

PART – IV

CHAPTER – 13

SURVEY OF THE RECORDS OF EDUCATION COMMUNICATIONS

As India was not independent till 1947, it was quite natural that the rulers of India, The British, would make programmes in such way so that that would benefit their colonial interest either directly or indirectly. But, fortunately their plans also helped Indians to improve themselves in many respects. Western education brought a high level of consciousness and developed knowledge, though to a few of Indians. But they led the Indian masses and started a movement of reconstruction and reformation in India.

When, after independence, the Constituent Assembly was formed, a new constitution of India came in operation from 1950. It was quite natural that education should find an important position which have a direct or indirect bearing on education, in its different parts.

The preamble stressed upon a secular education, protection of educational interests of minorities and backward classes, free and compulsory education for children upto age of fourteen years, the problem due to variety of languages etc. In the Seventh-Schedule of the constitution we find three lists. The Union List concerned with the problems connected with national interests. The State list concerned with problems related to a state or province. And, the last but not the least is the concurrent list which deals with problems which may be excluded either of the two lists mentioned above. The Eighth Schedule of the constitution is mainly concerned with languages.

For the detail survey of Indian Education the Commissions appointed are many in number. But to Survey of problems of secondary education in particular, The Government of India appointed the Secondary Education Commission in 1952.

The Commission considered almost every relevant aspects of secondary education such as organizational pattern of secondary education, Study of languages, curriculum in Secondary Schools, Methods of teaching Guidance and counseling in Secondary Schools, The Physical Welfare of Students, New Approach to Examination and Evaluation Improvement of teaching personnel, Problems of Administration, Finance, etc. Moreover, The Commission stressed upon the concept of Education of Character.

Though some efforts were made by the Central and State Governments to implement the Commission's major recommendations, yet the defects pointed out by the commission still persist in majority of secondary schools even today. We find lack in the training of character to fit the students to participate creatively as the citizens in the democratic social order; lack in the training of character to fit the students to participate creatively as the citizens in the democratic social order; lack of improvement of students in their practical and vocational efficiency so that they may play their role in building up the economic prosperity of or their country; lack in the development of students in the literary, artistic and cultural interests, which are necessary for self-expression and the full development of human personality, without which a living national culture cannot be actualized. But whatever the reasons for failure to implement commission's recommendations at the early period of independence, the country should not neglect or ignore the great pressing problem of educational of fail to take immediate steps to tackle them in a manner conducive to

the promotion of the welfare of its citizens and safeguarding its future as a force and Progressive Democratic Republic in the comity of nations.

The commission recommended a new organizational pattern of Secondary Education. It includes duration of secondary education, upgradation of high schools, establishment of technical and vocational education, establishment of multilateral and multipurpose schools, teaching of agriculture in secondary school, the principles of curriculum construction and ideal curriculum at the High and Higher Secondary schools, inspection and management of schools and finance.

But these recommendations are not properly followed in many cases. The general standard of secondary education is not in a stage that it will place a student to enter on the responsibilities of life and take up some useful vocation. Many high schools are upgraded into higher secondary schools. But number of upgradation is not sufficient and also within the present structure it is very difficult to make an efficient system of education only with these upgradations. Problems regarding accommodation, equipment, qualifications of the staff, salaries and grades and adequate provisions of finances are faced in case of upgradation. Moreover, some recommendations are not followed consistently. Institutions for technical and vocational education, multilateral and multipurpose schools, agricultural education in secondary schools received less attention in our programmes of secondary education. The curriculum prepared by the commission has not received full attention from the central and state governments. The school authority faced a lot of problems, in many cases, to run the school administration either from inside or from outside. The total working hours and list of vacations are consistent with recommendations of the commission. At last for the development of education we require sufficient allocation of funds. But our experience in this regard is very sad. Though some of the state

governments are allotting funds, but neither allocation by the central government nor the allocation of all the state governments are sufficient to meet the desired level of development.

Under these circumstances we are of the opinion that a very high priority should be given to education reform both by the States and Central Government and they should make every effort to find the necessary funds to implement properly the important recommendations and adopt a planned and coordinated policy for this purpose. In this circumstance they have to consider different ideals of education both from our country and abroad with an open insight. The only aim that should be guided the policy make will be the development.

The Education commission of 1964-66, headed by Prof. D.S.Kothari, was for the first time made an all-round inquiry of the entire educational system. The commission in its recommendations asserted that the Central Government, to a limited extent, has become successful in spreading basic values, but a wide and distressing gulf continues to persist between thought and action in several sectors of crucial field of national activity. The commission, in its report, advised some step which will help the Central Government to build a national pattern of education and also to set some general principles and policies for the development of education at all stages and in its aspects.

The commission stressed the need of radical changes in almost all the aspects of education such as changes in objectives, in content, in teaching methods, the programmes, in the selection and professional preparation of teachers, and in organizations. If these change are materialized then a educational revolution with three main features will happen :

- (1) Internal transformation to relate education to the life, needs and aspirations of the nature;
- (2) qualitative improvement to achieve adequate standards, and to maintain the standard continually rising; and
- (3) expansion of educational facilities.

To bring about the change in a desirable direction, the commission made many important recommendations. Some of them are given below : Work Experience, Increment of Instrumental Days in schools, Holidays to be minimized, College to be related to a Number of Schools, Identifications of Gifted Students, Residential Facilities in Schools, Learning while Earning, Developmental Plan for Each District, Enrolment between 360 and 450 in a Secondary School, Freedom to Schools for Experimental Curricula, Two Sets of Curricula, Three or Four Text Book for Each Subjects, Moral and Religious Education etc. To attain standard the commission recommended advancement and enrichment of programmes at different states.

On the basis of the recommendations made by the commission of 1964, the Government of India formed a national policy of education in the year 1968.

The Government of India is convinced that a radical reconstruction of education on the lines recommended by the commission is essential for economic and cultural development of the country, for national integration and for realizing the ideal of a socialist pattern of society. This will involve a transformation of the system to relate it more closely to the life of the people; a continuous effort to expand educational opportunity; a sustained and intensive effort to raise to quality of education at all stages; an emphasis on the development of science and technology and cultivation of moral and social values.

With the help of the following principles the government of India resolved to promote the development of education in this country.

- (i) Free and compulsory Education : (a) Provision of free compulsory education for all children up to 14 years of age; (b) Reduction of prevailing wastage and stagnation and assurance of successful completion of enrolled students in schools.
- (ii) Status, Emoluments and Education of Teachers : (a) Honoured place of teachers in society; (b) Adequate and satisfactory emoluments and other service condition of teachers; (c) Freedom of both oral written of teachers to pursue and publish independent studies and researches about significant national and international issues; (d) Emphasis on teacher education, particularly in service education.
- (iii) Development of Language : (a) Stress upon the use of regional language from the primary to the university level; (b) The state government should adopt and, vigorously implement, the three-language formula which includes the study of a modern Indian language, preferable 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; (c) Teaching of Sanskrit at the school and university level on a more literal scale should be offered by developing a new method of teacher and reorganizing the syllabus; (d) English, as international language and other international languages should get special emphasis.

- (iv) Identification of Talent : Talents are to be identified as early as possible and every stimulus and opportunity should be given for its full development.
- (v) Equalization of Educational Opportunity : Strenuous efforts should be made to equalize educational opportunity. The education of girls should receive emphasis to accelerate social transformation.
- (vi) Work Experience and National Service : The school and the community should be brought closer through suitable programmes of mutual service and support. Emphasis in these programmes should be on self-help, character formation and on the developing sense of social commitment.
- (vii) Production of books : (a) The quality of books should be improved by attracting the best writing talents through a liberal policy of incentives and remuneration. (b) Books for children and books for higher education in regional languages should get special attention.
- (viii) Special emphasis should be given to the education of young practicing farmers and to the training of youth for self-employment.
- (ix) Considering the secondary education, as a major instrument of social change and transformation, facilities should accordingly be extended expeditiously to areas and classes, which have been deprived these in the past. Provision of facilities for secondary and vocational education should conform broadly to requirements of the developing economy and real employment opportunities.

The Government of India recognizes that reconstruction of education is no easy task. Not only are the resources scarce but the problems are exceedingly

complex in nature. Considering the key role which education, science and research play in developing the material and human resources of the country, the Government of India will, in addition to undertaking programmes in the Central sector, assist the State Government for the development of programmes of national importance where coordinated action on the part of the State and Centre is called for.

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

The National Policy of 1968, however, did not get translated into a detailed strategy of implementation, accompanied by the assignment of specific responsibilities and financial and organizational support. As a result, problem of access, quality, quantity, utility and financial outlay, accumulated over the years, assumed serious proportions. So, again it was felt that there was an urgent need for the review of the entire educational structure.

Under the prime ministership of Rajiv Gandhi an appraisal of the entire educational system was undertaken by the Ministry of Education for preparing a new policy. The ministry, in its report, brought out the inadequacies of the prevailing system and the development over the last two decades. It was clear that desired improvements had not materialized because neither the resources nor the measures for restructuring were commensurate with the imaginative and purposeful thrust of the education policy adopted in 1968.

Some Important areas are marked as matters of great concern in the policy documents :

Part II . THE ESSENCE AND ROLE OF EDUCATION :

- 2.1 In our national perception education is essentially for all.
- 2.2 Education has an acculturating role.
- 2.3 Education develops manpower for different levels of the economy.
- 2.4 Education is a unique investment in the present and the future.

Part III. NATIONAL SYSTEM OF EDUCATION :

- 3.3 The National System of Education envisages a common educational structure.
- 3.4 The National System of Education will be based on a national curricular framework All Education Programmes will be carried on in strict conformity with secular values.

Part IV. EDUCATION FOR EQUALITY :

- a. The New Education policy will lay special emphasis ... to equalize educational opportunity by attending to the specific and need of those who have been denied equality so far.
- a. The whole nation must pledge itself to the eradication of illiteracy, particularly in the 15-35 age group.

Part V. REORGANISATION OF EDUCATION AT DIFFERENT STAGES :

- 5.12 A resolve. It shall be ensured that all children who attain the age of about 11 years by 1990 will have five years of schooling, or its equivalent through the non formal system Likewise, 1995 all children will be provided free and compulsory education upto 14 years of age.

- 5.13 ... children with special talent or aptitude should be provided opportunities to proceed at a faster rate, by making good quality education available to them, irrespective of their capacity to pay for it.

Part VII. MAKING THE SYSTEM WORK :

- 7.2 All teachers should teach and all students study.

Part VIII. REORIENTING AND PROCESS OF EDUCATION :

- 8.15 There is a paramount need to create a consciousness of the environment. It must permeate all ages and all sectors of society.
- 8.23 As part of sound educational strategy, examinations should be employed to bring about qualitative improvement in education.

Part IX. THE TEACHER :

- 9.4 Teacher education is a continuous process and its pre-service and in-service components are inseparable.

Part XI. RESOURCES AND REVIEW :

- 11.4 It will be ensured that from the Eighth Five-year Plan onwards it (investment) will uniformly exceed to 6 percent of the National Income.
- 11.5 The Implementation and parameters of the New Policy must be reviewed every five years.

Part XII. FUTURE :

- 12.2 The main task is to strengthen the base of the pyramid; which might touch a billion people at the turn of the century. Equally, it is

important to ensure that those at the top of the pyramid are among the best in the world.

After the declaration of the National Policy on Education, 1986, the Ministry of HRD, Government of India, announced the programme of action for its implementation. That was the first time in the history of educational development in independent India that such a follow up programme was prepared. The Programme of Action covers a vast gamut of the crucial educational parameters. It surveys the education scene in the country, points out the implications of the statements contained in the N.P.E. and suggests strategies of implementation. Some important subjects covered in the programme of action are as follows :

1. Early childhood care and Education;
2. Elementary Education, Non-formal education and Operation Black Board;
3. Secondary Education and Navodaya Vidyalayas;
4. Making the system work;
5. Education for Women's Equality;
6. Education of the handicapped;
7. Education of SC & ST and others;
8. Evaluation Process and Examination Reform;
9. Content and process of school education;
10. Teachers and their training;
11. Management of Education.

Ramaurthi Review Committee was appointed in the year 1990 to review the National Policy on Education 1986. The committee in its report said that majorities of our people continue to remain deprived of education. Government should give highest priority to education both as a human right and as the means for bringing about a transformation towards a more humane and enlightened society. Education should be made as an effective instrument for securing a status of equality for women, person belonging to the backward classes and minorities. Casteism, communalism and obscurantism are increasingly influencing educational institutions and it is necessary to lay special emphasis on struggle against the phenomenon and more towards a genuinely egalitarian and secular social order.

But the recommendations of the report could not be given their due consideration in view of the change of the government at the Centre.

In the year 1992 a Revised National Policy on Education Presented to make some necessary changes of the policy of 1986. In this context it is also to be noted that the implementation was reviewed by two committees, namely the Ramamurthy Committee 1990 and Janardhana Committee 1991 – 92. Accordingly the National Policy on Education, 1986 was revised in 1992. Two new paras have been added and 31 Paras out of 157 Paras modified such as para 3.3, 5.12, 11.4 etc. mentioned previously.

In the para 4.14 it is said that a critical development issue today in the continuous upgradation of skills so as to produce manpower resources of the kind and the number required by the society. Special emphasis will, therefore, be laid on organization of employment / self-employment oriented, and need interest based vocational and skill training programmes.

In the revision of the para 3.3 it is stated that efforts will also be made to have the +2 stage accepted as a part of school education throughout the country.

In the revision of the para 5.12 it is stated that it shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty – first century. A national mission will be launched for the achievement of this goal.

In the revision of the para 11.4 it is stated that while the actual requirements will be computed from time to time on the basis of monitoring and review, the outlay on education will be stepped up to ensure the during the Eighth Five Year Plan and onwards it will uniformly exceed 6 percent of the National Income.

After the establishment of the Planning Commission in India, the principal responsibility of the commission was decided as to formulate and to watch over the implementation of successive Five-Year Plans. The process of formulating a comprehensive plan of economic development for the country.

The First Five-year Plan (1951-56) emphasized the expansion of elementary education and reforms in higher education.

The Second Five-year Plan (1956-61) laid great stress on elementary education, secondary education and university education.

The Third Five-year Plan emphasized the requirement of trained manpower. Moreover, elementary education, basic education, secondary education etc. received special attention.

After the third plan there were three one-year plans during 1966-69. The Fourth Five-year Plan also stressed upon the need of elementary education and

secondary education. In the Fifth, Sixth and Seventh Five Year Plan we also noticed the presence of these topics to get special attention.

Universalisation of Elementary Education and complete eradication of illiteracy among the people in the age group of 15 to 35 years was recognized as priority objective in the Eighth Plan. In quantitative terms, the objective implies that we have to enroll additionally about 5.5 crores children. The Majority is in the formal stream and the rest in the non-formal streams. In regard to Adult Education we have to cover about 10 crore adult illiterates in the age group 15 to 35 through total literacy campaigns and through ongoing Centre Based schemes in backward, hilly an inaccessible areas.

The achieve these targets decentralized approach to educational planning and management at all levels through Pancheti Raj institutions, participation of voluntary agencies, and development of innovative and cost effective alternative programme including the open learning system to the extent possible, supported by distance education techniques would be adopted.

The employment objective being a priority area of Eighth Five Year Plan, Combinations of vocational and academic courses will be offered at the secondary stage with open education as an important channel. About 15 to 20% at this stage would thus be enabled to acquire market-oriented job skills, whether for wage employment or self-employment. In the rural areas in particular agro based and technology based vocational courses would be developed. Existing institutional structures will combine their strength with open education institutions like National Open School and National/State Open Universities with emphasis on programmes for vocationalisation.