the other hand, education is expected to promote political, economic and social development and change.

The issue of equality of educational access through expansion, equal opportunity and the possibility of achieving social equality through education has been debated for a long time. The relationship between social change and education is complex and critical. Therefore, disregard of equal educational opportunity may endanger the potential of social change through education. What is the social change we are talking about? What is the significance of education? Why is it important to ensure enrolment to and completion of schooling? Why is it so important to close the educational gaps and to remove the enormous disparities educational access, inclusion and achievement?” The significance of education is articulated by Amartya Sen in the following words:

- for making the world more secure and fair;
- when people are illiterate their ability to understand and invoke their legal rights can be very limited leading to their alienation. Women’s security is linked to their ability to read and write;
- illiteracy leads to low level of political participation and inability to express demands;
- health problems and epidemics are better dealt with by people who are educated; and
- women’s well-being and respect are strongly influenced by their literacy and educated decision making within and outside the house.

It is indeed evident that education helps an individual and the society to transform in many ways. It is therefore important that quality educational opportunities are made accessible to every child in the school going age. It is only when all children irrespective of caste, religion, gender, or class can get educated as per their fullest potential can we expect social change. Providing opportunities to education is, however, not enough. The important role played by the curriculum, both hidden and explicit, also plays a role in bringing the desired socio-economic change.

Our Constitution makers were cognizant of the role education could play in creating an equitable society. That is why, education has been assigned an important position and role in the Constitution. In fact, free and compulsory education has now become a fundamental right.

1.4 FUNDAMENTAL RIGHTS AND EDUCATION

Consider the following situation:

Vimla lives in a village close to Delhi and earns her living by doing household chores. She has two daughters and she is very keen to admit them to school. She feels that if they are educated, they will not have to spend their lives, like her, working in other people’s houses.

They will be able to stand on their feet by opting for a job of their choice. She takes them to a nearby 'English medium school' where her daughters are denied admission on the grounds that the parents are not educated and since they come from a lower caste, the other parents might object to her daughter attending the same class as their children.

Activity 1.1

Does the Constitution extend fundamental rights to a poor and uneducated woman like Vimla? Do you think Vimla's rights have been violated? What fundamental rights have been violated in this case?

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A democracy must ensure that individuals have certain rights and that the governments will always recognise these rights. During our freedom struggle, the leaders of the freedom movement had realised the importance of rights and demanded that the British rulers should respect rights of the people. There were no two opinions on the inclusion and protection of rights in the Constitution. The Constitution listed the rights that would be specially protected and called them 'fundamental rights.'

Fundamental Rights of citizens given in the Constitution have established the spirit of quality and have helped to preserve individual liberty. These rights act as limitation (with certain exceptions) on the powers of the Legislature and the Executive. The following Articles in the category of Fundamental Rights have a special bearing on education in India.

Right to Freedom, Equality and Liberty, are the two rights that are most essential to a democracy. It is not possible to think one without thinking of the other.

ARTICLE 14 Strives for ensuring 'Equality before Law'. It states "*The State shall not deny to any person equality before law or equal protection of the laws, within the territory of India*". Modern States exercise powers over the individual.

The Right to Equality is intended to ensure that the powers of the State are not used in any discriminatory way. In relation to education it is invoked to regulate rules of admission and thus it acts for ensuring reach of education to all.

ARTICLE 15: This Article guarantees prohibition of discrimination on grounds of religion, race, caste, sex or place of birth by the State. It also ensures *equality in educational opportunities in India*.

ARTICLE 15(4) enabled the government to make special provisions for the advancement of backward classes including the Scheduled Castes (SCs) and Scheduled Tribes (STs).

ARTICLE 16(1) guarantees equality of opportunity for all citizens in matters relating to employment or appointment to any office under State.

ARTICLE 16(4): the government can make reservations in favour of any backward class of the citizens.

ARTICLE 21A: It grants Right to Free and Compulsory Education to all the children of the age six to fourteen years in a manner as the State may, by law, determine. Inserted by the 86th Amendment in December, 2002, this Article has accorded education the status of right for ensuring quality in educational expansion at elementary level.

At the commencement of the Constitution, education was included as a Directive Principles of the State Policy in Article 45 under Part IV of the Constitution.

ARTICLE 24 - states that no child below the age of fourteen years shall be employed in work in any factory or mine or engaged in any hazardous employment.

ARTICLE 28 – The institutions run by the State will not preach any religion or give religious education nor will they favour persons of any religion. This has been done to sustain and nurture the principle of secularism. Under provisions of this Article, neither the State nor any other agency can impart religious instruction in any school wholly managed by State funds. However, there is an exemption for the institutions established under any trust or endowment which requires that religious education be imparted in such institutions. The Article further provides that no person, attending State recognised and aided school, can be compelled to take part in any religious instruction without parental consent. This implies that while institutions established by minority communities are eligible for grant in aid from the State, they cannot compel students to follow the religious instruction imparted in the institution. They are allowed to maintain their religious character without imposing their religious ideology on any unwilling student.

ARTICLE 46 of the Constitution clearly states that the State shall promote with special case the educational and economic interests of the weaker sections of the people, and, in particular, of the SCs and the STs and shall protect them from social injustice and all forms of

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

1) Which Fundamental Right(s) will the following situations violate?

A. If a 13 year old child is working in a factory manufacturing carpets.

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.....
.....

B. If a group of people are not given permission to open a Telugu-medium school in Kerala.

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.....

C. If a landlord's son is given admission in a village school over the daughter of a wage labourer working in the landlord's farm exploitation.

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1.5 CULTURAL AND EDUCATIONAL RIGHTS OF THE MINORITIES

In a democratic country like India, where people are divided in terms of religion, language, caste, race, culture and socio-economic factors, one of the tasks of the framers of the Constitution of India was to devise safeguards for the country's different minorities. The aspirations of minorities, their specific identity and rights were often suppressed under the pretext of majority decision. In such a situations pecific consideration of minorities was a prerequisite of democracy.

Article 29 of the Constitution of India provides explicit guarantees for protecting the interests of minorities:

- (1) Any section of the citizens residing in the territory of India or any part there of having a distinct language, script or culture of its own shall have the right to conserve the same.
- (2) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on the grounds only of religion, race, caste, language or any of them.

Having stated the right of minority people to maintain their own language and culture, the Constitution adds on the explicit protection of the rights of minorities to provide their own education in their own language, certainly an important part of language maintenance.

Article 30 - details this right along with protection against discrimination in the receiving of government grants for education are as follows:

- (1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
- (1A) In making any law providing for the compulsory acquisition of any property of any educational institution established and administered by a minority, referred to in clause 1, the State shall ensure that the amount fixed by or determined under such law for the acquisition of such property is such as would not restrict or abrogate the right guaranteed under that clause. The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

This final clause does not keep the State from regulating for educational standards, but does protect against regulations concerning medium of instruction, a provision for minorities that has also been upheld in the courts.

Besides these general safeguards, the Indian Constitution includes a section titled Special Directives where language and education issues beyond simple protection for minorities are explicitly addressed.

Article 350 guarantees the right of all people to use a language they understand in "representations for redress of grievances." In the Seventh Amendment to the Constitution made by the Constitution Act of 1956, two articles were added addressing linguistic minority issues:

Article 350A facilities for instruction in mother-tongue at primary stage. It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother-tongue at the primary stage of education to children belonging to linguistic minority groups; and the President may issue such directions to any State as he considers necessary or proper for securing the provision of such facilities.

Article 350B - Special Officer for linguistic minorities.

- 1) There shall be a Special Officer for linguistic minorities to be appointed by the President.
- 2) It shall be the duty of the Special Officer to investigate all matters relating to the safeguards provided for linguistic minorities under this Constitution and report to the President upon those matters at such intervals as the President may direct, and the President shall cause all such reports to be laid before each House of Parliament, and sent to the Governments of the States concerned.

Check Your Progress

Notes: a) Write your answer in the space given below.

- b) Compare your answers with those given at the end of the unit
- 2) Which of the following is a correct interpretation of the Cultural and Educational Rights?
 - a) Only children belonging to the minority group that has opened educational institution can study there.
 - b) Children belonging to a minority group cannot study in government schools.
 - c) Government schools must ensure that children of the minority group will be introduced to their belief and culture.
 - d) Linguistic and religious minorities can demand that their children must not study in any educational institution except those managed by their own community institution can study there.

1.6 DIRECTIVE PRINCIPLES OF STATE POLICY AND EDUCATION

The makers of our Constitution knew that Independent India was going to face many challenges. Foremost among these was the challenge of bringing about equality and well-being of all citizens. They also thought that certain policy direction was required for handling these problems. As the same time, the Constitution did not force future governments to be bound by certain policy decisions.

Therefore, some guidelines were incorporated in the Constitution but they were not made legally enforceable; it thought that the moral force, behind these guidelines would ensure that the government would take them seriously.

The chapter on Directive Principles lists mainly three things:

- the goals and objectives that we as a society should adopt;
- certain rights that individuals should enjoy apart from the fundamental rights;and

- certain policies that the government should adopt.

Directive Principles of State Policy are included in Articles 36 to 51 in Part IV of the Constitution. There are three guiding provisions under this category which provide the basic framework for national policies and priorities in education. These are:

ARTICLE 41: It directs the State to make effective provision for securing the right to work and right to education for all within the limits of, its economic capacities and development.

ARTICLE 45 being a very significant Article in the Directive Principles, this Article laid down the foundation of free and compulsory education in the country.

Before 86th Constitutional amendment, this Article has stated that “the State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years”. Consequent upon the insertion of Article 21 A, making elementary education a fundamental right of all children between the age group of 6-14 years, **Article 45 has been amended so as to restrict its scope to pre-primary education up to 6 years of age.**

No article in the Constitution works in isolation. The same is true for Article 45. It ensures equality of educational opportunity to all on the lines of Article 29(2) according to which admissions cannot be denied to anyone on the basis of race, caste, language in any institution maintained by the State.

Article 21(A) which makes free and compulsory education to all as fundamental right attaches utmost importance to Article 45. Also, the five Articles - 15, 29(2), 15(3), 46 and 29(1) entrust responsibility of equalisation of educational opportunity in all parts of the country to the Government of India and to that end, to give special assistance to the backward areas or States.

ARTICLE 46: It says the “*State shall promote with special care the educational and economic interests of the weaker sections of the people in particular of the Scheduled Castes and the Scheduled Tribes and shall protect them from social injustice and all forms of exploitation*”. Thus, Article 46 along with other relevant articles pertaining to education ensures equality in educational opportunities even by making special provisions for those who have been left behind due to various reasons.

It is possible to see both Fundamental Rights and Directive Principles as complementary to each other. Fundamental Rights restrain the government from doing certain things while Directive Principles exhort the government to do certain things. Fundamental Rights mainly protect the rights of individuals while Directive Principles ensure the wellbeing of the entire society.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

3) What changes have been made in Article 45 with 86th Constitutional amendment?

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1.7 LANGUAGE POLICY

For the writers of the Constitution respect for diversity meant ensuring that people have the freedom of speak their language and that no one language should become compulsory for all to follow.

1.7.1 Medium of Instruction

India being a multi-lingual society, a uniform medium of instruction was not found practically viable. The importance of mother tongue for maximising reach of education was recognised. 'Article 354', in the Constitution of India, in this context, recommends that, "It shall be the endeavor of the State to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups and the President may issue such directions to any State as he considers necessary or proper for securing the provisions of such facilities".

The language policy which emerged as a political consensus in the formative years of Independence is an illustration of democratic processes in the Indian context.

The three-language formula emerged as a policy or a strategy after a quarter of a century of debate and deliberations from political and academic perspectives by educational advisory bodies and politicians representing national and regional interests.

The Central Advisory Board on Education (CABE), the oldest statutory body on education in India, initiated the discussion on languages in school education in the 1940s and this continued to be a major concern in their discussions until 1960.

CABE identified five major issues which required attention:

1. the number of languages to be taught at various levels of school education;
2. introduction of second and third languages;
3. place and role of English;
4. place and role of Hindi; and
5. teaching of Sanskrit and minor language(s) in school.

1.7.2 Three Language Formula

A comprehensive view of the study of languages at school was undertaken and concrete recommendations were made by the Education Commission (1964-66). The Commission, having taken account of the diversity of the Indian context, recommended a modified or graduated three-language formula:

1. the mother tongue or the regional language;
2. the official language of the Union or the associate official language of the Union so long as it exists; and
3. a modern Indian or Foreign language not covered under (1) and (2) and other than that used as the medium of instruction.

The Commission's observation on the status and role of English is of importance from the point of view of language planning and the way the language was also perceived by policy planners.

The NPE (1986) noted that the regional languages are already in use at the primary and secondary stages. At the secondary stage, the State Governments should adopt and vigorously implement the three-language formula which includes the study

of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi speaking States, and of Hindi along with the regional language and English in the non-Hindi speaking States.

National Education Policy (2020) has also advocated use of mother tongue/local language/regional language as medium of instruction at school level.

In point no. 4.13 of NEP-2020, it is mentioned that

The three-language formula will continue to be implemented while keeping in mind the Constitutional provisions, aspirations of the people, regions, and the Union, and the need to promote multilingualism as well as promote national unity. However, there will be a greater flexibility in the three-language formula, and no language will be imposed on any State. The three languages learned by children will be the choices of States, regions, and of course the students themselves, so long as at least two of the three languages are native to India. (NEP, p. 14)

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

4) What are major points of three language formula?

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1.8. THE FEDERAL STRUCTURE

The Constitution declared India was a Union of States and the Indian Union is based on the principles of federalism. The Constitution originally suggested a two-tier system of governments, the Union Government or what we call the Central Government representing the Union of India and the State Governments. Later, a third tier of federation was added in the form of Panchayats and Municipalities.

The Constitution clearly provided a three-fold distribution of legislative powers between the Union Government and State Government. Thus, it contains three lists such as: Union, State and Concurrent List.

1.8.1 Division and Decentralisation of Powers

There is a trifurcation of legislative powers in India. The Seventh Schedule of the Constitution contains three lists - The Union List with 99 entries which include subjects of national importance (defence, foreign affairs, banking, etc.) in respect of which the Parliament has exclusive powers to legislate, the State List with 61 entries contains subjects of State and local importance (police, trade, commerce, agriculture) in respect of which State Legislature has exclusive powers to make laws and the Concurrent List with 52 entries includes subjects of common interest where both Central and State Governments have legislative powers (supremacy of the central government prevails in case of conflict between Central and State legislation). Education appears in all the three lists.

Union List:

Out of 99 entries included in the Union List, six entries pertain to education. These are:

Entry 13: Educational and cultural relations with foreign countries.

Entry 62: Institutions of national importance like National Library the Indian Museum, the Imperial War Memorial, the Victoria Memorial and the Indian War Memorial; any other institution like these wholly or partly financed by government and legally declared as institution of national importance.

Entry 63: The institutions known at the commencement of this Constitution as Banaras Hindu University, Aligarh Muslim University and Delhi University and any other institution legally declared as institution of national importance.

Entry 64: Institution of scientific or technical education partly or wholly financed by the government and legally declared as the institution of national importance.

Entry 65: Union agencies and institutions for (a) professional, vocational or technical training, including the training of police officers (b) the promotion of special studies or research and (c) scientific or technical assistance in the investigation or detection of crime.

Entry 66: Coordination and determination of standards in institutions of higher education & research, and scientific and technical institutions.

State List:

Two out of 61 items enlisted in the State List pertain to education.

Entry 11: It lays down that “education including universities, subject to the provisions of entries 63, 64, 65 and 66 of the Union List and entry 25 of the Concurrent List should be State subject”.

Entry 12: keeps under State jurisdiction the libraries, museum and other similar institutions controlled or financed by the State as well as ancient and historical monuments and records (other than those declared as of national importance)

Concurrent List:

Entry 20: Economic and social planning.

Entry 25: Education, including technical education, medical education and universities, vocational and technical training of labour.

Entry 262: Legal, medical and other profession.

Entry 28: Charities and charitable institutions.

Entry 39: Newspaper, books and printing presses.

Interestingly, education was enlisted as a legislative item originally in the State List. It was subsequently transferred to the Concurrent List by means of a Constitutional Amendment in 1976. Today, entry 25 of the Concurrent List reads as follows:

“Education, including technical education, medical education and universities, subject to the provisions of entries 63,64,65 and 66 of List 1; vocational and technical training of labour.”

Purpose and implications of transfer of education from State List to Concurrent List

Through 32nd amendment in Constitution on December 18, 1976 education was put on Concurrent List. Before that it was in the State List, the amendment was suggested by Sh. Swaran Singh Committee, which was of the view that “agriculture and education are subjects of prime importance to country’s rapid progress towards achieving desired socio-economic changes. The need to evolve all India policies in relation to these two subjects cannot be overemphasized.”

1.9 EDUCATION AS A FUNDAMENTAL RIGHT

Since long, Education was not a fundamental right in Indian Constitution. It was the year 2002, when education was made a fundamental right through 86th constitutional amendment. Through this amendment, following three changes were made in Indian Constitution:

1. A new **Article 21A** namely right to education, was inserted after Article 21, which states:

Article 21A: *“The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.”*

2. **Substitution of new article for article 45** for making provision for early childhood care and education to children below the age of six years.

Article 45: *“The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years.”*

3. **Amendment of article 51A**

In article 51A of the Constitution, after clause (J), the following clause was added:

“(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.”.

In order to ensure the implementation of these changes, in the year 2009, The Right of Children to Free and Compulsory Education Act was enacted by the Parliament, which was implemented from April. 01. 2010.

The title of the RTE Act incorporates the words ‘**free and compulsory**’. ‘Free education’ means that no child, other than a child who has been admitted by his or her parents to a school which is not supported by the appropriate Government, shall be liable to pay any kind of fee or charges or expenses which may prevent him or her from pursuing and completing elementary education. ‘Compulsory education’ casts an obligation on the appropriate Government and local authorities to provide and ensure admission, attendance and completion of elementary education by all children in the 6–14 age groups. With this, India has moved forward to a rights-based framework that casts a legal obligation on the Central and State Governments to implement this fundamental child right as enshrined in Article 21A of the Constitution, in accordance with the provisions of the RTE Act.

1.9.1. Salient features of the RTE Act:

- Every child of the age of six to fourteen years shall have a right to free and compulsory Education in a neighbourhood school till completion of elementary education.
- Neighbourhood school means a primary school in vicinity of one kilometer and an upper primary school in the vicinity of three kilometers of every habitation.
- Unaided Private recognized schools and schools of special category to admit 25% children from economically weaker section and disadvantaged group in Class-I and re-imbursment thereof.
- No capitation fee and screening procedure for admission.

- No child shall be denied admission in a school for lack of age proof and in extended period of admission.
- The Act prohibits holding back in any class and expulsion of child admitted in a school till completion of elementary education.
- Prohibition of physical punishment and mental harassment to child.
- Constitution of School Management Committee in every school except unaided private. recognized schools. 75% representation from parent members. 50% representation from women. Representation from SC/ST and disadvantage group.
- The National Commission for the Protection of Child Rights shall review the safeguards for rights provided under this Act, investigate complaints and have the powers of a civil court in trying cases

Let us discuss role and functioning of NCPCR and SCPCR for protection of child educational rights in detail.

1.9.2. Role of NCPCR and SCPCR in context of RTE Act

The National Commission for Protection of Child Rights (NCPCR) was set up to protect, promote and defend child rights in the country. The National Commission for Protection of Child Rights (NCPCR) emphasizes the principle of universality and inviolability of child rights and recognizes the tone of urgency in all the child related policies of the country. For the Commission, protection of all children in the 0 to 18 years age group is of equal importance. Thus, policies define priority actions for the most vulnerable children. This includes focus on regions that are backward or on communities or children under certain circumstances and so on.

National Commission for Protection of Child Rights has been mandated under Section 31 of the Right of Children to Free and Compulsory Education Act, 2009 to examine and review the safeguards of the rights provided under the act and to recommend measures for its effective implementation; to inquire into complaints relating to violation of child's right to free and compulsory education and to take necessary steps as provided in the Commission for Protection of Child Rights, 2005. States constitute a State Commission for the Protection of Child Rights (SCPCR). Any person wishing to file a grievance must submit a written complaint to the local authority. Appeals will be decided by the SCPCR. Prosecution of offences requires the sanction of an officer authorized by the appropriate government.

NCPCR has been effectively monitoring the implementation of the children's right to education through undertaking research studies, conducting fact finding enquiries, organizing public hearings, inquiring into and taking Suo motu cognizance of complaints, making field visits to interact with all the relevant stakeholders like officials from State education departments, school management committees, civil society organizations and district collectors; and to investigate and obtain the information regarding the gaps and challenges in the decentralized implementation of education to all children.. A special toll free helpline to register complaints is set up by NCPCR for this purpose. NCPCR invites all civil society groups, students, teachers, administrators, artists, writers, government personnel, legislators, members of the judiciary and all other stakeholders to join hands and work together to build a movement to ensure that every child of this country is in school and enabled to get at least eight years of quality education.

The Commission has also been writing letters to Ministry of Education on issues related to children’s right to education that requires policy intervention. The Commission has also endeavored in organizing consultations and meets at the national, regional and state level, strengthening convergence and coordination between the State Commissions for Protection of Children Rights (SCPCR) and other allied departments of the Government.

Towards realizing its commitment of Universalizing Elementary Education, the Commission has undertaken varied activities providing for equity, inclusive, quality and sustainable education in India.

Let Us Know

NCPCR has developed comprehensive Manual for Safety and security of Children in Schools. The manual is a compilation of various guidelines, circulars, notifications, Government orders on safety and security related issues in schools issued from time to time. We can find detailed information through the following link:

https://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/Draft_NCPCR.pdf

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

5) Discuss role of local bodies in implementation of Right to Education Act, 2009?

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1.10 PROVISIONS FOR PROMOTING EDUCATION OF PERSONS WITH DISABILITIES

Our Constitution guarantees Fundamental Rights to all its citizens. There are specific provisions in the Constitution of India that ensure social justice and empowerment to all citizens including “persons with disabilities” and other disadvantaged and marginalized groups.

Special provision was laid down in Article 45 of the constitution, stating, free and compulsory universal primary education for all children up to 14 years of age, budgetary provision for PwD was allocated in the various Five-Year Plan and as a landmark in this direction, education of children with disability in integrated settings was emphasized in the Kothari Commission (1964-66). This was reiterated in the National Policy of Education (1986). The RCI Act (1992) and National Trust Act (1999) were the subsequent major legislations in this field. The Persons with Disabilities Act, 1995 (PWD Act) has been a landmark in the path of legislations in welfare of people with disabilities. This act has been replaced by the Rights of Persons with Disabilities Act 2016.

Rehabilitation Council of India (RCI) Act (1992) deals with the development of manpower for providing rehabilitation services. The Act was amended by

the Parliament in 2000 to make it broad based. The RCI standardizes syllabi and maintains a Central Rehabilitation Register of all qualified professionals and personnel working in the field of Rehabilitation and Special Education. The Council also regulates and monitors the training of rehabilitation professionals and personnel, promoting research in rehabilitation and special education.

Persons with Disability (Equal Opportunities, Protection of Rights and Full Participation) Act (PWD Act-1995) is one of the key acts, which provides for education, employment, creation of barrier free environment, social security etc. of persons with disabilities. As per the Act, every child with a disability has access to free education in an appropriate environment until he or she attains the age of eighteen years. This Act has been replaced by Rights of Persons with Disabilities Act (RPWD Act), 2016.

The Rights of Persons with Disabilities Act (RPWD Act), 2016

As mentioned earlier, this Act Rights of Persons with Disabilities (RPwD) 2016 has replaced the existing PWD Act, 1995. The preamble of this Act clearly states that it aims to uphold the dignity of every Person with Disability (PwD) in the society and prevent any form of discrimination. The act also facilitates full acceptance of people with disability and ensures full participation and inclusion of such persons in the society. The new Act is in line with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), to which India is not only a signatory but one of the early countries to ratify.

1.11 LET US SUM UP

Education has always remained a key area of concern for both nation builders and policy makers. When the Constitution of India was written and adopted, due weightage was given to ensure opportunities for education to all. Equality and equity were the core values behind all provisions. Unit has discussed all major articles of the Constitution of India which are having educational relevance. In 2002, through 86th constitutional amendment, education became fundamental right of Indian citizens. The enactment of Right to Education Act, 2009 was a great turning point to implement it. Provisions to ensure linguistic and cultural diversities, educational rights of minorities, differently abled persons are the strong foundation for development of any policy/scheme for educational upliftment of marginalized sections, all these have been discussed in brief in the Unit.

1.12. UNIT END EXERCISES

1. What are the hurdles in implementing the three-language formula in its true spirit? Critically Reflect.
2. Education is in concurrent list of the Indian Constitution? What are benefits of placing it there? Elaborate.
3. What are the roles and responsibilities of teachers according to Right to Education Act-2009? Enlist.
4. Describe role of a teacher in facilitating learning of differently abled children?

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1.14 ANSWERS TO CHECK YOUR PROGRESS

1. Article 21A, 24
Article 15
Article 14
2. C
3. Who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.
4. A. the mother tongue or the regional language;
B. the official language of the Union or the associate official language of the Union so long as it exists; and
C. a modern Indian or Foreign language not covered under (1) and (2) and other than that used as the medium of instruction.
5. Reflect on the basis of your understanding of RTE-Act, 2009.

UNIT 2 EDUCATIONAL COMMISSIONS: A CRITIQUE

Unit Structure

- 2.1 Introduction
- 2.2 Objectives
- 2.3 University Education Commission (1948-49)
 - 2.3.1 Major Recommendations of University Education Commission (1948-49)
 - 2.3.2 Implications and Criticism
- 2.4. Secondary Education Commission (1952-53)
 - 2.4.1 Major Recommendations of Secondary Education Commission (1952-53)
 - 2.4.2 Implications and Criticism
- 2.5. Indian Education Commission (1964-66)
 - 2.5.1 Major Recommendations of Indian Education Commission (1964-66)
 - 2.5.2 Implications and Criticism
- 2.6. National Knowledge Commission (2005)
 - 2.6.1 Major Recommendations of National Knowledge Commission (2005)
 - 2.6.2 Critical Evaluation of National Knowledge Commission (2005)
- 2.7 Let Us Sum Up
- 2.8 Unit End Exercise
- 2.9 References and Suggested Readings
- 2.10 Answers / Instructions to Check Your Progress Questions

2.1 INTRODUCTION

Education system in India has British legacy. During the early decades of independence, a number of efforts were made to break away from this legacy and evolve our own system of education. We have discussed in the unit 1 that the Constitution of India accepted the crucial role of education in the national development and accordingly several constitutional provisions were made. A number of Commissions were subsequently constituted in an effort to address the issues of education and develop the education system of India. These include University Education Commission (1948-49), Secondary Education Commission (1952-53), Indian Education Commission (1964-66) and National Knowledge Commission (2005). This unit will critically analyze all major provisions and recommendations of these commissions.

2.2 OBJECTIVES

After going through this Unit, you should be able to:

- describe major recommendations of University Education Commission (1948-49),
- discuss implications of recommendation of the Secondary Education Commission (1952-53),

- analyze the impact of recommendations of Indian Education Commission (1964-66) on various levels, and
- discuss major recommendations of National Knowledge Commission (2005).

2.3 UNIVERSITY EDUCATION COMMISSION (1948-49)

After Independence, the first attempt to re-orient the system of education to the needs and aspirations of the people was made by the Government of India through the appointment of the University Education Commission under the Chairmanship of Dr. S. Radhakrishnan, a distinguished scholar and former Vice-Chancellor of Banaras Hindu University who rose to become the second President of India. The commission was appointed by the Government of India to give a report on Indian university education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country. The Commission submitted its report in August 1949.

The Commission was given the mandate to make recommendations on the aims of university education, courses of study in universities, medium of instruction, standard of teaching and service conditions of teachers, promotion of research and other related aspects of higher education.

2.3.1 Major Recommendations of University Education Commission (1948-49)

1. The commission recommended that the aim of higher education should be:
 - To awaken the innate ability to live the life by developing wisdom.
 - To train for democracy.
 - To develop certain values like fearless of mind, strength of conscience and integrity of purpose.
 - To acquaint with the cultural heritage.
 - To impart vocational and professional training.
2. The most important duty of a university is to maintain the highest standard of its teaching and examinations. In order to improve the teaching standard, the following are some of the recommendations that were made by the University Education Commission in 1948-1949:
 - The standard of admission to the university courses should correspond to that of the present intermediate examination, i.e. after the completion of 12 years of study at a school and an intermediate college;
 - In order to divert students to different vocations after 10 to 12 years of schooling, a large number of occupational institutes be opened;
 - Refresher courses be organized by the universities for high school and intermediate college teachers;
 - the lectures be carefully planned and supplemented by tutorials, library works and written exercises;
 - There should be no prescribed text-books for any courses of study;
 - Tutorial instruction be developed in all institutions imparting university education.

3. Contents of education must accept the best of what the modern advancement has to offer without neglecting our cultural heritage from the past.
4. The University Education Commission has emphasized that the teacher plays a vital role in the education system; therefore, adequate faculty with required qualifications are necessary to discharge duties in a university or in a college.
5. The university should generate new ideas and discard those which are likely to prevent the growth of the nation. For progress, it is necessary to rise above superstitions. The university has to help the students to imbibe the good aspects of their culture and to accept new values for an all - round development.
6. The university libraries should be greatly improved by;
 - large annual grants;
 - the introduction of open access system;
 - longer hours of work;
 - better organization; and
 - well-trained staff which include reference assistants.
7. The laboratories be improved in building, fittings, equipment, workshops and technicians.”
8. The University Grants Commission is required to be set up for allocation of grants to colleges and universities.

2.3.2 Implications and Criticism

The report of the commission is a document of great importance as it has guided the development of university education in India since independence. It accorded due attention to synthesis the knowledge and wisdom of the east and west of the ancient and modern. Accordingly, it gave its recommendations on the curriculum.

Second, while stressing scientific thoughts, it warned us not to ignore moral and spiritual values in education. The Commission recognized the need for promotion of value education, its suggestion on observing few minutes of salient meditation in institutions and teaching of great religious leaders of all the religions can be seen as significant contribution towards unity in diversity in the country. It was recommended by the University Education Commission nearly three decades ago.

This reflects the foresight and vision of the framers of the report. Its recommendations that a university degree should not be required for government administrative service are quite relevant and was accepted by the National Policy on Education 1986 (as modified in 1992) as well which emphasized delinking degrees with job. It recommended the organization of state examination for recruitment to various services. It rightly recommended that so far as is feasible, agricultural education be given in a rural setting and new universities should be opened preferably in the rural areas. Its recognition to the importance of the role of teachers in education process and recommendations pertaining to the improvement of their salary structure, service conditions, and avenues for their professional developments are path breaking contributions of the Commission which led to the improvement of the status of teaching profession and teachers.

2.4 SECONDARY EDUCATION COMMISSION (1952-53)

The need for the reorganization of secondary education with diversified courses had become urgent due to acceptance by the Government of India and the State Governments, of Basic Education as the pattern of education at the elementary stage. Therefore, the Central Advisory Board of Education in its meetings held in 1949 and 1951 recommended the appointment of a Commission for Secondary Education. The Government of India accordingly appointed the Secondary Education Commission under the Chairmanship of Dr. Lakshman Swami Mudaliar in 1952.

The Commission was given the mandate to;

- (a) enquire into and report on the present position of secondary education in India in all its aspects; and
- (b) suggest measures for its reorganization and improvement with particular reference to; aims, organization and content of secondary education, its relationship to primary, basic and higher education, the inter-relationship of secondary schools of different types and other allied problems, with the objective to evolve a sound and reasonably uniform secondary education system in the country. The Commission submitted its report in June 1953.

2.4.1 Major Recommendations of Secondary Education Commission(1952-53)

The Commission expressed concern over the isolation of schools from the realities of life, over emphasis on academic instructions at the cost of holistic personality development, emphasis on English as medium of instruction and the examination oriented system of education. It gave following recommendations:

- (i) The Commission propounded the aims and objectives of secondary education should be character building, developing democratic citizenship, economic and vocational efficiency, promoting leadership and prevention of our cultural heritage.
- (ii) The Commission proposed a new organizational pattern for secondary education after completion of 4 or 5 years of primary or junior basic education. It is as follows:
 - A Middle or Junior Secondary or Senior Basic Stage which should cover a period of 3 years;
 - A Higher Secondary stage which should cover a period of 4 years. (Ch. IV, Secondary Education Commission 1948).
 - The commission also suggested abolition of the present intermediate classes. The 12th class should be attached to the university and the 11th class should be added to the high school.
- (iii) The secondary education, which would be the end of all formal education for the majority of the citizens, must assume the responsibilities of providing necessary training for this purpose. The requisite in this connection is to develop the capacity for clear thinking and receptivity to new ideas.
- (iv) After secondary education course, a majority of students will take up some suitable vocational pursuit and in due course achieve a reasonable degree of competence in it either through practice and experience or through

apprenticeship training. For such students, polytechnics or technological institutions should be available where technical course covering two or more years would be provided.

- (v) Secondary schools should no longer be “single-track” institutions but should offer a diversity of educational programmes. Multi-purpose schools should be established, which would provide terminal courses in technology, commerce, agriculture, fine arts and home sciences.
- (vi) It emphasized on opening schools for the handicapped and backward children including deaf, dumb, blind and retarded ones.
- (vii) With regard to medium of instruction, the commission recommended that at the secondary stage, each student should study at least two languages out of which one should be regional.
- (viii) The scope of secondary education curriculum should be widened. It should be diversified with due emphasis on practical aspect and students should have ample freedom in the selection of subjects.
- (ix) The commission recommended for establishing technical and industrial schools in large numbers. These institutions should be in the proximity of industries and provide training facilities of various types.
- (x) The Commission emphasized the need for comprehensive reforms in the examination and evaluation system which included maintenance of school record to ensure all round progress of students, giving weightage to these records and internal tests in final assessment of student, and adoption of symbolic instead of numeric marking in evaluating and grading of students.
- (xi) It also recommended only one public examination at the completion of secondary stage and introduced the system of compartmental examination system at the end of final public examination.
- (xii) Recognizing that the success of educational reforms depends to a large extent on the quality of teachers, the Commission suggested several measures to improve the teaching profession by recruiting quality teachers, ensuring better service conditions such as pay, pension, provident fund, security and leave benefits, etc.

2.4.2 Implications and Criticism

The Commission’s recommendations were accepted in toto by the Parliament. The commission underlined the need for providing educational and vocational guidance to students and its suggestions for giving emphasis on agricultural education very valuable. It fully realized the need for providing dynamic and progressive methods of education. The commission made significant recommendations regarding the necessity of raising the economic and social status of teachers. It suggested several measures to reform the educational system which had far reaching impact on the secondary education. The objective type of tests have become an integral part of evaluation. Cumulative records cards are in increasingly being used.

It was observed by Education Commission (1964-66) that the impact of the recommendations of the Secondary Education Commission (1952-53) during the period 1953 and 1964 had been very little and the progress in the implementation of the recommendations was hardly visible.

Check Your Progress

Notes: Write your answers in the space given below.

Match your answers with the answers given at the end.

1. What aims of higher education were suggested by University Education Commission (1948-49)?

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.....
.....

2. Why Secondary Education Commission (1952-53) was appointed?

.....
.....
.....

3. What were the recommendations of Secondary Education Commission with respect to curriculum at secondary education stage?

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.....

2.5 INDIAN EDUCATION COMMISSION (1964-66)

We have discussed University Education Commission and Secondary Education Commission in the preceding sections of this unit. These two Commissions mainly focused on the particular stage of education for which they were set up, though they gave recommendations for other levels of education as well. While steps were taken to implement the recommendations of these commissions, the Constitution of Education Commission (1964-66) under the Chairmanship of Prof. D. S. Kothari was the first major attempt of the Government of India in the direction of educational reconstruction. The task of educational reconstruction was assigned to the Education Commission popularly known as Kothari Commission. The Education Commission was mandated to advise the Government on national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects.

The report of Education Commission has focused on:

- i) internal transformation of education system with the objective to relate education to the need and aspirations of the nation;
- ii) qualitative improvement of education; and
- iii) expansion of educational facilities to ensure equality of educational opportunity for all.

2.5.1 Major Recommendations of Indian Education Commission (1964-66)

The Commission made several pathbreaking recommendations which were widely discussed throughout the country leading to a general consensus on national policy

on education later on. In the very first sentence the Commission recognized that **“the destiny of India is now being shaped in its classrooms”**(Ch1, para 1.01) which reflects the importance of education in the national development

- (i) In order to relate to the socio-economic needs and aspirations of the nation, the commission recommended the following objectives; Increase in productivity, promoting social and national integration, education and modernization and developing social, moral and spiritual values. The Commission thoroughly examined every aspect of the Indian education system and gave valuable suggestions to make education an instrument of national development.
- (ii) Few measures were recommended by the Commission for linking education with productivity: introduction of science as basic component of school education; introduction of work experience as integral part of all education; vocationalization of secondary education; and emphasis on agriculture and allied sciences technology at the university stage.
- (iii) A common school system of public education should be introduced. First ten years of schooling should cover a primary stage of seven or eight years and a lower secondary stage of three or two years providing a course of general education without any specialization.
- (iv) The commission recommended that the libraries, laboratories, workshops, craft sheds etc. should be open all the year round and should be utilized for at least eight hours a day.
- (v) A programme of book banks should be introduced in secondary schools and in institutions of higher education. The top 10 percent of the students in educational institutions should be given small grants annually for the purchase of books which need to necessarily be textbooks.
- (vi) Identification of gifted students should be taken immediately to devise suitable techniques for identifying talent at this stage. Enrichment programmes should therefore, be created for talented children, so that they may get more challenging and more satisfying learning experiences from their studies. Such programmes may start in class V or VI.
- (vii) For students, who do not have adequate facilities for study at home, it is necessary to provide a large number of day study centers at the secondary and university stage.
- (viii) The State Boards of School Education should prepare two sets of curricula i.e. advanced and ordinary. Every school needs not adopt the advance curricula in all the subjects.
- (ix) Evaluation is a continuous process which forms an integral part of the total system of education and is intimately related to educational objectives. The new approach to evaluation will attempt to improve the written examination so that it becomes a valid and reliable measure of educational achievement and to devise techniques for measuring those important aspects of the student's growth that cannot be measured through written examinations.
- (x) At the school stage, the Government of India should lay down the minimum scales of pay for teachers. The State and Union Territories should then adopt equivalent or higher scales of pay to suit their local conditions. The minimum salaries of primary, secondary and university teachers should be in the ratio of 1:2:3.

- (xi) It recommended normal retirement age for teachers 60 years and there should be a provision for extension up to 65 years provided the person is physically fit and mentally alert to discharge the duties efficiently.
- (xii) The creation of the Indian Education Service is a step in the right direction and if organized on proper lines, such a service would help the progress of education.
- (xiii) At the lower primary stage, only one language should be studied compulsorily, the mother tongue or the regional language should be taught at the option of the pupil. At the higher primary stage, only two languages should be taught on a compulsory basis; (i) mother tongue or the regional language, and (ii) the official or the associate official language of the Union. At the lower secondary stage (classes VIII-X), a study of three languages should be obligatory; and a student should be under an obligation to study either the official language of the Union or the associate official language which he / she had not elected at the higher primary stage.

2.5.2 Implications and Criticism

The Commission made valuable contributions to the role of education, its contents, development expansion and planning etc. The present educational system in India, by and large, draws its inspiration from this report. The National Policy of Education (1986) is also based on it to a greater extent. The report provided not only sound philosophical and sociological bases of education but also a reasonably working programme for implementation. The most notable feature of the educational programme is that it also took note of the financial aspects of various programmes it suggested. The commission considered the entire programme of educational reconstruction in the light of the needs, aspirations ideals and valuables set forth in the Constitution of free India.

There were following recommendation of the Indian Education Commission which were implemented:

- National policy resolution (1968)
- Introduction of the new pattern of education
- Vocationalization of higher secondary education
- Work experience at school level
- Book bank facility in educational institutions
- Revised pay scales of teachers
- National Institute of Educational Planning and Administrative, New Delhi was established.

On the other side, the recommendations which received little attention were as follows:

- Creation of school complexes
- Creation of Indian Education Services
- Creation of District School Boards
- National Educational Act
- Creation of a National Board of School Education
- Recognition of autonomous educational institutions
- Development partnership between educational authorities and industry

- Discouragement to public schools
- Spending 6 percent of GNP on education

These areas have remained ignored by and large. These have not received the due attention. This is the most discouraging aspect. This indicates that education has not received the desired attention of the government.

2.6 NATIONAL KNOWLEDGE COMMISSION (2005)

The ability of a nation to use and create knowledge capital determines its capacity to empower and enable its citizens by increasing human capabilities. The knowledge has been recognized as the key driving force in the 21st century and India's ability to emerge as a competitive player will substantially depend on its knowledge resources. To foster generational change, a systemic transformation is required that seeks to address the concerns of the entire knowledge spectrum. With this broad task in mind, the National Knowledge Commission (NKC) was constituted on 13th June 2005 with a time-frame of three years, from 2nd October 2005 to 2nd October 2008. As a high-level advisory body to the Prime Minister of India, the National Knowledge Commission was given a mandate to guide policy and direct reforms, focusing on certain key areas such as education, science and technology, agriculture, industry, e-governance etc. Easy access to knowledge, creation and preservation of knowledge systems, dissemination of knowledge and better knowledge services are core concerns of the commission.

In view of the above, the NKC was set-up to develop appropriate institutional frameworks to:

- Strengthen the education system, promote domestic research and innovation, and facilitate knowledge application in sectors like health, agriculture, and industry.
- Leverage information and communication technologies to enhance governance and improve connectivity.
- Devise mechanisms for exchange and interaction between knowledge systems in the global arena.
- The National Knowledge Commission was consisted of six members, including the Chairman. The National Knowledge Commission was headed by Sam Pitroda. All members performed their duties on a part-time basis and did not claim any remuneration for the same. The members were assisted in their duties by a small technical support staff headed by an executive director seconded to the NKC by the government. The Commission was also free to co-opt experts to assist in the management of its tasks.

2.6.1. Major Recommendations of National Knowledge Commission

1. The commission recommended to create many more universities the higher education system needs a massive expansion of opportunities, to around 1500 universities nationwide, that would enable India to attain a gross enrolment ratio of at least 15 per cent by 2015.
2. The commission recommended changing the system of regulation for higher education. The present regulatory system in higher education is flawed in some important respects. The system, as a whole, is over-regulated but under-

governed. The Commission observed that there is a clear need to establish an Independent Regulatory Authority for Higher Education (IRAHE).

3. The commission recommended increasing public spending and diversifying sources of financing. The expansion of the system of higher education is not possible without enhanced levels of financing. This must necessarily come from both public and private sources.
4. The commission recommended establishing 50 National Universities that can provide education of the highest standard.
5. The Commission raised doubts over the utility and relevance of affiliated colleges in the present context and expressed the need for restructuring the system of undergraduate colleges affiliated to universities.
6. An expansion of higher education, which provides students with choices and creates competition between institutions is going to be vital in enhancing accountability.
7. NKC recommended that there is a need for a central legislation affirming the Right to Education. This must entail a financial provision requiring the central government to provide the bulk of the additional funds needed for realizing the Right to Education.
8. NKC recommended that the teaching of English as a language should be introduced, along with the first language (either mother tongue or the regional language) of the child, right from Class I.
9. NKC recommended for developing translation as an industry and setting up a National Translation Mission with a focus on promoting translation activities across the country. The mission would undertake a host of activities such as setting-up a storehouse of information on all aspects of translation.
10. NKC recommended for the establishment of a high-end National Knowledge Network connecting all our knowledge institutions in various fields and at various locations throughout the country, through an electronic digital broadband network with gigabit capacity.
11. NKC also proposed the creation of national web-based portals on certain key sectors such as water, energy, environment, teachers, biodiversity, health, agriculture, employment, citizens' rights etc. The portals would serve as a single window for information on the given sector for all stakeholders and would be managed by a consortium consisting of representatives from a wide range of stakeholders to ensure that they have a national character.
12. NKC recommended developing a web-based network, connecting all health care establishments, in both private and public sectors.

The other recommendations of National Knowledge Commission were as under:

- Place vocational education entirely under the Ministry of Human Resource Development.
- Setting up a National Commission on libraries.
- Provide impetus for developing translation as an industry.
- A National Science and Social Science Foundation should be established to suggest policy initiatives.
- Re-engineer government processes before computerization and develop common standards for services and transactions with citizens.

2.6.2. Critical Evaluation of National Knowledge Commission

Based on the recommendations of NKC, the Department of Culture (DoC) proposed setting-up a National Mission for Libraries (NML) in the XI Plan as a central sector scheme. The government approved the setting-up of a National Translation Mission (NTM) with an outlay of Rs. 75 crores. The CIIL, Mysore was the nodal agency implementing the Mission. Twenty-five states have introduced English as a subject from Class I. With the help of NCERT and CIEFL, the MHRD is guiding English teaching in schools in the states/UTs by developing appropriate curriculum, materials and training of teachers with skills in English. The Right of Children to Free and Compulsory Education Act has been implemented since 2009. For expansion, redesign and quality enhancement of vocational education and training (VET) in the country, a three tier structure was constituted in July 2008 under the National Skill Development. To expand capacity and improve quality of higher education, the government established new Central Universities.

Check Your Progress

Notes: a. Write your answers in the space given below.

b. Match your answers with the answers given at the end.

4. What were the unique features of Indian Education Commission (1964-66)?

.....

5. Why were the main objectives of National Knowledge Commission (2005)?

.....

2.7 LET US SUM UP

In this unit, we have discussed that soon after Independence, a number of Commissions and Committees were set-up by Government of India to look into different aspects at various levels of education. The recommendations of University Education Commission (1948-49), Secondary Education Commission (1952-53), Kothari Commission (1964-66) and National Knowledge Commission (2005). You were also acquainted with the implications of the recommendations of these commissions for Indian education. We also described the merits and demerits of the recommendations forwarded by these commissions and how these recommendations have contributed towards betterment of education system in India during post-independence period.

2.8 UNIT END EXERCISES

1. Explain major recommendations of University Education Commission with regard to aims, current and financing of higher education.
2. Kothari Commission (1964-66) is one of the most comprehensive commissions after independence in education. Justify the statement.

3. Discuss major recommendations of National Knowledge Commission with regard to higher education and school education.
4. Critically examine the recommendations of secondary education commission (1952-53).
5. Discuss merits and demerits of 10+2+3 pattern as given by Kothari Commission (1964-66).

2.9 REFERENCES AND SUGGESTED READINGS

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2.10 ANSWERS TO CHECK YOUR PROGRESS

Refer to Section 2.3.1

2. Refer to Section 2.4
3. Refer to Section 2.4.1
4. Refer to Section 2.5.1
5. Refer to Section 2.6

UNIT 3 EDUCATIONAL POLICIES IN INDIA

Unit Structure

- 3.1 Introduction
- 3.2 Objectives
- 3.3 Educational Policies in India
- 3.4 National Policy on Education (1968)
- 3.5 National Policy on Education (1986)
 - 3.5.1 Program of Action (1992) - Implications and Critique
- 3.6 National Policy for ICT (2012)
- 3.7 Nation Education Policy (2020)
 - 3.7.1 Vision of the Policy
 - 3.7.2 Structure of NEP-2020
 - 3.7.3 Recommendations of the Policy
- 3.8 Let Us Sum Up
- 3.9 Unit-End Exercises
- 3.10. References and Suggested Readings
- 3.11. Answer to Check Your Progress

3.1 INTRODUCTION

In previous unit, we have discussed in detail about various Commissions formed by the Government of India after Independence. After Independence, the major concern of Government of India has been to evolve its own indigenous system of education and break away from the British legacy. The country focused on quality-based education for all as education is universally accepted as a powerful tool for the development of individual as well as society as a whole. We have already discussed in Unit two about the initiatives taken by the Government of India through various the University Education Commission (1948–1949), the Secondary Education Commission (1952–1953), the Education Commission (1964–66) to develop guidelines and provide directions to Indian education system. The National Policy on Education (NPE-1968), National Policy on Education (NPE-1986), Program of Action (1992) National Policy for ICT and in 2019, India released a draft of a new policy on Education addressed the concerns and recommendations of these Commissions from time to time.

In this unit, we will discuss various National policies, framed by the Government of India to consider various aspects of education not only in quantitative but qualitative terms also. We will also describe/ explain the salient features and major recommendations of National Policies on Education Program of Action 1992 and National Policy for ICT for improving education system in India.

3.2 OBJECTIVES

After going through this Unit, you should be able to:

- describe need of various educational policies in India;

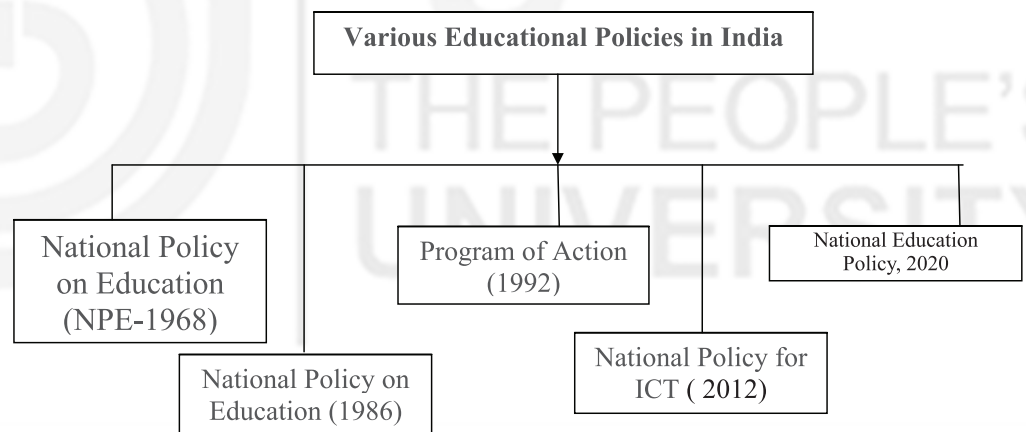
- explain the objectives of National Policy on Education;
- explain the key features of National Policy on Education 1968 and 1986;
- examine the various goals of education set by different policies for their relevance;
- analyze the implications of Program of Action 1992;
- state and explain the salient features of the draft of educational policy 2019, and
- explain the contribution of national education policies and their impact on education for all.
- select and combine appropriate technology/ies for teaching-learning.

3.3 EDUCATIONAL POLICIES IN INDIA

You all will agree that education is the foundation of all kinds of development hence after independence improving education system was one of the major concerns of Government of India. For developing sound education system in independent India several initiatives have been taken and forming policies are one amongst them.

On the recommendations of the education commission (1964-66), in 1968 first education policy in India was rolled out. Subsequently the National Policy on Education 1986 was declared and after a long gap the draft of National Education Policy has been brought out by the Government of India in 2019. The NPE, 1986 was followed by its Programm of Action (1992) which provided the road map for its implementation.

The flow chart given below provides a glimpse of various policies in India:



Let us discuss about these policies in brief:

3.4 NATIONAL POLICY ON EDUCATION (1968)

As explained in the previous unit, the Education Commission (1964-66), popularly known as Kothari Commission, was the first comprehensive commission on education which covered all the levels of education from primary to higher education. In order to actualize recommendations of Kothari commission, the first National Policy on Education was rolled out in 1968. The need for ‘radical reconstruction of education’ (NPE1968, para 3) as recommended by the Education Commission (1964-66) for the socio-cultural and economic development of the country. It recognized the powerful role of education in character building, moral development as well as developing a sense of common citizenship and national integration etc.

The major recommendations of the policy are as follows:

Free and Compulsory Education: The NPE (1968) recommended that 'strenuous efforts' should be made to fulfill the Constitutional mandate of free and compulsory education for all children upto the age of 14 years, and to reduce wastage and stagnation in schools as well as to ensure that every child who is enrolled in schools successfully completes the prescribed course.

Status, Emoluments and Education of Teachers: The policy recognized the significant role of teachers in quality improvement of education and national development.

It stressed on improvement in the status and service conditions of teachers, and recommended academic freedom of teachers to pursue and publish independent researches and to express their views about significant national and international issues. Emphasis was also given to in-service teacher education.

Development of languages: The policy recommended that use of regional language should be encouraged for educational and cultural development while outlining three language formula which includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional language and English in the Non-Hindi-speaking States. Promotion of Hindi as link language, facilities for teaching of Sanskrit language and emphasis on study of English and other international languages are some of the important recommendations of the policy.

Equalization of Educational Opportunity: The policy emphasized the need for making serious efforts to equalize educational opportunity for all irrespective of religion, abilities, gender, class, caste etc, bridging the gap between educational facilities for rural and urban, male and female. It suggested that for promoting social cohesion and national integration, Common School System should be adopted. It also recommended admission of students on the basis of merit in all schools like public schools, and protecting the interests of socially deprived sections. It recommended that efforts should be made to improve the standards of education in general schools where children with special needs could receive education through integrated programs.

Identification of Talent: The policy emphasised identification of talents in different fields at the earliest and providing opportunities to develop its fullest.

Work-Experience and National Service: Recognising the need for closer relationship between school and community, the policy recommended the work-experience, community service and national service should be an integral part of education system. It was felt that these programmes will help in developing character formation and a sense of social commitment.

Science Education and Research: Policy recommended that science, education and research should be given a high priority as it accelerates national economic growth. Science and mathematics should be an integral part of general education through entire school life.

Education for Agriculture and Industry: emphasized special efforts for the development of education for agriculture and industry by establishing at least one agricultural university in each State, and by assisting other universities to develop departments for the study of one or more aspects of agriculture. Practical exposure must be given to students in technical education and continuous review of the agricultural, industrial and other technical manpower needs of the country.

Production of Books: The policy criticised frequent changes in books and high price of books. It recommended special attention regarding books in regional languages for students of all levels including university levels. It also emphasised the importance of production of high-quality textbooks for schools and universities and recommended that efforts should be made to have a few basic textbooks common throughout the country.

Examinations: Emphasized on continuing and improving the reliability and validity of examinations.

Secondary Education: Considered secondary education as a major instrument of social change and transformation and emphasised need to increase facilities for technical and vocational education at this stage.

University Education: With regard to university education a number of significant recommendations were made by NPE 1968. These include establishment of new universities only after adequate funding provisions; attention to post graduate courses, and improvement in training and research facilities, etc. It also recommended strengthening of Centers of advanced studies and proper laboratory, library, staff and other facilities to students.

Part-time Education and Correspondence Courses: Developing part time education and correspondence courses of the same status as full-time courses, on a large scale for the university and school students, teachers and workers.

Spread of Literacy and Adult Education: liquidating of mass illiteracy by actively involving Teachers and students in literacy campaigns as part of the Social and National Service Program.

Games and Sports: Improving physical fitness and sportsmanship of the students by games, sports and physical education programs.

The Educational Structure: Suggested uniform educational structure in all parts of the country by adopting the 10+2+3 pattern. Setting goals to gradual increase in investment in education by increasing expenditure of 6 percent of the national income.

In nutshell, it can be summarized that NPE (1968) marked a significant step in the Post independence Indian history of education as it was first policy with important aims to promote national progress and integration. This policy guided education in India for almost 20 years. The important recommendations are the introduction of common education system i.e. 10+2+3 throughout the country, the need for a radical reconstruction of the education system and to improve its quality at all stages as well as greater attention to Science and Technology.

Check Your Progress

Notes: a) Write your answer in the space given below.
b) Compare your answers with those given at the end of the unit

1) Differentiate between media and technology. Give suitable examples.
.....
.....
.....

1) Differentiate between media and technology. Give suitable examples.
.....

3.5 NATIONAL POLICY ON EDUCATION (1986)

Another attempt to address the emerging needs of education system was made in 1986.

The National Policy on Education (1986) was preceded by policy document 'Challenges of Education -A Policy Perspective' in 1985 that was widely discussed across the country and the suggestions received were incorporated in NPE 1986. The National Policy on Education (NPE) was adopted by the parliament in May 1986. The policy considered that "education is a unique investment in the present and future. Sentence should be bold. (para 2.4, NPE 1986)".

The major recommendations of the National Policy on Education (1986) are as follows:

National System of Education:

NPE 1986 suggested a National System of Education. The National System envisaged a common educational structure i.e. 10+2+3 as suggested by NPE 1968. This National System of Education was based on a national curricular framework comprising some common core

along with some flexible components. The common core components contained the history of India's freedom movement, the constitutional obligations and other contents essential to nurture national identity.

Early Childhood Care and Education: The policy gave due importance to education and care of young children. Particularly the first generation learners recommended Early Childhood Care and Education program for children integrated with Integrated Child Development service, Balwadis, Pre-Primary schools of the State government and Municipalities, Day-care centers.

Elementary Education and Operation Blackboard: National Policy of Education has given a new thrust to three aspects of elementary education which are:

- i. universal enrolment, ii. universal retention of children up to 14 years of age; and
- ii. a substantial improvement in the quality of education.

The main features of NPE 1986 policy:

- National System of Education: 10 + 2 + 3 structure of Education.
- Early childhood care and Education
- National curriculum framework which contains a common core along with other components.
- Equal opportunity for all.
- Minimum levels of learning for each stage of education.
- Life-long education.
- Education for Equality
- Removal of women's illiteracy.
- Education of minorities.
- Education of the handicapped.
- Universal enrolment and universal retention of children upto 14 years of age
- Child - Centered Approach
- Pace setting schools for talented children, largely rural.
- Technical and Management Education

The policy emphasised child centered and activity-based process of learning and total exclusion of corporal punishment.

Realising the insufficient facilities in schools, the Scheme of Operation Blackboard was suggested to provide essential facilities in primary schools. This scheme envisaged on providing three reasonably large rooms that can be used in all weather, and blackboards, maps, charts, toys, other necessary learning aids and school library along with at least three teachers (50% women).

Education of Scheduled Castes and Scheduled Tribes, and backward Sections: Regarding the education of scheduled castes and Scheduled tribes and backward Sections NPE recommended to open primary schools in tribal areas, scheduled caste areas and backward areas on a priority basis and set a goal for cent percent enrolment of SC/ST children in the age group of 6-11 by 1990.

Education of the Handicapped: The NPE laid stress on the education of children with locomotor handicaps and other mild handicaps should be common as the normal children. Measures should be taken for establishing Special schools with hostel facilities at district headquarters for the severely handicapped children. Adequate arrangements should be made for vocational training to the disabled, teacher training programmes, and voluntary effort for the education of the disabled.

Non-Formal Education: For school dropouts, children from habitations without schools, girls having problem in attending school, and working children non formal education program of comparable quality was suggested.. The responsibility of running NFE program was given to voluntary agencies and Panchayati Raj institutions.

Secondary Education: Regarding Secondary education the Policy recommended provision of establishing school system in the unserved areas and providing special facilities for the children with talents and high achievers. The following facilities were suggested:

- i.) Programme to widening access to secondary education enrolment of girls, SCs and STs, particularly in unserved areas.
- ii.) Programme of consolidation in other areas;
- iii.) Pace-setting residential schools, Navodaya Vidyalayas, for children with special talent with reservation for the rural areas, SCs and STs.

Vocationalisation of Education: Policy recognized the need and importance of promoting vocational education and recommended various vocational courses at the +2 stage of secondary education. It was proposed that 'vocational courses to cover 10 percent of higher secondary students by 1995 and 25 percent by 2000' (para 5.23, NPE1986 with modifications undertaken in 1992)

Higher Education: It suggested all round improvement in the existing system and protection of system from degradation, encouraging the establishment of autonomous department and Autonomous Colleges according to UGC directives. It also suggested increased flexibility in the combination of courses with transformation of teaching methods by introducing Audio visual aids and electronic equipment. Recommended systematic assessment of Teachers' performance. Special emphasis given to research facilities in universities and encouraged interdisciplinary research.

Open University and Distance Education: The Policy recommended that the Open learning system has been started to widen the access to higher education

keeping in view the unique needs of learners and the importance of flexibility in education. The Policy assigned responsibility to Indira Gandhi National Open University to coordinate the distance learning system in the country.

De-linking of Degrees from Jobs: NPE laid stress on delinking degrees from jobs in selected areas. The National Evaluation Organization was proposed to be established to conduct tests on a voluntary basis to determine the suitability of candidates for specific jobs.

Rural Universities and Institutes: The policy recommended establishing of rural universities and institutions based on Gandhian basic Education.

Technical and Management Education: Criticized separate functioning of technical and management function and emphasized the need for integration of these two. It promoted continuing education covering existing as well as emerging technologies, and suggested that Technical Manpower Information System will be strengthened in order to improve the situation regarding manpower information. Appropriate formal and non-formal programmes of technical education will be devised for the benefit of women, the economically and socially weaker sections, and the physically handicapped.

Check Your Progress

Notes: a) Write your answer in the space given below.

b) Compare your answers with those given at the end of the unit

3) What do you understand by Operation Blackboard?

.....

4) What is the major recommendation of NPE 1986 regarding education of the handicapped?

.....

3.5.1. PROGRAM OF ACTION (1992) - IMPLICATIONS AND CRITIQUE

In 1989, the government formed a committee under the chairmanship of Acharya Ramamurthy to review the effectiveness of National Policy on Education 1986. The Committee submitted a report named “Towards an Enlightened and Humane Society”. Before considering the suggestions of the Ramamurthy Committee, the Government appointed another committee, which was constituted in July 1991 which took into consideration the recommendations of Rammurthi committee along with some modification in NPE 1986. Shri Janardhan Reddy was the chairperson of this committee and submitted its report in Jan 1992. This document is known as ‘Programme of Action 1992’. The Programme of Action (POA, 1992) has 23 sections. The main emphasis of this Policy was to ensure quality in education by removing social, economic, regional and gender disparities. It aimed to promote national integration, a sense of common citizenship and culture, inculcation of values among young minds and improve the quality of education at all levels.

The Policy suggested that even the private schools should be converted into common schools and portrayed the following reasons for non progress of the Common School System:

- a) economic and social disparities,
- b) the Constitutional protection given to the minorities to establish and administrator their own educational institutions.
- c) poor quality of education in government schools,
- d) lack of political will, and
- e) existence of KVs, Sainik Schools, Navodaya Vidyalayas in the government sector.

The Policy felt the need to develop some concrete programmes for SCs, Scheduled Tribes, Women and educationally backward minorities. One important suggestion regarding higher education presented by this policy was to make the higher education self-supporting and self-financed. It will reduce the financial burden of government. This suggestion was accepted by the Government but it also affected higher education in many ways like a heavy burden of tuition fees, inaccessibility of poor students and increased exploitation in higher education. It further recommended a more comprehensive approach for successful implementation of Operation Blackboard. It aimed at a minimum of 50 percent female teachers in future appointments at the elementary level.

The Plan of Action has identified the inequality between schools with respect to good teachers, resources, basic facilities, etc. and suggested non-formal education and adult literacy as a complementary structure to solve the issue of imbalances. It further suggested neighborhood schools for all to take out the elitist bias of Navodaya School system. According to the Program of Action, schools must change in response to the demands of society. It must provide flexible working culture like open exit and entry system, a modular system of school education, increased vocationalisation of curriculum, extra time for slow learners and so on, but of course these will require significant improvement of the teacher student ratio and other facilities, which was not clearly mentioned in committee. Hence it is clear that the recommendations of the committee demand significant resources, which requires strong political will and commitments. The program of Action gave adequate attention to pre-school childhood care, but resource implications were unclear and indefinite. The document stresses that the quality of education will depend on the quality of teachers which in turn underlines the significant improvement in teacher training programs, and recommended special orientation for school teachers along with many other significant steps to ensure quality improvement in teacher education.

The Plan of Action, criticised the annual basis evaluation system and suggested the semester system with continuous and comprehensive evaluation system. NPE 1986 recommended the continuous evaluation, but silent about removing Annual Examination system which was taken care in POA 1992. Therefore, the concept of CCE given by Ramamurty Committees was new and radical, continuous performance of students is evaluated instead of at the end of term examination. The committee suggested several ways for vocationalization of education with theoretical and practical components. It further suggested that polytechnics should provide three year diploma after +2- and four-year's degree level courses. The document suggested women empowerment through their education by emphasizing removing the disparities and stereotypes in the

existing system. In order to decrease drop-out of girl students' programs of early childhood care and education was suggested, however, the committee has not talked about the resources and organizational implications of these suggestions. Apart from women's education this document has given due attention to SC/ST and backward class candidates. The committee has suggested allocation of 6 percent of GNP towards education as recommended by NPE, 1986 but the actual allocation remains far short of 6 per cent.

Hence, in a nutshell, it can be concluded that many suggestions of the committee are well-conceived, but specific steps must be designed to provide concrete shape to these ideas and ideals. Many suggestions of the committee, which appear good require further elaboration and working out the details.

Check Your Progress

Notes: a) Answer the following questions in the space given below.

b) Match your answers with the answers given at the end of the unit.

5) According to Program of Action 1992, what was the reasons for non-progress of the Common School System?

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6) Write down main aim of program of Action 1992?

.....

3.6 NATIONAL POLICY FOR ICT (2012)

Like the rest of the world India also realized the importance of information and communication technology (ICT) in education. So, the National Policy on Education 1986, as modified in 1992 introduced Computer Literacy and Studies in Schools (CLASS) Project as well as educational technology on pilot basis. Which later in the year 2004 became a centrally sponsored scheme. It was called Information and Communication Technology @ Schools. This scheme was further extended to include new government aided secondary and senior secondary schools. ICT was also included in the Sarva Siksha Abhiyan initiative of the government aimed at universalization of elementary education. With the continuous advancement in technology and growing use of ICT in education a policy was required to be in place with guidelines to assist in optimal use of ICT in education system. Therefore, a National Policy on Information and Communication Technology was brought out by the Government of India in 2012. "The ICT policy in school education aims at preparing youth to participate creatively in the establishment, sustenance and growth of knowledge society leading to all round socio economic development of the nation and global competitiveness."

Policy Goals are as follows:

The ICT policy in school education will try to:

1. Set up process to enhance an ICT knowledgeable resources.

2. Create a workforce of ICT expert teachers and students who can deploy and utilize the features of ICT and contribute to society and nation building.
3. Create an environment of collaboration, cooperation and sharing, conducive to the creation of a demand for optional utilization of and optimum returns on the potential of ICT in education.
4. Develop a repository of ICT and ICT enabled tools as well as resources which should be available to all the students and teachers.
5. Promote development of local quality center to enable qualified students and teachers to participate in the development and use of digital resources.
6. Create pool of teachers and schools to enable resource sharing and training of teachers, as well as counseling and academic support to students.
7. Strive for continuous improvement in ICT tools and ICT-enabled practices through research and experiment to fully extract the potential of ICT in school education.
8. Motivate the society and also facilitate them to participate in the education process through appropriate use of ICT.

ICT literacy has been defined in terms of level of competence and suggested different levels of ICT competencies which may be adapted as per the local context. Further these levels are also not specific to classes and time duration.

Level 1 (Basic level)

The policy envisions Level 1 to provide basic knowledge of computer usage like switching on and shutting down, using the internet, search engine, input and output devices, digital devices, office and basic troubleshooting, etc.

Level 2 (Intermediate)

At this level the user is able to install and uninstall applications, troubleshoot the application problems, retrieve the desired information from the internet by using search engines, create and edit content using digital devices, etc.

Level 3 (Advanced)

As the name suggests this level expects the user to retrieve information from a database and analyze the data, awareness of cyber threats, copy write laws, able to participate in web based network for cooperative and collaborative learning.

According to the Policy ICT will improve education by following ways:

ICT enabled teaching – learning processes: This process uses tools, techniques and resources like projecting devices, multimedia based modules, virtual learning environment, changing the classroom environment to utilize the ICT tools. aimed at improving the quality and efficiency of the teaching learning process. It ensures teachers participation in selection and evaluation of digital content, by qualified teachers and also encouraging them to develop their digital materials and sharing them.

ICT for Skill Development: The policy suggested development of job oriented modular courses for students of vocational stream. The students will get training in hardware, software, tools, etc. based on their choice. They will be given proper guidance and counselling which will help them in deciding their career roadmap. The vocational training institute will have to incorporate ICTs in their teaching learning process.

ICT for Children with Special Needs: ICT will compensate the special needs arising due to disability and help in achieving the goals of inclusive education in India. It will facilitate access to persons with disabilities, like screen readers, Braille printers, Embosser etc.

ICT for Open and Distance Learning: ICT will act as catalyst in successful working of Open and Distance Learning . For Open and Distance learning ICTs will open alternate possibilities for dropped out students who are unable to continue formal education.

ICT for School Management: ICT will help in the management of the whole process of the school system, hence, this document recommended that states will adopt ICT managed school processes.

School Management Information System (School MIS): Policy suggested a nationwide network in schools in which schools, teachers, students, school managers, and the community at large participate. It will create digital repositories of tools, content and resources; professional development and continuing education platforms; and guidance, counselling and other student support services.

It is very clear that the use of ICT for education requires elements from different areas need to come together to make it a great learning experience for the students. Below are the major aspects which need to be combined to make incorporation of ICT in education meaningful and successful.

- 1) Content/Digital Resources
- 2) Capacity Building
- 3) Monitoring and Evaluation Framework
- 4) ICT for Education Management
- 5) Implementation Plans
- 6) Financial Allocations
- 7) Political and Administrative support
- 8) Community Demand for ICT
- 9) Adapting a change in learning Processes
- 10) Staff Development and Training Programmes

Check Your Progress

Notes: a) Answer the following questions in the space given below.

b) Match your answers with the answers given at the end of the unit.

- 7) How ICT can help in dealing with existing challenges in education system?

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3.7 NATIONAL EDUCATION POLICY, 2020

Indian education structure and management was guided by New Education Policy, 1986 for a long time (almost 34 years). In the meantime, a lot of changes have been taken place globally as well as a debate has also emerged in India about a

‘Bharat-centric’ policy on education. In 2015 India adopted the global education development agenda reflected in the Goal 4 (SDG4) of the 2030 Agenda for Sustainable Development, which seeks to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” by 2030.

Keeping all such developments in mind, a committee was set up start discussion and prepare a draft report on education policy under the chairman ship of Mr. T.S.R. Subramanian in 2015. The committee took views of various stakeholders and an elaborated discussion was taken place from gram-panchayat level to national level. This was first of its kind, bottom to top approach where before the formulation of policy, views of various stakeholders were collected, debated and a draft was prepared. When the draft was placed in public domain for discussion, a lot of issues have emerged. In order to look into those, a new committee was set up under the chairmanship of Dr. K. Kasturirangan in June, 2017. Kasturirangan committee considered all the suggestions/objections raised by various sections of society and further prepared a draft policy, which was made public again on May 31, 2019 and further suggestions were invited. After reviewing the suggestions, the committee finalized the policy and we got our new policy in the name of National Education Policy, 2020 on July, 2019, 2020.

3.7.1. VISION OF THE POLICY

National Education Policy, 2020 highlights its vision as:

This National Education Policy envisions an education system rooted in Indian ethos that contributes directly to transforming India, that is Bharat, sustainably into an equitable and vibrant knowledge society, by providing high-quality education to all, and thereby making India a global knowledge superpower. The Policy envisages that the curriculum and pedagogy of our institutions must develop among the students a deep sense of respect towards the Fundamental Duties and Constitutional values, bonding with one’s country, and a conscious awareness of one’s roles and responsibilities in a changing world. The vision of the Policy is to instill among the learners a deep-rooted pride in being Indian, not only in thought, but also in spirit, intellect, and deeds, as well as to develop knowledge, skills, values, and dispositions that support responsible commitment to human rights, sustainable development and living, and global well-being, thereby reflecting a truly global citizen.

This vision reflects the intend of the policy, which is to develop a Bharat-centric knowledge society. A society which has its roots in eternal Bhartiya sanskriti and looking forward to move with the world. Our value system, our traditional knowledge system, our commitment to humanity and sustainability are the key to promote and place us as global knowledge gurus.

3.7.2. STRUCTURE OF NEP, 2020

The national education policy (NEP-2020) has been structured in four main parts i.e. School Education, Higher Education and Other key areas of focus and making it happen.

The Part I: School education has recommendations under eight main themes i.e. Early Childhood Care and Education: The Foundation of Learning, Foundational Literacy and Numeracy: An Urgent & Necessary Prerequisite to Learning, Curtailing Dropout Rates and Ensuring Universal Access to Education at All Levels, Curriculum and Pedagogy in Schools: Learning Should be Holistic, Integrated, Enjoyable and Engaging, Teachers, Equitable and Inclusive Education: Learning for All, Efficient Resourcing and Effective Governance through School

Complexes/Clusters and Standard-setting and Accreditation for School Education.

Recommendations in the Part II: Higher Education are organized under eleven themes i.e. Quality Universities and Colleges: A New and Forward-looking Vision for India's Higher Education System, Institutional Restructuring and Consolidation, Towards a More Holistic and Multidisciplinary Education, Optimal Learning Environments and Support for Students, Motivated, Energized and Capable Faculty, Equity and Inclusion in Higher Education, Teacher Education, Re-imagining Vocational Education, Catalyzing Quality Academic Research in all Fields through a New National Research Foundation, Transforming the Regulatory System of Higher Education, and Effective Governance and Leadership for Higher Education Institutions.

In the Part-III, other key areas of focus, policy specifically gives recommendations in areas like Professional Education, Adult Education and Life Long Learning, Promotion of Indian Languages, Arts and Culture, Technology Use and Integration and Online and Digital Education: Ensuring Equitable Use of Technology.

Operation and implementations issues have been discussed in Part IV: making it happen under the heads: Strengthening the Central Advisory Board of Education, Financing: Affordable and Quality Education for All and Implementation.

3.7.3. RECOMMENDATIONS OF THE POLICY

Major recommendations of the policy are as follows:

- Ensuring Universal Access at all levels of schooling from pre-primary school to Grade 12;
- Ensuring quality early childhood care and education for all children between 3-6 years;
- New Curricular and Pedagogical Structure (5+3+3+4) including foundational, preparatory, middle and secondary;
- No hard separations between arts and sciences, between curricular and extra-curricular activities, between vocational and academic streams;
- Establishing National Mission on Foundational Literacy and Numeracy;
- Emphasis on promoting multilingualism and Indian languages; The medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother tongue/local language/regional language.
- Assessment reforms - Board Exams on up to two occasions during any given school year, one main examination and one for improvement, if desired;
- Setting up of a new National Assessment Centre, PARAKH (Performance Assessment, Review, and Analysis of Knowledge for Holistic Development);
- Equitable and inclusive education - Special emphasis given on Socially and Economically Disadvantaged Groups (SEDGs);
- A separate Gender Inclusion fund and Special Education Zones for disadvantaged regions and groups;
- Robust and transparent processes for recruitment of teachers and merit-based performance;
- Ensuring availability of all resources through school complexes and clusters;
- Setting up of State School Standards Authority (SSSA);
- Exposure of vocational education in school and higher education system;

- Increasing GER in higher education to 50%;
- Holistic Multidisciplinary Education with multiple entry/exit options;
- NTA to offer Common Entrance Exam for Admission to Higher Education Institutions;
- Establishment of Academic Bank of Credit (ABC);
- Setting up of Multidisciplinary Education and Research Universities (MERUs);
- Setting up of National Research Foundation (NRF);
- 'Light but Tight' regulation;
- Single overarching umbrella body for promotion of higher education sector including teacher education and excluding medical and legal education- the Higher Education Commission of India (HECI)-with independent bodies for standard setting- the General Education Council; funding-Higher Education Grants Council (HEGC); accreditation- National Accreditation Council (NAC); and regulation- National Higher Education Regulatory Council (NHERC);
- Expansion of open and distance learning to increase GER.
- Internationalization of Education
- Professional Education will be an integral part of the higher education system. Stand-alone technical universities, health science universities, legal and agricultural universities, or institutions in these or other fields, will aim to become multi-disciplinary institutions.
- Teacher Education - 4-year integrated stage-specific, subject-specific Bachelor of Education
- Establishing a national Mission for Mentoring.
- Creation of an autonomous body, the National Educational Technology Forum (NETF) to provide a platform for the free exchange of ideas on the use of technology to enhance learning, assessment, planning, administration. Appropriate integration of technology into all levels of education.
- Achieving 100% youth and adult literacy.
- Multiple mechanisms with checks and balances will combat and stop the commercialization of higher education.
- All education institutions will be held to similar standards of audit and disclosure as a 'not forprofit' entity.
- The Centre and the States will work together to increase the public investment in Education sector to reach 6% of GDP at the earliest.
- Strengthening of the Central Advisory Board of Education to ensure coordination to bring overall focus on quality education.
- Ministry of Education: In order to bring the focus back on education and learning, it may be desirable to re-designate MHRD as the Ministry of Education (MOE).

Source: <https://www.pib.gov.in/PressReleasePage.aspx?PRID=1654058>

Activity: Go through the National Education Policy. Do you think that the policy will help in bringing desirable changes in education system of India? Give your comments.

3.8 LET US SUM UP

The unit discusses how the NPE (1968) marked as a significant step in the Indian history of education which was formed to actualize the recommendations of the Kothari Commission (1964-66). This policy guided education in India for almost 20 years. After that, the National Policy on Education (1986) was formed to prepare India to face challenges of the next century. The National Policy on Education (1986) emphasizes on Early Childhood Care and Education, National System of Education, Elementary Education and Operation Blackboard, Non-Formal Education, Vocationalisation of Education, Open University and Distance Education, De-linking of Degrees from Jobs, Rural Universities and Institutes, Technical and Management Education, Education of Scheduled Castes and Scheduled Tribes, and backward Sections, Education of the Handicapped, etc.

Unit highlighted that to review the NPE 1986 in 1989, the government formed a committee under the chairmanship of Acharya Ramamurthy and another committee under chairmanship of Shri Janardhan Reddy was constituted in July 1991 for some modification in NPE 1986. This document came to be known as National Programme of Action 1992. The main emphasis was to ensure quality in education by removing social, economic, regional and gender disparities and aimed to promote national integration, a sense of common citizenship and culture, inculcation of values among young minds and improve the quality of education at all levels.

The ICT policy in school education aims at preparing teachers and youth to participate creatively in the establishment and growth of knowledge society, leading to all round socioeconomic development of the national and global competitiveness.

To keep pace with the changing educational scenario of twentifirst century a need was felt to formulate new education policy. with the non-complete agenda of the National Policy on Education 1986, Modified in 1992 (NPE 1986/92) need was felt to formulate new education policy. Government of India constituted a committee chaired by Dr. K. Kasturirangan. This committee for Drafting the National Education Policy submitted its report on May 2019 for public comments.

3.9 UNIT-END EXERCISES

1. Why was the fresh need for a new National Educational Policy felt in the year 1985 when already there was NPE (1968)?
2. Why was the NPE (1968) formulated? Mention any four major terms of Recommendations of the NPE (1968)?
3. Discuss the efforts of NPE 1986 in addressing the unique socio- cultural diversity and challenges of the times.
4. Explain the salient features of NPE 1986.
5. Explain some of the specific recommendations of National Education Policy, 2020 of ICT regarding improvement of online education in India.

3.10 REFERENCES AND SUGGESTED READINGS

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3.11 ANSWERS TO CHECK YOUR PROGRESS

1. NPE (1968) was recognized as a “radical restructuring” because a policy was needed for radical restructuring and equalization of educational opportunities in India.
2. NPE (1968) suggested that Common School System must be adopted for Equalization of Educational Opportunity in India.
3. Operation Blackboard calls for provision to provide essential facilities in primary schools. This operation suggested on providing three reasonably large rooms that are usable in all weather, and black boards, maps, charts, toys, other necessary learning aids and school library along with at least three teachers (50% women).
4. The major recommendation of NPE 1986 regarding education of handicapped is education of children with locomotor handicaps and other mild handicaps should be same and common as the normal children.
5. According to Program of Action 1992, reasons for non-progress of the Common School System are as follows:
 - i) economic and social disparities,
 - ii) the Constitutional protection given to the minorities to establish and administrator their own educational institutions.
 - iii) poor quality of education in government schools,
 - iv) lack of political will and
 - v) existence of KVs, Sainik Schools, Navodaya Vidyalayas in the government sector.
6. The main aim of program of Action 1992 was to ensure quality in education by removing social, economic, regional and gender disparities. It also

aimed to promote national integration, a sense of common citizenship and culture, inculcation of values among young minds and improve the quality of education at all levels.

7. ICT can help in dealing with many existing challenges in education system-
 - a. It can help in building teacher capacity and enhance school system's efficiency. It can help in tackling the shortcoming of limited reach of conventional training and support methods.
 - b. ICT can be used to digitization of books, charts and other training resources which are being used in school system. This will save the printing resource as well as enhance the reach of study materials.
 - c. Computers can be used not just for accessing internet but it can be used for building the analytical, creative as well as problem solving skills in teachers and students.



UNIT 4 EMERGING ISSUES AND CONCERNS IN EDUCATION

Unit Structure

- 4.1. Introduction
- 4.2. Objectives
- 4.3. Issues and Concerns Related to Policy Implementation
- 4.4. Issues Related with Ensuring Educational Access to all.
- 4.5. Issues Related to Inclusion.
- 4.6. Issue of Learning Outcome-based Education.
- 4.7. Systemic Issues in School Education and Higher Education.
- 4.8. Let us sum up
- 4.9. Unit End Exercise
- 4.10. Reference and Suggested Readings
- 4.11. Answers to Check Your Progress

4.1. INTRODUCTION

Education is not a miracle cure or a magic formula opening the door to a world in which all ideals will be attained, but as one of the principle means available to foster a deeper and more harmonious form of human development and thereby to reduce poverty, exclusion, ignorance, oppression and war.

(UNESCO report 1996: Learning the Treasure Within)

Education plays a crucial role in the socialization of younger generation, and higher level of education ensures higher earnings, health, child welfare, social security systems and a longer life span. For a developing country like India, education is an instrument for promoting human development. Realizing the importance of education in national development significant efforts have been made to reform the education system of the country since independence. In previous units of this block, you have already studied that various commissions were constituted for University Education (1948-48), Secondary Education (1952-53) and Indian education (1964-66) to identify problems and Prospects of education at different levels. Based on recommendations of these committees changes have been incorporated, and for systemic reform National Policy of education 1968 and National Policy on Education 1986 (modified in 1992) were formulated, which mandated for equitable and quality education. However, in spite of tremendous growth and expansion of education there are several issues and areas of concern which call for immediate attention and intervention such issues have been discussed in this unit.

4.2 OBJECTIVES

After going through this Unit, you should be able to:

- identify various issues and concerns of education,
- express the concerns of policy implementation,

- analyze the educational access, inclusive education, learning outcome and other systemic issues of education, and
- critically reflect on education system and its concurrent concerns.

4.3 ISSUES AND CONCERNS RELATED TO POLICY IMPLEMENTATION

Policy implementation is a big challenge of education system in India. Our constitutional vision is to ensure free and compulsory education for every child. According to National Policy of Education (1968), the government of India had formulated some principles for education such as free and compulsory education, quality education, teacher education, language education, equal education to all, and uniform educational structure. National Policy of Education (1986), modified in 1992 provides a comprehensive framework for quality education based on principles of 1968 with some modifications. Many roadblocks have been experienced while implementing these policies in the country which include gap between policy proclamation and strategies for its implementation, lack of synergy and coordination between the implementation agencies and inadequate resource allocation, etc. The Government of India has announced the National Education Policy-2020 to bridge these gaps and to keep pace with the requirements of fast changing knowledge society. Let us now discuss the major issues and concerns of education which needs to be addressed on priority basis while implementing the policy.

4.3.1. Free and compulsory education to all

After independence India made the Constitutional commitment to provide free and compulsory education to all children up to the age of 14 years. Government took several initiatives from time to time to fulfill this constitutional mandate. In 1994, District Primary Education Programme (DPEP) was launched as the Centrally Sponsored scheme of Government of India to revitalize the primary education system with the objective to universalize primary education. A holistic approach was adopted by this scheme to universalize access, ensure retention, improve learning achievement and reduce disparities among various social groups. Mid-day meal scheme was launched in 1995 for providing nutritional support to children. Regarding educational planning and management local governance bodies, village education committees and parent-teachers Association became active across country. In 2001, Sarva Shiksha Abhiyan (SSA) funded by both central and state government was launched. The objective of the scheme was to provide quality education to all with special emphasis on disadvantaged sections girls, SC, ST, students of remote area and disables. In 2002, free and compulsory education became a fundamental right for children aged 6-14 and in 2009 under Right to Education (RTE) Act, it became a legal right. As a result of all these efforts school became accessible to most of children in the vicinity of their home and gross enrollment ratio has increased. However, a large number of children are still out of the schools. This may be because of remote location of schools, poverty, gender discrimination, lack of sensitivity towards weaker section and disables, first generation learners, health and nutritional status of students, quality of provision etc. Retention of children in school and their learning outcomes remain major areas of concern at the primary level.

4.3.2 Disparities in Educational Opportunities

After National policy of education, the demands of schooling has increased and

large number of school were opened. The National Policy on Education (NPE-1986) states that all children, irrespective of caste, creed, location or gender, should have access to elementary education of a comparable quality but in reality, education of disadvantaged sections (SC, ST, minorities, girls, poor and remote region students) are deprived of quality education. Due to compelling economic and family reasons many students from weaker sections of society are forced to drop out of schools without even completing five years of primary education.

4.3.3. Language Policy

India is a country of rich cultural and linguistic diversity where more than 1600 languages are spoken. So, there are many issues related to language such as what should be the medium of instruction and how many languages should be taught in school? Kothari commission had suggested for three language formula which was adopted in education policy. The formula suggests that medium of instruction at primary stage should be the mother tongue and after that other languages may be taught. According to this formula every child should learn at least three languages Local/mother language, Hindi and English. In case of being English or Hindi as the mother language, third language should be other language outside that state from Schedule eight of the Constitution. Apart from three languages, foreign language can be opted by schools. The three language formula has been partially implemented in India. States like Tamil Nadu are not comfortable with Hindi language, and similarly is may north Indian states have no provision of south Indian languages. NEP-2020 has also specifically addressed this issue.

4.3.4. Early Childhood Care and Education (ECCE)

Early childhood is a crucial and critical stage of child’s development when the foundations are laid for realizing the full potentials of child’s personality and socio-emotional and cognitive development. Research evidence indicates that 85 percent cumulative brain development occurs till 6 year of age. Education and training at this stage play very significant role. That is why ECCE is considered as one of the best investments for society and state. For disadvantaged children, it plays a crucial role in compensating the disadvantages in the family. UNESCO under the Sustainable Development Goals (SDGs) aims to by ensure access to quality early childhood education so that they can be ready for primary education. In our country the NPE, 1986 has also directed the government to promote ECCE for underprivileged groups. The National Policy of Education 2020 has brought transformation by including ECCE formally as part of education system and considers it as investment for the future. ECCE ensure care, health, nutrition, play and early learning to every child from age 3 to 6 years in a protective and enabling environment.

Check Your Progress

Notes: a) Write your answer in the space given below.

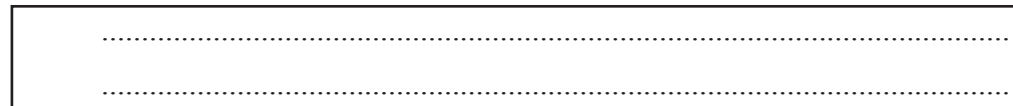
b) Compare your answers with those given at the end of the unit

1) What do you mean by free and compulsory education?

.....
.....
.....

2) 2. What is three-language formula?

.....



4.4 ISSUES RELATED TO EDUCATION FOR ALL

In present modern world education is not a priority but a basic right of every child to live dignified life in the society. Access to education entails not mere physical access but it should be of equitable quality as well. Now education is fundamental constitutional right as well as legal right of every child and it is responsibility of government to provide elementary education to all children. In this connection it is duty of every parents/ Guardian to send their ward in the school from 6-14 year age. Regarding higher education large number of institutions have been opened, but still Gross Enrollment Ratio (GER) in education is still less than many other developed and developing countries. The major issues and concerns of Educational Access can be discussed as follow:

4.4.1. Issues of Retention

India has made considerable progress in providing access to majority of children in schools within their walking distance but their retention in school is a perennial problem. Many children do not continue education, the reasons for dropping out includes disconnect with school, lack of support at home, negative learning experiences and poor performance, etc. Therefore, now the attention is shifting from enrolment to retention. Various schemes have been launched by the government to ensure retention of students such as mid-day meals, scholarships, free dress and books. However, in spite of various incentive schemes and efforts many children are still not completing their elementary education due to various personal, social or financial reasons.

4.4.2. Quality of Education and Teaching

The policy initiative and subsequent efforts of the states and central government has resulted in tremendous expansion of education in the country at all levels, however the quality of education is a major concern. According to the Annual Status of Education Report (ASER) 2018, the learning outcomes of elementary students is far from being satisfactory; only half of class 5th students are able to read the textbook meant for class 2nd students. The condition of higher and technical education is also not very encouraging, as different reports suggest that 80 percent engineer are unemployable because of lack of desired competencies and skills. A number of initiatives have been taken during the recent years to address this concern. NCERT has identified learning outcomes for children at the primary level. Similar efforts have been made by UGC for the higher level of education.

4.4.3. Affordability of Education

The Accessibility of education depends on its affordability to all students who aspire to without any discrimination. High fee structure and other expenses of education limit its affordability for many students with limited financial resources. The fee structure in government funded institutions is not high in India, but in some private institutions, fees are very high, which is beyond the capacity of deserving students from poor economic background. Although, government has made regulation regarding fees but still institutions are not following it properly. So it is the urge of hour that government should make adequate regulation for private institutions and prevent commercialization of education.

4.4.5. Privatization

Privatization of education refers to state policy of allowing some non-state or private party to run educational institutions. Privatization is not new to Indian education system. The emerging scenario of Liberalization, privatization, globalization and expansion of knowledge economy has a linkage with commoditization of education through General Agreement on Trade in Service (GATS) and World trade organization (WTO) and now education is a tradable service. On the one hand privatization has helps in opening of new educational institution and increased the opportunities by increasing number of admission across the level of Education. On the other hand privatization of education is a big challenge to right to equal opportunity of education, because poor sections of society will not be able to afford the cost of private education. You may have heard about capitation fees of medical and engineering courses in which only the rich can afford to enroll, the meritorious poor cannot.

4.4.6. Lack of Sufficient Funding

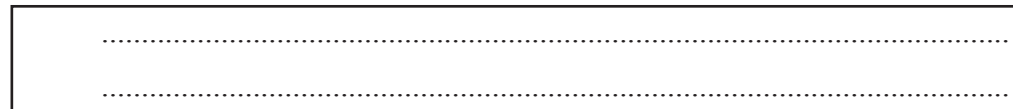
For expanding education and improving the quality of education sufficient funding is required. The Kothari commission had recommended for spending six percent of GDP for education sector, but still expenditure on education is less than three percent. Higher education system is also facing economic crisis and per unit expenditure of Indian higher education is much less than other countries.

4.4.7. Pupil-Teacher Ratio (PTR)

PTR or Student–teacher ratio is the number of students who attend an institution divided by the number of teachers in that institution. For example, if there are 30 students and one teacher, the ratio will be 30:1. The student-teacher ratio is an indicator of quality of education. In India PTR should be 30:1 and 35:1 at primary and upper-primary respectively. PTR varies among different countries such as in 2015 China 16:1, Brazil 21:1, Russia 20:1, Sri Lanka 23:1, Bhutan 27:1, Pakistan 46:1. For improving the Indian education system, there is a need to improve the student-teacher ratio. This brings the necessity to recruit quality teachers and strengthen the teachers required to handle classes.

<p>Activities</p> <ol style="list-style-type: none">1. Visit an elementary school in your area and find out major problems of that school.2. Speak to four elderly people and take their opinion on quality of education and teaching in your locality/area.
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<p>Check Your Progress</p> <p>Notes: a) Write your answer in the space given below. b) Compare your answers with those given at the end of the unit</p> <p>3) What is GER?</p> <p>4) What is privatization of education?</p>
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4.5 ISSUES RELATED TO INCLUSION

Education is one of the most powerful tools to make society more equitable, and inclusive measures should be taken to ensure that the advantages of education available to all. Inclusive education means ensuring basic educational conditions for all children and barrier of caste, class, gender, region, and physical disability should be removed by various kinds of affirmative action such as mid-day meal, free textbooks for disadvantaged section, scholarship and incentives for poor students, incentives for girls' education and adopting school facilities for the needs of special children.

4.5.1. Common School System and Neighborhood Schooling

Common school system is based on the philosophy of inclusion. It believes in common system of education available to all to develop a sense of equality among future citizens. For a progressive country like India, it is necessary to provide equal level of education to all children at least up to elementary stage, but unfortunately the condition is disheartening. There are different type of education for rich and poor. The significance of common school system was discussed by Kothari Commission and accepted further by National Policy on Education (1986). Considering the importance of government managed common school system, in 2015 honorable High Court of Allahabad had directed UP government officers to send their wards in government schools. Neighborhood Schooling is based on the similar principle that education should be provided within the walking distance from the residence of child and all the students of one locality should go in one school.

4.5.2. Inclusive Education for Differently Abled

Education is the process of development of individuals' personality. Now education is not a priority, but a fundamental right of the child. In case of disabled people education is must, because it makes them more self-dependent and resourceful. That is why; different national and international agencies are working for the promotion of education for differently able children. As a result of all these efforts, more schools are being opened and teachers are being trained for teaching children with Special Needs (CWSN). Now, there is an agency named Rehabilitation Council of India (RCI) to look after the concerns of education for differently able. There is also a shift in the approach of education for CWSN from integrated to inclusive education.

Inclusive education provides equal opportunities to special children along with other children in regular classroom based on principle of social justice and human right, and it suggests for no separate education for special children because it will be expensive, libeling and dehumanizing. Inclusive education provides a common learning environment to all children to learn together while safeguarding their specific needs and interests. Regarding implementation of inclusive education at elementary stage SSA gives emphasis on elementary education to all children with disability in inclusive setting and provision for teachers' appointment and teacher training. Under Rashtriya Madhyamik Shiksha Abhiyan (RMSA) inclusive education for disabled has been launched in the year 2009-10 replacing earlier scheme of integrated education, with the objective to enable all students with disability of elementary education to complete four years of secondary schooling

in an inclusive setting. For identification of CWSN, Persons with Disabilities Act (1995) and the National Trust Act (1999), various categorization was accepted, which includes Blindness, Low vision, Leprosy cured, Hearing impairment, Locomotor disabilities, Mental retardation, Mental illness, Autism, Cerebral palsy and eventually cover Speech impairment, Learning disabilities, etc. At higher education stage UGC Has provided relevant guidelines for barrier free environment and support system for CWSN.

Due to various affirmative steps initiated by the government and educational agencies and institutions, the condition of education of CWSN is improving, but still there are several challenges in its effective implementation. The major concerns for inclusive education are as follow:

- i. **Infrastructure:** Infrastructural facilities of schools and higher educational institutions are often not satisfactory. Many institutions are not having optimum support system such as ramp for orthopedic disabled, Braille and audio-recording for visually impaired, sign language for hearing impaired.
- ii. **Negative Attitude and Stereotypes:** The common perception and attitude on education of CWSN is negative. Some people perceive that education of differently able will create additional burden on the government. Some other says that first we should ensure quality education to normal children, then after we should think of these children. In some cases parents and guardians also not wish to send their ward in schools.
- iii. **Lack of proper training of teachers on inclusive pedagogical practices:** Teachers handling of such children needs to be professional and humane in real sense.
- iv. Present curriculum, assessment and evaluation system and school environment should be according to need of the CWSN.
- v. Lack of teacher educators and teacher training institutions.
- vi. **Individual barriers:** communication, poor motivation, insecurity, low self-esteem and self-confidence, abuse, gender, temperament, first generation learners, cultural and linguistic minority and health condition are some of the impediments in the inclusion of these students.

Affirmative Actions: Affirmative action or positive discrimination is process to ensure representation of marginalized sections of society such as Scheduled Caste, Scheduled Tribes, people from remote location, women and CWSN. The government of India has provision for different affirmative action marginalized sections such as reservation, free education, scholarship, free equipment etc. Apart from this government has provisioned different schemes to strengthen marginalized section such as IshanUday - scholarship scheme for students of North East Region, IshanVikas - academic exposure for North Eastern students, Udaan - development of girl child education, Saakshar Bharat: adult literacy and PRAGATI - Scholarships for girl child for technical education. But due to lack of awareness among people and lack of government initiatives, these policies are often not seriously implemented.

Check Your Progress

Notes: a) Answer the following questions in the space given below.

b) Match your answers with the answers given at the end of the unit.

5) What do you mean by inclusive education?

6) What do you mean by affirmative action?

4.6 ISSUE OF LEARNING-OUTCOME BASED EDUCATION

We have discussed in section 4.4.2 that quality of education imparted to students remains a major issue in spite of numerous government initiatives and efforts. Annual Status of Education Report (ASER) 2018 and other national surveys have expressed concern over the unsatisfactory learning achievement of primary students at the end of five years of primary education. You are also aware that after the implementation of NCF(2005) there has been a paradigm shift from teaching to learning, and facilitating learners to construct their own understanding and knowledge. Therefore traditional input oriented, teacher dominated teaching learning approach has given way to learner centered constructivist teaching-learning processes and identifying anticipated learning after completion of each stage as well as each class, for instance class I, class II, and so on. You might have understood by now that the focus now has shifted from what is the ‘objective’ of teaching learning process to what the learners have ‘gained’ from this teaching learning process. Therefore, anticipated learning after the completion of a course or stage of education expressed in terms of learning outcomes has gained momentum and accepted worldwide. Learning outcomes adopts a comprehensive approach and all the indicators of development i.e. knowledge, skills, attitude and values are included in the learning outcomes. Realizing the importance of Outcome Based Learning (OBE), NCERT has recently developed subject wise and class wise learning outcomes at the elementary stage in 2017. Similar efforts have been made at the higher education level and UGC has also recommended OBE at the higher education level.

4.6.1. Learning Outcome based Education in Technical Education

Outcome Based Education (OBE) is a student-centric teaching and learning methodology which includes course delivery, and planned assessment to achieve stated objectives and outcomes. Outcome based education does not prescribe any single teaching method or assessment technique, but it gives flexibility to teacher to adopt suitable methods. This model focuses on each student and his involvement in different activities. This model has been adopted in different countries of the world in 1994 and onwards. It has been adopted in our country in 2014, when India became signatory of Washington accord (1989). Now it is being implemented in higher technical education like diploma and undergraduate courses. The National Board of Accreditation (NAAC) has mandated to adopt OBE model in institutions which are offering engineering, pharmacy and management programmes.

The OBE model focuses on measuring student performance i.e. outcomes at different levels. OBE model measures the progress of students in three parameters;

i.e. programme educational objectives, programme outcomes and course outcomes. Educational Objectives of the programme are broader statements which discuss about job and vocational performance of the graduates and are measured after 4-5 years. Program outcomes are limited statements about what students are expected to know and be able to perform at the time of graduation. Course outcomes are the guidelines to assess student’s performance for each course that the student undertakes in every semester. Various assessment tools are used for measuring learning outcomes, such as semester examinations, tutorials, assignments, project works, lab activities, presentation, and employer feedback. The adoption of OBE is a step to improve the quality of Indian technical education, but its real success will depend on its effective adoption.

Check Your Progress

Notes: a) Answer the following questions in the space given below.

b) Match your answers with the answers given at the end of the unit.

7) What do you mean by OBE?

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8) In which year India adopted Washington Accord?

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4.7 SYSTEMIC ISSUES IN SCHOOL EDUCATION AND HIGHER EDUCATION

4.7.1. Systemic issues in School Education

School education is vital to life of individual and society and creates foundation for higher education. Primary education is the foundation upon which elementary, secondary and higher education depends; but unfortunately the quality of primary education is far from being satisfactory. Since independence significant milestones have been achieved towards expansion of educational facilities for all but the quality of education is a concern. In addition there are a number of systemic issues which need to be addressed. Some of these have been discussed below:

- i. Lack of Quality Teachers:** School are facing problem of quality teachers and in most of the states a large number of teacher’s posts are vacant. Many of states governments are appointing less qualified teacher as para-teacher or guest teachers as quick fix solution to the lack of sufficient teachers in schools, though the RTE Act, 2009 prohibits the use of para-teachers in school. These teachers are often untrained, and get only a fixed salary which is quite less than the regular teachers. However, they are engaged in all activities of the school as the regular teacher which leads to dissatisfaction among them and ultimately quality of education is compromised.
- ii. Over Burdened Teachers:** Primary school teachers have to engage in a number of duties other than teaching learning viz office documentation and record keeping, pulse polio duty, cleanliness duty, counting duty, census

duty and many more. All these duties negatively affect the quality of their teaching.

- iii. **Infrastructure:** Suitable infrastructure facilities are required for quality education. Here infrastructure means land, building, equipment, classrooms, laboratories, libraries and accommodation facilities. After the implementation of SSA considerable efforts have been made towards this direction and new buildings have been constructed in schools but still in many government schools are lacking facilities of proper classrooms and equipment. In case of private schools Open area, playground and poor ventilation of classrooms are serious concerns.
- iv. **Under Representation of Weaker Section:** Expansion of education cannot be satisfactory unless it is available to everyone. Students from marginalized sections of society are facing problems of enrollment and retention in schools. According to the Census (2011) a difference was observed in literary rate based on social category and gender i.e. overall (73%), SC (66%), ST (59%) and Girls (64%). Social and economic difference is a major issue in our country and untouchability, social hatred, narrows and conservative religious beliefs, illiteracy, communalism and nepotism are prevailing in our society. Due to purdah system separate school were demanded for girls and some parents don't send their girls in schools after certain age.
- v. **Rural Urban Divide:** There is a wide gap between rural and urban education system. The quality of education and infrastructure in rural areas is inferior to urban regions. That is why; parents and children are aspired to education in urban areas. In urban regions not only educational institutions, but infrastructural and other facilities such as good hostel, electricity, book shops, coaching, and library works as pulling factor for students. To ensure better education to their children many parents are sending their children to urban region and that leads to migration.

4.7.2. Systemic Issues in Higher Education

The Higher education system of India is the third largest in the world which covers educational requirements of the millions of youth. It has expanded manifolds after independence. Total number of university in 1950 was 18 which increased to approximately 967 in 2020. Privatization of higher education, introduction of professional courses, foreign university, fake university etc. are major concerns of higher education. The emerging issues of higher education can be discussed as follow:

- i. **Access and Equity:** Every progressive society ensures access of higher education to all section system of society. The enrollment ratio in Indian higher education is 30 percent which is less than other countries like USA, China, etc. You know that Indian society is diverse in terms of social economic and cultural setting that is why access and equity is a major challenge of Indian higher education system i.e. SC, ST, girls. In this regard Government needs to take measure to reduce disparities and provide access to various social groups through affirmative action.
- ii. **Quality Higher Education:** The function of higher education is teaching, research and direct contact with community for extension of knowledge. The expansion of higher education is global phenomenon but the quality is a serious concern. The quality of education provided by higher education institutions is often questioned. Research and innovation is base of higher education, but the Quality of research is very disheartening, as in world raking

of university by the Quacquarelli Symonds (QS), none of Indian university stands in the list of top 100 universities. It is need of time to ensure quality infrastructure, qualified teacher and other support services. Apart from these plagiarism is a serious problem in research and academic writings. Hence, research environment should be promoted, by initiating collaborative and need based research, and government should also increase the funding for research. To improve quality academic and administrative audit need to be conducted from time to time by internal and external agencies.

- iii. **ICT and Education:** With the advancement of technologies, new communication technologies have been developed for teaching-learning process. The expansion of technologies has increase the availability of education and has made teaching effective and learning easier. Different web based courses has been prepared by different universities and educational organizations across globe. In this direction our government has launched various scheme i.e. e-PG Pathshala, Study Webs of Active -Learning for Young Aspiring Minds (SWAYAM), Global Initiative for Academic Network (GIAN), National Repository of Open Educational Resources (NROER), Virtual Lab, National Repository of Open Educational Resources (NROER), Free and Open Source Software for Education (FOSSEE) and National Digital Library (NDL). Now, internet connection, computer/laptop/tablet and other gadgets are available to many of the educational institutions, but still many institutions are deprived of these facilities.
- iv. **Open and Distance Learning (ODL):** ODL is a parellel system of education for those, who are not able to take education in face to face mode, but sometime there are a few concerns. In order to streamline ODL system, it need to update curriculum regularly, using ICT based instruction, and new Assessment and evaluation strategies.
- v. **Teacher Education:** Teacher education is education for teachers to make them professional and keep them updated. It is said that the revolution of education should begin from teacher education. Objectives, curriculum, duration of programme and evaluation strategies etc. are perennial issue of discussion among stakeholders and policy makers. The major concerns of teacher training institutions are regularity, malpractices in evaluation, lack of optimum school exposure and practical activities, mismatch between demand and supply, privatization and commercialization.
- vi. **Vocational Education:** One of the objectives of education is to facilitate students to earn their livelihood after graduation, be the productive members of the society, and contribute towards the national growth. For a Country like India, vocational education is important because of its huge demographic dividend. So, more vocational education courses and institutions should be opened with quality workforce and infrastructure and improving the status of existing institutions. In vocational courses focus should be given on vocational or industrial training and apprenticeship. There is also need to change the approach of vocational education. It is common perception that vocational education is for those who are not good at study or not going for further studies; this perception needs to be changed by making further studies available after it.
- vii. **Public Private Partnership (PPP) MODEL:** PPP is model for investment and planning of education, where a government and private player both works in collaboration. For a developing country like India it is necessary to improve the education system in terms of quality, investments, infrastructure,

gross enrollment ratio (GER), but it is difficult for government to invest huge amount of money in education. So, if government and private both will work together for development of education system, it will reduce the burden of government.

viii. Autonomy and Accountability of Higher education: Autonomy means freedom to make policies and take decisions in academic and professional domains of university and higher education. It is said that higher education should not be much controlled by external force and government, but it was found that external forces directly or indirectly interfere the university's/ institution's concerns such as course and curriculum, teaching methods, evaluation patterns. Autonomy and accountability are two faces of the same coin. When universities/institutions are enjoying freedoms, then it is their obligation to fulfill the academic requirement of the society and at the next level teacher should be accountable for their professional functions.

Activities

3. Organize a discussion at any school with teachers on topic "PPP model is suitable for county like India". Prepare a report citing the arguments given by your colleagues in favor and against the theme. Also write your reflections

Check Your Progress

Notes: a) Answer the following questions in the space given below.

b) Match your answers with the answers given at the end of the unit.

- 9) What is full form of SWAYAM?

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- 10) What is PPP model in education?

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4.8 LET US SUM UP

Through this unit, we made an attempt to present to you major issues and concerns of education in a synoptic manner. Indian education system is dynamic and with the changing scenario new opportunities and challenges arises and the society have to adjust with it. Based on discussion in the unit, it can be concluded that Indian education system is facing challenges of lower level of teaching quality, traditional methods of teaching, privatization, inadequate facilities infrastructure, discrimination in education, and problem of finance for education, more concentrated on theories than practical knowledge. To deal with these challenges government has taken different steps and launched schemes viz, Ishan Uday - scholarship scheme for students of North East Region, IshanVikas - academic exposure for North Eastern students, Udaan-the scheme is dedicated to the development of girl child education, Saakshar Bharat: adult literacy, PRAGATI - Scholarships for girl child for technical education, SWAYAM - Study Webs of Active -Learning for Young Aspiring Minds, GIAN-Global Initiative for

Academic Network. These initiatives can be beneficial in catering to the needs of education system in India.

4.9 UNIT END EXERCISES

1. What are the major issues and challenges of higher education in India?
2. Discuss in detail the major initiatives taken by Indian government for improvement of education of vulnerable sections of the country.

4.10 SUGGESTED READINGS

- NCF (2005). National Curriculum Framework. New Delhi; NCERT.
- Rao, D.J. (2010). Elementary Education in India: Status, Issues and Concerns. Viva Book Pvt. Ltd., New Delhi.
- Gopalan, K. (1998). Indian strategies to Achieve Universalisation of Elementary Education. Indira Gandhi National Centre for the Arts; New Delhi.
- Rampal, A. (2000). Education for Human Development in South Asia. Economic and Political Weekly, vol-35 issue 30, July 22.

4.10 ANSWERS TO CHECK YOUR PROGRESS

1. After independence India made the Constitutional commitment to provide free and compulsory education to all children up to the age of 14 years. Government took several initiatives from time to time fulfill this constitutional mandate and in 2002 free and compulsory education became a fundamental right for children aged 6-14 year.
2. The Three Language Formula suggests that every child should learn at least three languages Local/mother language, Hindi and English. In case of being English or Hindi as their other language, third language should be other language outside that state from 8th Schedule of the Constitution.
3. GER stands for Gross Enrollment Ratio.
4. Privatization of education refers to state policy of allowing some non-state or private party to run educational institutions.
5. Inclusive education provides equal opportunities to special children along with other children in regular classroom based on principle of social justice and human right. It provides a common learning environment to all children to learn together while safeguarding their specific needs and interests.
6. Affirmative action or positive discrimination is a process to ensure representation of marginalized sections of society such as Scheduled Caste, Scheduled Tribes, people from remote location, women and differently-abled person.
7. Outcome Based Education says that after the completion of a course or stage of education learning outcome is must. This learning outcomes adopts a comprehensive approach and all the indicators of development i.e. knowledge, skills, attitude and values.
8. 2014.
9. SWAYAM- Study Webs of Active -Learning for Young Aspiring Minds.
10. PPP is model for investment and planning of education, where a government and private players both work in collaboration.