

## राष्ट्रीय शिक्षा नीति (1986) (NATIONAL EDUCATION POLICY (1986))

स्वतन्त्रता प्राप्ति के बाद के भारतीय शिक्षा के इतिहास में 1968 की राष्ट्रीय शिक्षा नीति एक महत्वपूर्ण कदम का प्रतीक था। इस पर अमल भी होना शुरू हो गया था तथा कई प्रान्तों ने अपने-अपने ढंग से 10+2+3 की शिक्षा संरचना लागू कर दी थी। त्रिभाषा सूत्र लागू कर दिया गया था। कई प्रान्तों में कृषि, व्यावसायिक एवं तकनीकी शिक्षा, विज्ञान शिक्षा और वैज्ञानिक शोधों के लिये विशेष प्रावधान किये जाने लगे थे। प्रायः सभी प्रान्तों में परीक्षा प्रणाली में सुधार की प्रक्रिया शुरू हो गई थी। आधुनिकीकरण के नाम पर विज्ञान व गणित की शिक्षा अनिवार्य कर दी गई थी और शैक्षिक अवसरों की समानता के लिये कदम उठाये जाने लगे थे। परन्तु 1977 में केन्द्र में जनता पार्टी की सरकार के बनने पर 10+2+3 शिक्षा संरचना के स्थान पर 8+4+3 शिक्षा संरचना का विचार आया। जिसके परिणामस्वरूप कुछ शिक्षाविदों व सांसदों के सहयोग से तत्कालीन केन्द्रीय शिक्षा मन्त्री श्री प्रतापचन्द्र चन्दर ने एक नई शिक्षा नीति 1979 की घोषणा कर दी। इसे अभी लागू भी नहीं किया गया था, कि 1980 में केन्द्र में पुनः कांग्रेस सत्ता में आ गई व पुनः राष्ट्रीय शिक्षा नीति 1968 के अनुपालन पर जोर दिया। परन्तु इसी बीच इन्दिरा गाँधी की हत्या के बाद राजीव गाँधी के प्रधानमन्त्री बनने पर, हर क्षेत्र में आन्दोलनकारी कदम उठाने के प्रयास में शिक्षा के पुनर्निरीक्षण व पुनर्गठन प्रक्रिया में तत्कालीन शिक्षा का सर्वेक्षण कराकर इसे शिक्षा की चुनौती नीति-सम्बन्धी परिप्रेक्ष्य (Challenge of Education : A Policy Perspective) नाम से अगस्त 1983 में प्रकाशित कराया गया। जिसमें भारतीय शिक्षा की 1951 से 1983 तक की प्रगति यात्रा का सांख्यिकीय विवरण, उसकी उपलब्धियों एवं असफलताओं का यथार्थ चित्रण करते हुये उसके गुण-दोषों का सम्यक् विवेचन किया गया है। सरकार के इस दस्तावेज पर विश्वव्यापी बहस शुरू हुई और सभी प्रान्तों के भिन्न-भिन्न क्षेत्रों से सुझाव प्राप्त हुये। केन्द्रीय सरकार ने इन सुझावों के आधार पर एक नई शिक्षा नीति तैयार की और उसे संसद के बजट अधिवेशन, 1986 में प्रस्तुत किया। संसद में प्रस्तुत करने के बाद इसे मई, 1986 में पास कराया गया। इस शिक्षा नीति की घोषणा के कुछ माह बाद इसकी कार्य योजना (Plan of Action) नामक दस्तावेज प्रकाशित किया गया। यह भारत की ऐसी पहली राष्ट्रीय शिक्षा नीति है, जिसमें नीति के साथ उसके कार्यान्वयन की पूरी योजना भी प्रस्तुत की गई है और साथ ही उसके लिये पर्याप्त संसाधन जुटाये गये हैं।

इस शिक्षा नीति में दस्तावेज को 12 भागों में बाँटा गया है, जिनमें से कुछ प्रमुख सिफारिशें निम्नलिखित हैं—

(1) विभिन्न स्तरों पर शिक्षा का पुनर्गठन (Reorganization of Education at Different Levels)—ये निम्न प्रकार हैं—

(अ) पूर्व बाल्यकाल देखभाल व शिक्षण (Early Childhood Care and Education : ECCE)—शिक्षा की इस राष्ट्रीय शिक्षा नीति में शिशु के विकास की सर्वतोन्मुखी प्रकृति को मान्यता दी गई है, अर्थात् आहार, स्वास्थ्य तथा सामाजिक, मानसिक, शारीरिक, नैतिक व भावनात्मक विकास पर

विशेष ध्यान देते हुये समेकित बाल विकास कार्यक्रम चलाया जायेगा, जिसमें शिशु की देखभाल व पूर्व प्राथमिक शिक्षा में पूर्ण समन्वय रखा जायेगा। इसे एकीकृत बाल विकास सेवा कार्यक्रम से उपयुक्त रूप से समन्वित किया जायेगा।

(ब) प्राथमिक (मौलिक) शिक्षा [Primary (Elementary) Education]—इस शिक्षा नीति में 14 वर्ष तक की आयु के बच्चों के सार्वजनिक नामांकन व नियमित शिक्षा प्राप्ति तथा शिक्षा की गुणवत्ता में पर्याप्त सुधार पर बल दिया जायेगा। इस शिक्षा नीति में गति निर्धारित स्कूलों की व्यवस्था करने की बात भी कही गयी है। जहाँ प्राथमिक शिक्षा के विद्यार्थियों को अपनी गति से पढ़ने का अवसर दिया जाएगा तथा उन्हें पूरक उपचारात्मक अनुदेशन दिया जायेगा। समस्त देश में प्राथमिक विद्यालयों के सुधार के लिये तत्काल 'ऑपरेशन ब्लैक बोर्ड' कार्यक्रम चलाया जायेगा।

(स) माध्यमिक शिक्षा (Secondary Education)—इस राष्ट्रीय नीति में माध्यमिक शिक्षा अपनी विशिष्ट भूमिका में दिखायी देगी। राष्ट्रीय शिक्षा नीति 1986 में माध्यमिक शिक्षा के प्रसार व उन्नयन हेतु आवश्यकतानुसार देश के विभिन्न भागों में नवोदय विद्यालयों की भी स्थापना की जायेगी ताकि तीव्र गति से विकास करने वाले या विशेष प्रतिभा वाले बच्चों को अवसर प्रदान किये जा सकें। इस स्तर पर क्रमबद्ध, सुनियोजित तथा लचीले व्यावसायिक कार्यक्रम शुरु किये जायेंगे। विशेष संस्थाओं में व्यावसायिक शिक्षा का प्रबन्ध किया जायेगा तथा माध्यमिक शिक्षा से अपवंचित वर्ग तथा क्षेत्र के लिये व्यापक स्तर पर नये विद्यालय खोले जायेंगे। इसके अतिरिक्त नव साक्षरों, प्राथमिक शिक्षा प्राप्त युवकों, स्कूल छोड़ जाने वालों तथा रोजगार या आंशिक रोजगार में लगे हुये व्यक्तियों के लिये भी अनौपचारिक लचीले व आवश्यकता पर आधारित व्यावसायिक शिक्षा के कार्यक्रम चलाये जायेंगे।

(2) उच्च शिक्षा (Higher Education)—इस शिक्षा नीति में उच्च शिक्षा के उन्नयन हेतु छात्रों को प्रवेश परीक्षा द्वारा प्रवेश देने, पाठ्यक्रमों के पुनर्गठन करने, उच्च शिक्षा संस्थानों को साधन उपलब्ध कराने और उनके शिक्षकों के लिये पुनर्बोध कार्यक्रमों की व्यवस्था करने की बात कही गई है। इस सम्बन्ध में नवीन शिक्षा नीति में निम्नलिखित प्रावधान हैं—

- (i) एक बड़ी संख्या में स्वायत्तता प्राप्त कॉलेजों का विकास किया जायेगा तथा विश्वविद्यालयों के कुछ चुने हुये विभागों को भी स्वायत्तता दी जायेगी।
- (ii) उच्च शिक्षा के लिये न्यूनतम आवश्यक सुविधाओं की व्यवस्था की जायेगी तथा छात्रों की संख्या को सीमित रखने के साथ ही विशेषज्ञता सम्बन्धी माँगों को प्रभावी ढंग से पूरा किया जायेगा।
- (iii) उच्च शिक्षा का परिषदों के माध्यम से राज्य स्तरीय नियोजन व समन्वय किया जायेगा तथा क्षमता के अनुसार प्रवेश को नियमित किया जायेगा।
- (iv) शिक्षण विधियों को बदलने के प्रयास किये जायेंगे तथा शिक्षकों के कार्य का मूल्यांकन भी व्यवस्थित ढंग से किया जायेगा।
- (v) विश्वविद्यालयों में अनुसंधान कार्यों की व्यवस्था की जायेगी और अनुसन्धान की उच्च गुणवत्ता को सुनिश्चित बनाने के लिये सहायता प्रदान की जायेगी व आवश्यक प्रयास किये जायेंगे।
- (vi) शिक्षा के स्तर पर निगरानी के लिये विश्वविद्यालय अनुदान आयोग और शिक्षा परिषदें कार्य करेंगी।
- (vii) सामान्य रूप से उच्च शिक्षा को तथा विशेष रूप से कृषि, चिकित्सा, टेक्नोलॉजी, कानून व शिक्षा पर आधारित अन्य व्यवसायों के क्षेत्रों को अपना लक्ष्य बनाने वाली एक राष्ट्रीय संस्था की स्थापना शिक्षा नीति में एकरूपता व सुसंगति पैदा करने के उद्देश्य से की जायेगी।



शिक्षा के समान अवसरों को उपलब्ध कराने की दृष्टि से मुक्त विश्वविद्यालय तथा दूरस्थ शिक्षा प्रणाली को नयी शिक्षा नीति में प्रश्रय दिया जायेगा। विशिष्ट तकनीकी सेवाओं जैसे—डॉक्टरों, इंजीनियरिंग, विधि तथा ऐसी अन्य सेवाओं में, जहाँ अकादमिक योग्यता आवश्यक है, को छोड़कर अन्य सामान्य सेवाओं के लिये डिग्री की अनिवार्यता समाप्त की जायेगी।

(3) तकनीकी व प्रबन्ध शिक्षा (Technical and Management Education)—नवीन राष्ट्रीय शिक्षा नीति में तकनीकी व प्रबन्ध शिक्षा हेतु अखिल भारतीय तकनीकी शिक्षा परिषद् (AICTE) पर राज्यों के तकनीकी शिक्षा बोर्डों को सुदृढ़ करने, कुछ अच्छे तकनीकी एवं प्रबन्ध शिक्षा संस्थानों को स्वायत्तता प्रदान करने, तकनीकी शिक्षा संस्थाओं में अन्तर्सम्बन्ध बढ़ाने और इस क्षेत्र में सतत शिक्षा की व्यवस्था करने की बात भी कही गयी है।

(4) शिक्षा व्यवस्था को कारगर बनाना (Making the Education System Effective)—इस शिक्षा नीति में तत्कालीन शैक्षिक वातावरण में उद्देश्यों की गंभीरता के साथ-साथ आधुनिकीकरण पर सृजनात्मकता की आवश्यकता को ध्यान में रखते हुए, शिक्षा के गुण एवं प्रसार के क्षेत्र में व्यापक परिवर्तनों को सम्मिलित किए जाने की बात कही गई है।

(5) शैक्षिक विषय वस्तु और प्रक्रिया को नया स्वरूप देना (To Give New Prospective to Educational Content and Process)—नई शिक्षा नीति में शिक्षा की विषयवस्तु व प्रक्रिया को अनेक प्रकार से सांस्कृतिक विषयवस्तु से सम्बन्धित किया जायेगा।

(6) शिक्षक व शिक्षक शिक्षा (Teacher and Teacher Education)—नई शिक्षा नीति में अन्तर्गत शिक्षकों की सेवा शर्तों और कार्यकारी परिस्थितियों में व्यापक सुधार किया जायेगा। शिक्षकों के चयन के तरीकों को भी इस प्रकार पुनर्गठित किया जायेगा कि योग्यता व वस्तुनिष्ठता सुनिश्चित हो सके।

नई शिक्षा नीति में शिक्षक शिक्षा की प्रणाली में आमूल परिवर्तन किये जाने की आवश्यकता को देखते हुए जिला शिक्षा व प्रशिक्षण संस्थान (D.I.E.T. : District Institute of Education and Training) स्थापित किए जायेंगे, जो प्रारंभिक स्कूलों के शिक्षकों व निरौपचारिक और प्रौढ़ शिक्षा के क्षेत्र में कार्यरत कार्मिकों के लिए सेवापूर्ण व सेवाकालीन कार्यक्रम आयोजित करेंगे। कुछ चयनित माध्यमिक शिक्षक प्रशिक्षण महाविद्यालयों को भी उच्चकृत करके उन्हें SCERT के कार्य के पूरक के रूप में कार्य दिया जायेगा। राष्ट्रीय अध्यापक शिक्षा परिषद् (NCTE) को अध्यापक शिक्षा संस्थाओं को मान्यता देने का अधिकार दिया जायेगा तथा उसे आवश्यक साधन उपलब्ध कराए जाएंगे।

(7) शिक्षा का प्रबन्धन (Management of Education)—(i) शिक्षा के प्रबन्ध हेतु, शैक्षिक नियोजन व प्रबन्ध प्रणाली में परिवर्तन को प्राथमिकता दी जाएगी। (ii) राष्ट्रीय स्तर पर शैक्षिक नियोजन व प्रबन्ध की दिशा में 'सेन्ट्रल एडवाइजरी बोर्ड ऑफ एजुकेशन' शैक्षिक विकास के लिए महत्वपूर्ण भूमिका निर्धारित करेगा तथा शिक्षा व्यवस्था में सुधार हेतु वांछित परिवर्तन किए जायेंगे।

नई शिक्षा नीति (1986) हेतु कार्य योजना (Plan of Programme of Action or POA for New Education Policy)

राष्ट्रीय शिक्षा नीति का प्रकाशन, संसद द्वारा पारित हो जाने के बाद, मई 1986 में किया गया था तथा इसके लगभग 6 महीने बाद नवम्बर 1986 में इस शिक्षा योजना को लागू करने के लिए कार्य योजना (Plan of Action) के दस्तावेज का प्रकाशन किया गया।

इस शिक्षा नीति को लागू करने के मानव संसाधन मंत्रालय ने 23 कार्यदलों का गठन किया था, जिनमें व्यापक शिक्षाविद्, विषय विशेषज्ञ तथा वरिष्ठ सरकारी अधिकारी शामिल थे। इन्होंने शिक्षा नीति के प्रमुख प्रावधानों को क्रियान्वित किये जाने की विधि पर विचार करके अपनी संस्तुति जुलाई 1986 में प्रस्तुत की। इन सुझावों पर 21 जुलाई, 1986 को राज्य व केन्द्र के सक्षम शैक्षिक एवं शासनिक अधिकारियों की बैठक में विचार करके एक कार्ययोजना (POA) तैयार की गयी, जिसे राष्ट्रीय शिक्षा सलाहकार परिषद् द्वारा पुनः विचार करके अपनी स्वीकृति दे दी गयी। यह अन्तिम प्रारूप भारतीय संसद द्वारा अगस्त 1986 में स्वीकृत किया गया, जिसे बाद में सभी राज्यों में लागू कर दिया गया।

### नई शिक्षा नीति में माध्यमिक शिक्षा हेतु कार्य योजना (Plan of Action for Secondary Education in New Education Policy)

नई शिक्षा नीति में माध्यमिक शिक्षा के महत्व को भली प्रकार समझा गया था। अतः इसमें इस स्तर की शिक्षा के सम्बन्ध में निम्नांकित सुझाव दिये गये थे—

1. आर्थिक स्थिति कमजोर होने पर भी प्रतिभावान बालकों की शैक्षिक प्रगति में तेजी लाने का प्रयास करना।
2. इस नीति में माध्यमिक स्तर पर व्यावसायिक शिक्षा का एक ऐसा व्यवस्थित व सुनियोजित कार्यक्रम बनाने की संस्तुति की गई है, जो छात्रों को उनके शिक्षा पूरी करने के बाद उन्हें आत्मनिर्भर बनाने में सहायता करे।
3. व्यावसायिक शिक्षा संस्थाओं के निर्माण का उत्तरदायित्व सरकार तथा निजी सेवायोजकों पर सहभागिता के आधार पर सौंपा गया है।
4. माध्यमिक स्तर पर कक्षा 10 के लिए एक सामान्य आधारभूत पाठ्यक्रम बनाया गया है।
5. ग्रामीण क्षेत्रों में तथा महिलाओं के लिए सरकारी एवं व्यक्तिगत दोनों प्रकार की संस्थाओं में व्यावसायिक शिक्षा बढ़ाने के लिए विशेष कदम उठाये जाने चाहिए।
6. माध्यमिक शिक्षा का पाठ्यक्रम ऐसा हो कि छात्र विज्ञान, सामाजिक विज्ञान तथा मानविकी के क्षेत्र में अपनी प्रतिभा का पूर्ण विकास कर सकें।

### उच्च शिक्षा हेतु कार्य योजना (Plan of Action for Higher Education)

उच्च शिक्षा की समस्याओं पर गम्भीरतापूर्वक विचार करने के बाद, नई शिक्षा नीति में निम्नलिखित संस्तुतियाँ दी गई हैं—

1. भारत में स्थित 150 विश्वविद्यालय व 5000 महाविद्यालयों की संख्या बढ़ाने के स्थान पर इनके स्तर में सुधार किया जायं।
2. शिक्षा में आधुनिक चुनौतियों का सामना करने के नवाचारों को लागू करना व अधिक सुविधायें प्रदान करना।
3. सम्बद्ध कॉलेजों के स्थान पर कुछ प्रमुख स्वायत्त कॉलेज खोले जायें।
4. भाषागत योग्यता के आधार पर पर्याप्त ध्यान देना व पाठ्यक्रमों में लचीलापन होना।
5. उच्च शिक्षा के स्तर पर व उसकी गुणवत्ता पर यू. जी. सी. द्वारा निरन्तर निगरानी रखना।
6. शिक्षक शिक्षा की दृष्टि से ओरिएन्टेशन प्रोग्राम तथा पनश्चर्या पाठ्यक्रम संयोजित करने के



# 10 New Policy of Education 1986

## Formation of the National Policy

Since the adoption of the 1968 Policy on Education, there had been considerable expansion in educational facilities all over the country at all levels. However, the general formulations incorporated in the 1968 Policy did not get translated into detailed study of implementation. As a result problems of access, quality, quantity, utility and financial youth, accumulated over the years, assumed such massive proportions that they must be tackled with the utmost urgency. In January, 1985 the Government of India announced that a New Education Policy would be formulated in the country. A Status Paper 'Challenge of Education—A Policy Perspective' was issued by the Ministry of Education Government of India with comprehensive appraisal of the existing system of education. There was a country-wide debate on educational reforms in the country. The **New National Policy on Education 1986** was approved by the Parliament in May, 1986. Thereafter, a 'Programme of Action' was chalked out for the implementation of the Policy.

## Problems in Education Reforms

The National Policy on Education outlined the following problems :

1. Establishment of a National System of Education.
2. Problem of Centre-State Partnership in Education.
3. Education for Equality.
4. Universalization of Elementary Education.
5. Promotion of Adult Education.
6. Pace Setting Schools.
7. Vocationalization of Education.
8. Delinking Degrees from jobs.
9. Raising the Status of Teacher.
10. Management of Education.
11. Formation of Indian Education Service.
12. Role of Community and Voluntary Organizations.
13. Resource Mobilization.

## Major Recommendations

1. Important Role of Education.
2. National System of Education.
3. A Meaningful Partnership between the Centre and the States.
4. Education for Equality and Special Stress on Weaker Sections.
5. Promotion of Adult Education.
6. Elementary Education and Operation Black-Board.
7. Pace Setting Schools or Navodaya Schools.
8. A Comprehensive Programme of Vocationalization of Education.
9. Consolidation of Higher Education.
10. Delinking Degree from Jobs and National Testing Service.
11. Promotion of Technical and Management Education.
12. Reorienting of Education, The Revised National Policy.
13. Evaluation Process and Examination Reform.
14. Raising the Status of the Teacher.
15. Decentralization of the Management of Education.
16. Constitution of Indian Education Service.
17. Association of Local Communities with Educational Programmes.

### 1. Education of Women

- (i) **Recommendations** : This requires change of curricula, text-books, the training and orientation of teachers, decision-makers and administrators, and the active involvement of the educational institutions.
- (ii) **Literacy** : The removal of woman's illiteracy will receive overriding priority through provision of special support services.
- (iii) **Participation** : Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels.

### 2. The Education of the Scheduled Castes

The Central focus in the SC's educational development in their equalization with the Non-SC population will be at all stages and levels of education, in all areas and in all the four dimensions rural male, rural female, urban male and urban female.

### 3. The Education of Scheduled Tribes

Many urgent measures will be taken to bring the Scheduled Tribes at par with others. These include :

- (i) opening of primary schools,
- (ii) opening of residential schools including Ashram Schools,



## Contemporary India and Education

- (iii) construction of school buildings,
- (iv) promotion of Tribal languages,
- (v) promotion of Tribal culture,
- (vi) incentive schemes like scholarship,
- (vii) special remedial courses and other programmes, to take up teaching in tribal areas, and
- (ix) opening of Anganwadies, Non-formal Education Centres and Adult Education Centres on priority basis.

### 4. Education of the Minorities

Greater attention will be paid to the education of minority groups in the interests of equality and social justice.

### 5. Education of the Handicapped

The objective will be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence.

- (i) **Adult Education** : A vast programme of adult and continuing education will be implemented through various ways and channels.
- (ii) **Re-Organization of Education at Different Stages**

#### 1. Early Childhood Care and Education

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

#### 2. Elementary Education

- (i) There will be the policy of non-detention at the primary stage.
- (ii) Corporal punishment will be firmly excluded.
- (iii) School timings as well as vacations will be adjusted to the convenience of children.
- (iv) A phased drive, symbolically called 'Operation Black-Board' will be undertaken to improve primary schools all over the country.
- (v) Every primary school will be provided at least two reasonably large rooms that are usable in all weather.
- (vi) As early as possible at least two teachers will be provided.
- (vii) Necessary learning materials like toys, black-boards, maps, charts will be made available.
- (viii) Highest priority will be given to solving the problem of children dropping out of school.

- (ix) **Non-Formal Education.** A large and systematic non-formal education will be launched for school children from habitations without schools, working children and those who cannot attend day-schools.
- (x) **Resolve Regarding Primary Education.** It shall be ensured that children who attain the age of about 11 years by 1990 will have had five years of schooling or its equivalent through the non-formal stream. Likewise, by 1995 all children will be provided free compulsory education upto 14 years of age.

### 3. Secondary Education

- (i) **Curriculum :** Conscious internationalism of healthy work ethos and of the values of a human and composite culture will be brought about through appropriately formulated curriculum.
- (ii) **Pace Setting Schools :** Navodaya Vidyalayas which will be residential and free of charge will be established in various parts of the country. These will have scope for innovation and experimentation. These schools are meant for talented children largely rural. They are envisaged to become catalysts of a nation-wide programme of school improvement.
- (iii) **Vocationalization :** The introduction of systematic; well-planned and vigorously implemented programmes of vocational education is crucial in the proposed educational reorganization. Vocational courses will be provided after the secondary stage. It is proposed that vocational courses cover 10% of higher secondary students by 1990 and 25 per cent by 1995. Steps will be taken to see that a substantial majority of the products of vocational courses are employed or become self-employed.

### 4. Higher Education

- (i) The main emphasis will be on the consolidation of and expansion of facilities in the existing institutions.
- (ii) Admission will be regulated according to capacity.
- (iii) Teacher's performance will be assessed systematically.
- (iv) All posts will be filled entirely on the basis of merit.

### 6. Open University and Distance Learning

The open university and distance learning will have to be developed with care.

### 7. Delinking Degrees from Jobs

A beginning will be made in delinking degrees from jobs in selected areas.

### 8. National Testing Service

Concomitant with delinking, an appropriate machinery such as National Testing Service will be established in the appropriate phase.



### 9. Technical and Management Education

The reorganization of Technical and Management Education should take into account the anticipated scenario by the turn of the century.

### 10. Promoting Efficiency and Effectiveness at All Levels

- (i) The process of maintaining discipline in the system must be strengthened.
- (ii) Modernization will be undertaken to enhance functional efficiency.
- (iii) More effective procedures will be adopted in the recruitments of staff. Institutions will be encouraged to generate resources.
- (iv) Staff development programmes will be integrated and made mandatory.
- (v) Excellence in performance of institutions and individuals will be recognised.
- (vi) Selected institutions will be awarded autonomy.
- (vii) Net working system will have to be established between education and industry.

### 11. Re-Orienting the Content of Education

- (i) **Cultural Perspective** : Education and its curriculum must bring about the fine synthesis between change-oriented technologies and the country's continuity or cultural traditions. Due attention will be paid to Fine Arts, Musicology, Folklore, etc.
- (ii) **Value Education** : Value education should have a universal appeal and should be oriented towards the unity and integration of our people. It must be based on our heritage; national and universal goals and perception.
- (iii) **Languages** : Language Policy of 1968 must be implemented energetically and purposefully.
- (iv) **Work Experience** : Work experience, an essential component at all stages of education must be provided through well-structured and graded programmes.
- (v) **Environmental Education** : The aspect of environmental consciousness should be integrated in the educational process.
- (vi) **Mathematics Teaching** : The teaching of mathematics will be suitably redesigned to bring it in line with modern technological devices like computers.
- (vii) **Science Education** : Science education programmes will be designed to enable the learner to acquire problem solving and decision-making skills and to discover the relationship of science with health, agriculture and other aspects of daily life.
- (viii) **Sports and Physical Education** : A nation-wide infrastructure for physical education, sports and games will be built into the educational

edifice. Appropriate encouragement will be given to those talented in sport and games. Due stress will be laid on indigenous traditional games. Yoga will receive special attention.

### 12. Re-Orientation of the Process of Education

- (i) Special attention will be paid to the production of quality books for children including text-books and work-books.
- (ii) Provision will be made in all educational institutions for library facilities.

### 13. Media and Educational Technology

- (i) Educational technology will be employed in the spread of useful information, the training and retraining of teachers to improve quality, sharpen awareness or art and culture, inculcate abiding values, etc. both in the formal and non-formal sectors.
- (ii) Radio and T.V. programmes which clearly militate against proper educational objectives will be prevented.
- (iii) An active programme will be started to promote the production of children film of high quality and usefulness.

### 14. The Evaluation Process and Examination Reform

Assessment of performance is an integral part of any process of learning and teaching.

As a part of sound educational strategy, examinations should be employed to bring about qualitative improvement in education. The examination system will be recast so as to ensure a method of assessment that is a valid and reliable measure of student development and a powerful instrument for improving teaching and learning. Following measures will be taken in this regard :

- (i) The elimination of excessive element of chance and subjectivity.
- (ii) The de-emphasis on memorization.
- (iii) Continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time.
- (iv) Effective use of the evaluation process by teachers, students and parents.
- (v) Improvement in the conduct of examinations.
- (vi) The introduction of concomitant changes in instructional material and methodology.
- (vii) The use of grades in place of marks.
- (viii) The predominance of external examination will be reduced.



### 15. The Teachers

(i) **Status of the Teacher** : The status of the teacher reflect the socio-cultural ethos of a society. The pupils cannot rise above the levels of their teachers. The Government and the community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers will continue to play a crucial role in the formulation and implementation of educational programmes.

(ii) **Freedom to Teacher** : Teachers should have the freedom to innovate, to devise appropriate methods of communications and activities relevant to the needs and capabilities of and the concerns of the community.

### (iii) **Pay and Service Conditions** :

- (a) The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession.
- (b) Efforts will be made to reach the desirable objectives of uniform emoluments, service conditions and grievance-removal mechanisms for teachers throughout the country.
- (c) The methods of recruiting teachers will be recognised to ensure merit, objectivity and conformity with spatial and functional requirements.
- (d) Guidelines will be formulated to ensure objectivity in the posting and transfers of teachers.
- (e) A system of teacher evaluation will be created.
- (f) Reasonable opportunities of promotion to higher grades will be provided.
- (g) Norms of accountability will be laid down with incentives for good performance and disincentives for non-performance.

v) **Teacher's Organizations** : Teacher's organization must play a significant role in upholding professional integrity and enhancing the dignity of teacher. They should help in curbing professional misconduct. National level associations of teachers will prepare a national Code of Professional Ethics for Teachers and see to its observance in cooperation with Government.

v) **Teacher Education** : The system of teacher education will be overhauled by taking the following steps :

- (a) District Institutes of Education and Training (DIET) will be established to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education.
- (b) Selected Secondary Teacher Training Colleges will be upgraded.

- (c) The National Council of Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher education and provide guidance regarding curricula and methods.
- (d) A network arrangement will be created between institutions of teacher education and university departments of education.

## 16. The Management of Education

- (i) **Decentralization** : More stress will be laid on the decentralization of educational institutions.
- (ii) **Central Advisory Board of Education** : It will play a pivotal role in reviewing educational development.
- (iii) **Indian Education Service** : A proper management structure in education will be essential for the establishment of the Indian Education Service as an All India Service.
- (iv) **State Advisory Boards of Education** : State Governments may establish State Advisory Boards of Education on the lines of Central Advisory Board of Education.
- (v) **District Boards of Education** : District Boards of Education will be created to manage education upto the higher secondary level.

## 17. Important Role of the Head of an Institution

An important role must be assigned to the head of an educational institution. Heads will be specially selected and trained.

## 18. School Complexes

School complexes will be promoted so as to serve as networks of institutions and synergistic alliance to encourage professionalism among teachers, to ensure observance of norms conduct to enable the sharing of experiences and facilities.

## 19. Local Committees

There will be assigned a major role in programmes of school improvement.

## 20. Voluntary Agencies and Aided Institutions

Non-government and voluntary efforts including social activist groups will be encouraged, subject to proper arrangements.

## 21. Resources

- (i) Resources to the extent possible will be raised by mobilising donations asking the beneficiary communities to maintain school building and supplies of some consumables.
- (ii) Fees at the higher levels of education will be raised.
- (iii) Effecting some savings by efficient use of facilities.
- (iv) Institutions involved with research and the development of technical and scientific manpower will be asked to mobilize some funds by levying a cess of charge on the user agencies.

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## Evaluation and Implementations of the Policy

1. **Programme of Action** : In order to be workable any effective plan of action must be backed by financial and personnel resources otherwise it will remain a 'paper' plan or theoretical statement of intent, just in idealistic empty document. In an article entitled *Education : A Development view in The Hindustan Times* dated March 22, 1986 Manmohan Singh observed, "So much has been said, suggested and recommended that when it comes to implementation, the budgetary constraints make a mincemeat of our educational aspirations. We have to be perhaps ruthlessly realistic about our economic and budgetary constraints. There is no point in trying to apply one cubic inch of butter to a square mile of bread. Such an attempt would imply a realignment of priorities in educational investment and discarding a part of the bandwagon. Unfortunately, the document, Programme of Action, has completely overlooked this basic fact."

2. **Evolving the Correct Order of Priorities** : After determining the availability of funds, one must draw out the order of priorities in the field of educational reforms and fix our targets in physical terms.

3. **Command, Control and the Management of Education** : Some areas of educational reforms do not require any additional funds. One such area is the management of education. Two factors play a major role in the effective implementation of any programme identification and stability. Both are wanting in the present system of educational administration, management and planning. In almost all the States and the Union Territories in India, the two key posts of the Secretary of Education and the Director of Education are conventionally entrusted to persons belonging to the I.A.S. cadre. The story is no different at the Ministry of Human Resource Development, Government of India and in the Planning Commission. These incumbents are not committed and change hands frequently. Their stay is usually so short that by the time they acquaint themselves with the working of the Education Department they are transferred. Thus, they are unable to make any substantial contribution. They do not provide effective professional guidance and inspiration to teachers, principals, education officers and supervisors. Not do they have needed interest of commitment and motivation, and they are keen to move up or away before the consequences of their vague efforts come to roots, to become milestone around them or their successors' necks. The framers of the National Policy on Education and the Programme of Action have completely ignored this aspect. The recommendation for the constitution of an Indian education service is heartening, but the programme of action does not hold out any hope for its early implementation. The technocrats should be immediately replaced by dedicated contractual teachers in the administration, management and planning of



education, so as to provide the much needed confidence, grass root professional competence. Guidance, inspiration and motivation to the academic staff working in the field of education. The proven men and women of classroom and field experience will be able to implement the breakthrough transformation needed.

Educational administration, management and planning must be professionalised. India is amidst new ideas and attitudes. By ignoring this vital reform needed in education the nation has already paid a heavy price since independence. This reform does not involve paying additional fund. The nation can ignore this only at its peril. The missions and committees have failed at the implementation stage on account of neglect of this aspect of the personnel of educational administration, management, command and control. Educators and bureaucrats can provide the needed thrust for success.

4. **Strengthening Elementary Education** : The crucial role of universal elementary education of strengthening the fabric of democracy through the provisions of equal opportunities to all for the development of their inherent individual potential has been accepted from the very birth of Indian Republic in the form of Article-45 under the Directive Principles of State Policy in the Constitution. Governments have failed miserably to fulfil obligations to achieve universal elementary education within ten years of the enactment of the Constitution. Thus, one finds neglect of primary school education and the undue emphasis on university education. Numerous departments have been opened in the universities without due regard to financial aspects. In some cases, the members of the faculty outnumber the number of students. Proliferation of departments and bifurcation of universities are alarming signals of intellectual bankruptcy. Primary school education has to be strengthened and given top priority in the field of educational reforms. Most of this ill is existing in the domain of Indian education. The provisions of outlays required for achieving the constitutional goals in respect of elementary education should be considered a national responsibility.
5. **Operation Black-board** : Operation Black-board should be given priority. All primary school (Class I to V) with about five sections each should be supplied with three black-boards preferably green chalk-boards, per school. All single teacher schools should be provided with at least one black-board. Provision should be made for about 4 lakh black-boards for 13 lakh schools without black-boards, 70,000 black-boards would be needed for about equal number of teachers schools without black-boards. Similarly, definite targets may be fixed in respect of the supply of 'tatpattis', furniture, building, etc., to primary schools. Priority to the 'Operation Black-board' will give the satisfaction that Government has met the basic minimum needs of all elementary in the country.

6. **Retention of Students at the Elementary Stage** : It has been estimated that out of 100 students enrolled in Class 1, 2, 3 children reach Class VIII. The rest return to the mass of illiterates in the country. One of the important reasons of dropouts is the detention of a student in a class on-detention policy must be effectively implemented upto Class VIII. This reform envisages no financial burden. Incentives and support services should be provided for girls and boys of the economically weaker sections of society subject to availability of funds.

7. **Review of Institutions like Jawaharlal Nehru University and the Indian Institute of Management** : While thousand of primary schools are without buildings, black-boards and chalks, Government are spending huge sums on institutions like J. L. Nehru University, Indian Institutes of Technology (IITs) and Indian Institutes of Management (IIMs).

8. **Institutional Plans** : The Education Commission, 1964-65, emphasised that no comprehensive programme of educational development can ever be put across unless it involves every educational institution. Planning for each institution provides important and basic links in the planning process. Keep in view the resources for a period of one year every Institution must plan its growth and development in the beginning and long range plans after ensuing sound footing. Institutional plan should form the basis of District, State and Central plans. Implementers of the plans must be closely associated with the formulations of plans.

9. **Review of the Work of the National Organization Like the NCERT** : The document 'Challenge of Education-A Policy Perspective, 1985' issued by the Ministry of Education Government of India has observed, "The three major expert bodies at the national level which should play some role in educational planning are the National Council of Educational Research and Training (NCERT), the National Institute of University Grants Commission (UGC). If the preceding paragraphs have any validity, the conclusion that these bodies have not so far met with the expected response becomes inescapable. Their efforts to improve the content and quality of education, modifying priorities and objectives and correlating the qualitative output of educated manpower with the requirement of these for various tasks connected with national production and development, have not succeeded, mainly because the real initiative for planning is entirely in the hands of State Government. However, it would be wrong to put the blame on the State Governments. Alone, Programmes of these organizations have hitherto lacked healthy and practical purpose. Their approach has been devoid of a sound pragmatic outlook, with some useful exceptions like core curriculum.

Organizations like the NCERT, NIEPA, SCERT have contributed little to the development of education in India. They flourish in complete isolation in their 'Ivory Towers' as 'White Elephants'. Money and resources used on them would very profitably be spent on practical target oriented important priority programmes which should be assigned for them by professional field-teachers. If these organizations do not change their style of working, they will not be successful in educational transformation in India. They should be improved by establishing monitoring cells for the implementation of the National Policy on Education, by motivated and experienced personnel meaning the educational controls. These national organizations have become 'False Public Utilities'. There is no machinery to evaluate the work of these national organizations as they enjoy a fair amount of autonomy. In launching various projects which have no relevance they can virtually do anything they please. The autonomy and freedom must be accompanied by accountability.

**10. Adult Education Programmes to be Financed by Industry and Voluntary Organizations :** It has been observed in the 'Challenge of Education' that 'the Adult Education Programme has, thus been far from impressive.' If past performance is any index, it is likely to remain unimpressive in future also. The reasons are quite, obvious. Government should undertake a radical review of this performance before granting money. A percentage of the resources earmarked for adult education may be diverted towards the expansion and enrichment of elementary education and over the urgently needed vocationalization of education. There is need to establish linkage between the Adult Education Programme and Non-formal Education and Vocational Education through Industry. Big business establishments may be asked to take up literacy programmes for their workers. Autonomous organization could look after the literacy needs of their employees. Voluntary organizations may be provided financial support for taking up adult education programmes. Village panchayats could be allowed to augment their resources for shouldering the responsibility of educating the illiterate villagers.

**11. Consolidation of Higher Education :** Only 48% of the relevant age group is enrolled in higher education in India and the proportion is even more adverse in some categories, particularly for women, scheduled castes and scheduled tribes. It would be suicidal to go on absorbing scarce resources without attaining even the minimum standards laid down by the University Grants Commission. Proliferation of non-viable educational institutions will have to be discontinued as resources are limited.

The drop-outs and failures which account for more than 59% of the students enrolled, represent a colossal waste of human and material



resources. This must be checked. Suitable direction should be issued so that results of the annual examinations are moderated appropriately. It has been found that examination results depend on chance and environmental factors. When tools of assessment are not fully objective and valid, students should not be allowed to suffer. The number of effective working days and hours in a year should be increased. Priority in research to only those programmes should be given which will lead to the practical application of technology, the needs of villages and rural areas.

12. **Rethinking on the Present System of Inspection and Supervision** : The recommendations of the Secondary Education Commission (1952-53), the Kothari Commission (1964-66), the Study Group (1969) and other committees have made no impact on the system of inspection and supervision. It has neither achieved the objective of frightening the teachers into putting in their best nor even the objective of inspiring and providing professional guidance to teachers. It has failed to appraise the work of the educational institutions objectively and scientifically. It has also failed to provide constructive guidance to teachers and principals. District Inspectors of Schools have become 'educational post offices' which receive letters and instructions from the headquarters and 'pass' there on to the institutions, and vice versa. The present system of inspection and supervision hardly makes any substantial contribution to the promotion of educational standards. A majority of the inspecting staff may be diverted to other priority areas like actual teaching and field institutionally bases supervision with set deadlines and targets.

13. **Less Emphasis on Seminars, etc.** : There is a wide gap in India in educational theory and practice. Most of the failures in education are due to this unfortunate gulf. Utopian ideas are given to the teachers during full-time and even in-service training courses, through educational conferences, seminars, training courses and workshop. The participants find it very difficult to spend the scheduled time fruitfully. Programmes related to the dissemination of the information on the National Policy on Education amply demonstrate their futility. The participants were not even supplied with a copy of the National Policy on Education.

The 'fad' of bringing about reforms through speeches and sermons should be discarded. There should be down-to-earth involvement in-service training of teachers so that they grow in stature. Optimum use should be made of limited financial resources. Each available rupee must be spent in providing the essential facilities to educational institutions and not on meeting travelling and dearness allowance of government officials and self-styled experts.

14. **Delinking of Degrees from Jobs :** Immediate steps must be taken to delink degrees from jobs as everyone wants to join the queue for university education due to the high premium on degrees. By delinking degrees from jobs more funds would be available to be spend on school education.
15. **Navodaya Vidyalayas :** It is right step towards egalitarianism. In rural areas have been given adequate attention in providing quality education. A detailed strategy must be worked out to provide quality staff and equipment to these schools from the very beginning. Half-hearted attempts are likely to lead to frustration. Lack of sufficient funds shall lower the target of setting up of one of such vidyalaya in each district.
16. **Better Scales of Pay and Service Conditions of Teachers** Immediate steps must be taken to ensure that the teachers enjoy reasonable status and get emoluments commensurate with it. Recommendations of the National Commission on Teachers should be implemented immediately.
17. **Privatiation of Education :** The demand for the closure of public schools is not justified on two counts. First the Government does not have the required funds to take over the schools. Secondly, the public school maintain reasonably good standards. They may be asked to provide free education to at least 5% of the students belonging to economically weaker sections.
18. **Vocationalization of Education :** One of the important objectives of the 10 + 2 + 3 pattern of education was vocationalization of education. It is regrettable that even after 11 years of the introduction of this scheme, the present intake of Vocational Programmes at the plus two level is covering only 2.5% of the students population. It is not understood on what basis the programme of action has fixed the target at per cent. No financial implications have been worked out. As the *Hindustan Times* observed in one of its editorials, it is time to find out why the earlier steps in that direction have come to grief. In view of new policy the target is to divert 10% of the plus two stage students to the vocational stream by 1990, Vocationalization means proper training for students in selected fields so that they can take up certain actions without going in for purposeless higher education. Unless qualified-teachers and adequate equipments are available, the training programme will hardly succeed. Moreover, job opportunities should be provided for those who complete the training. It is hoped that the authorities have become wiser by the failure they have faced in vocationalization of the education.