Chapter

POLICIES CONCERNING SCHOOL

EDUCATION

D.1 Policies in India.
D.3 Policies Abroad.
  D.3.1 Policies in U.K.
  D.3.2 Policies in U.S.A.
Chapter – D

POLICIES CONCERNING SCHOOL EDUCATION.

D.1 Policies in India

D.1.1. Secondary Education Commission, 1952

The fourth education commission and the first to be appointed in the post-independence period, was the University Education Commission (1948-49) which reviewed the development of higher education in the country and made proposal for its future expansion and improvement. A similar function for secondary education was performed by the Secondary Education Commission (1952). Which was the fifth in the series. All the five commissions looked at education in a compartmentalized fashion and moreover, no commission had ever been appointed for primary and adult education. There was a strong demand in the fifties and early sixties that Government of India should appoint an education commission to look at education as a whole, including primary and adult education.
D.1.2. **Education Commission, 1964-66**

Central government appointed the Education Commission, 1964-66 (under the chairmanship of prof. D.S. Kothari and this is popularly known as Kothari Commission) at the initiative of Mr. M.C. Chhaqla, the then Minister of Education who entrusted in with the taste of looking at the entire spectrum of education except medical and legal education. This is, therefore, the first Commission in our educational history to look comprehensively at almost all aspects of education.*1

D.1.3. **Committee of Members of Parliament, 1967**

A Committee of Member of Parliament was appointed in 1967 to consider the recommendations made by the Commission. In 1968, the Government issued a policy statement on education, the first national policy statement on education formulated by the Government of independent India. It served as the basis for educational development so far until the recent efforts to formulate the educational policies of the country once again. This rethinking dates from 1977-78, and a draft policy document was
issued in May 1979. However, before any effort towards its implementation could be made it was given up.

D.1.4. **Central Advisory Board of Education (CABE)**

Central Advisory Board of Education (CABE), based on Kothari Commission's recommendations adopted a resolution in its meeting held in November 1974 recommending the introduction of the 10+2+3 pattern of education all over the country during the fifth plan period.

D.1.5. **National Policy on Education, 1986**

On January 5, 1985, the Prime Minister, Rajeev Gandhi in his broadcast to the nation promised a new education policy that would equip the country both scientifically and economically to enter the 21st century. Government to it, on 20th August, 1985, Education Minister, K.C. Pant presented a "Status Report" entitled "Challenge of Education-A policy perspective" to the parliament after a great deal of discussion, a National Policy on
Education, 1986, popularly known as New Education Policy (NEP), was approved by the Parliament in May, 1986.

Before 1976, education was exclusively the responsibility of the states, the central government being concerned with certain areas like coordination and determination of standards in technical and higher education, etc. In 1976, through a constitutional amendment, education became the joint responsibility of the Central and State Governments.

Besides policy formulation the Deptt. Of Education, Ministry of HRD shares with the states the responsibility for educational planning. Till the sixth plan, education was taken to be a social service rather than input in the development process. The emphasis has since changed whereby education is now considered pivotal in social and economic development of the country through, development of human resources.

This is reflected in the National Policy of Education (NPE), 1986 and in the budgetary allocation of resources. The Eight Plan outlay for education (Centre and States) at Rs. 19,599.7 crore is higher than the Seventh Plan expenditure of Rs. 7,633.1 crore by
2.6 times. These have also been an inter se shift in the allocation of resources within the education sector from higher education to elementary education. The outlay on elementary education in the Eight Plans is 45.6 percent compare to the expenditure 32.1 percent in the Sixth plan and 37.5 percent in the Seventh Plan. The expenditure on higher education which was 21.4 percent in the Sixth Plan declined to 14.3 percent in the Seventh Plan. *2

New education policy, 1986 envisages that there should be a national curriculum framework for the country. The organisation of the content and process of education is being given the foremost priority in the implementation of the New Education Policy (N E P), 1986. N.C.E.R.T. has already developed syllabi in different subjects for the primary, upper-primary and the secondary stage, based on the National Curricula Framework in terms of the objectives of teaching of different subjects.

In the Directive Principles of State Policy it is envisaged under article 45 that the state shall endeavour to provide within a period of ten years from the commencement of the constitution
for free and compulsory education for all children until they complete the age of 14 years. This target has yet to be achieved.

D.1.6. **National Policy on Education (Revised), 1992**

Recapitulating the goals of education emphasised by the Indian Constitution by the Indian Constitution and enunciated from time to time, by thinkers, planners, policy makers and educationists, the New Education Policy 1986 which was revised in 1992 envisages the following aims of Indian Education System:

(1) Emphasis and the Socio-economic Well-being competence and Creativity of the individual. This encompasses:

(a) Physical, intellectual and aesthetic development of personality;
(b) Inculcation of a scientific temper and democratic moral and spiritual values;
(c) Development of self-confidence to innovate and face unfamiliar situations;
(d) Creation of an awareness of the physical, social, technological, economic and cultural environment;

(e) Fostering a healthy attitude to dignity of labour and hard work;

(f) A commitment to principles of secularism and social justice;

(g) Dedication to uphold the integrity, honour and foster the development of the country; and

(h) Promotion of international understanding.

(ii) Development of knowledge and skill in various areas. In addition to developing the personal attributes listed above, education has to assume the responsibility for different subjects and for developing skills in the area of languages and communication also interest in hobbies, games and sports;

(iii) Development in knowledge and skill in Employment Opportunities: Education has to equip the pupils with competence, in term of knowledge and skills in various combinations at different levels of understanding, relating to
the opportunities of employment in the context of a particular pattern and pace of Development;

(iv) Integration of individual into the social system: Education has to play an important role in integrating the individual into the social system. It is meant to inculcate suitable habits for health care, mental application, management of time and conservation of physical, mental and emotional energy;

(v) Education a means of equalising opportunities: Education can be the most effective means for equalising opportunities and reducing disparities between human beings. In a democratic society, it is considered a fundamental right of citizens. In the ultimate analysis therefore, the aim must be to enlarge the coverage and improve the quality of education in our institution so that a person, belonging to any religion, caste, creed, sex and economic strata, would have the opportunity of developing his or her potentials to the full;

(vi) Development of Sense of Right and Wrong: No law and order system can survive if educated people do not have respect for life or a sense of right and wrong. Democracy and civic life will degenerate beyond recognition if people do not
understand the importance of tolerance and respect for viewpoints different from their own;

(vii) Development of Spirit of Adventure and Mass participation in various Programmes: The spirit of adventure and the confidence to innovate and take risk has to be instilled in the minds of young people. The priority programmes requiring mars acceptance and participation, energy conservation and population control, cannot make a real headway unless a programme for the improvement of ecological conditions make the students aware, right from their formative years, of the close interdependence of their welfare with the outcome of these programmes.

It may be mentioned here that the goals of education listed above do not envisage the laying down of omnibus objectives for all levels of education on "a priori" basis. Adult education would have different goals from those for school and university education. In different age groups relevant to elementary, secondary, vocational and higher education, the need as well as capacity for acquiring knowledge and skills varies considerably. *3

202
D.2 Policies in N.C.T. of Delhi

The School Education System in Delhi is being controlled by number of agencies at different level such as Directorate of Education, Municipal Corporation Of Delhi, New Delhi Municipal Committee, Delhi Cantonment Board, Kendirya Vidhyalay Sangathan, Navodaya Vidhyalay Sangathan, National Open School. These agencies have academic and administrative control of school education of Delhi at different level. These agencies have administrative and academic control of school education in Delhi. For better organisation and development of educational institution in union territory in Delhi, the Delhi Education Act 1973 was passed.

D.2.1 Delhi Education Act, 1973

The Delhi Education Act, 1973 was passed for better organisation and development of educational institutions in the Union Territory of Delhi. Before it the Education Code was in force. This Education Act is meant for ensuring security of service of teachers, and regulating the terms and conditions of their
employment and for changing the character of some institutions so that they may develop and encourage narrow sectarian outlook among the students.

Under this Act, the Administrator who can establish and maintain any school in Delhi can regulate education. Administrator means the Administrator of the Union Territory of Delhi appointed by the President of India under Article 239 of the Indian Constitution.

Private schools can be recognised by the appropriate authorities. The "Managing Committee" of every recognised school is required to prepare a scheme for the management of its school. The "Managing Committee means the body of individuals who are entrusted with the management of any recognised private school.

D.2.1.1 **Aided Schools:**

Aided school means a recognised private school, which receive aid in the form of maintenance grant from the Central Government and Administrator and any other authority.

Two types of aid are granted to the aided schools viz, Maintenance Grant and Building Grant. The Maintenance grant may be
recurring and non-recurring. Recurring grant comprises the staff grant and other benefits to the staff. Non-recurring grant comprises contingent grant, rent grant and grant for games and sports etc.

The rules have also been framed for the recruitment and regulating the services of the employees of private schools. "Employee" means teachers and includes the employees working in he school or in the Education Department of Union Territory of Delhi.*5

D.2.1.2 **Powers of Administrator to Regulate Education in the Schools:**

The Administrator may regulate education in all schools in Delhi, in accordance with the provisions of the Education Act and relevant rules. The Administrator may establish and maintain any school in Delhi or may permit any person or local authority to establish or maintain any school subject to compliance with the provisions of the Education Act and rules made there under.
The Managing Committee of every recognised school makes rules under the Act with the prior approval of appropriate authority and makes the schemes of the management of the recognised school. The Central Government may after due appropriation made by the Parliament By-laws in this regard and subject to such conditions as may be prescribed, pay to the Administrator for distribution of aid for recognised private schools. The authority competent to Grant-in-aid may stop, reduce or suspend aid for violation of any of the conditions.

The Administrator may make rules for regulating the minimum qualification for requirement and the condition of service of the employees of a recognised private school. Every employee of the school is governed by a Code of conduct as may be prescribed. On violation of any provision of such code of conduct, the employee is liable to such disciplinary action as may be prescribed. Whenever the Administrator is satisfied that the Managing Committee or Manager of any school has a neglected to preform any of duties imposed on it by or under the Act, or any rule there under and that it is expedient in the interest of school education to take over the management of such schools, he may
after giving the Managing Committee or Manager of such school a reasonable opportunity of showing cause against the proposed action, take over the management of such school for a limited period not exceeding three years.

D.2.1.3 **Delhi School Education Advisory Board:**

According to the Education Act, 1973, there shall be an Advisory Board for school education to be called "Delhi School Education Board" for the purpose of advising the administration on the matter of policy relating to education in Delhi. An Advisory Board shall consist of a Chairman and fourteen other members to be nominated by the Administrator.

The Administrator may delegate all or any of his powers, duties and functions under the Act to the Director of Education or any other officer. The Administrator with the previous approval of the Central Government and subject to the previous publication by the notification makes rules to carry out the provisions of the Act.
D.3 Policies Abroad

D.3.1 Policies in U.K.

D.3.1.1 The Education Act, 1944

The Act of parliament, 1994 named as the education act forms the basis of modern education in U.K., is a landmark in the educational history of U.K. Under the provision of this Act, every child in the nation had to be provided facilities for education, irrespective of his social and financial position, as will be evident from section I of the Education Act, 1944 which provides as follows:

"It shall be the duty to the Secretary of States for Education and Science to promote the education of the people of England and Wales and the progressive development of Institution devoted to the purpose, and to secure the effective execution by local education authorities under his control and comprehensive educational services in the area".

It authorised the Local Education Authorities (LEAs) to establish compulsory the educational institutions for elementary, secondary and further education. The status of the
Board of Education was converted and elevated to Ministry if Education.

D.3.1.2 Amendments to the Education Act, 1944

D.3.1.3 The Education (Miscellaneous Provisions) Act, 1953

Revised the conditions governing the payment of grants for building of new aided schools on new building estates.

D.3.1.4 The Education Act, 1959

It was intended mainly to encourage the voluntary schools to expand their programmes. They were given 75 percent grant instead of the provision of 50 percent to provide secondary schools for pupils from their own primary schools. The grant to the voluntary teacher training colleges was increased from 25 percent to 75 percent to ensure the necessary number of teachers.
D.3.1.5 **The Education Act, 1962**

Revised arrangements for grants to students and also changed the law relating to school leaving age.

D.3.1.6 **The Education Act, 1964**

Authorised L.E.A. the power to vary the age of transfer from primary to secondary school and also to pay maintenance grants in respect of 15 years old pupils in special schools.

D.3.1.7 **The Education Act, 1967**

Provided for the increase of grants to certain educational institutions (e.g. aided and special arrangement schools), extended the power to local education authorities to defray the expenses of establishing controlled schools and made provision for loans in respect of capital expenditure for colleges of education.
D.3.1.8  **The Education (Miscellaneous Provisions) Act, 1978**

Authorised the promotion of able children from junior to secondary school six months earlier than the accepted age of all.

D.3.1.9  **Important Reports on Education in U.K.**

In order to up-to-date their educational needs the Commissions and the Government of U.K has appointed Committees. These are as follows: -

D.3.1.9.1  **Crowther Report (1959)**

This is a report of the minister of Education's Central Advisory Council for England under the Chairmanship of Sir Geoffrey Crowther. It deals with the education of boys and girls between the ages of 15 to 18 years. It recommended that the schools-learning age should be raised to 16 years by the introduction of county colleges and compulsory continued part time education. It advocated education in depth (specialisation) but not excessive
and premature specialisation. It introduced the concept of numeracy i.e. general understanding of scientific method and language for arts students. The need for more technical education and educational research was stressed.

D.3.1.9.2  **Albemarle Report (1960)**

The Committee was appointed under the chairmanship of Albemarle to review the contribution, which the youth services of England and Wales should make in assisting youth people. It laid down three main aims of youth service; association, training and challenge and called for 10- year plan for the students within the age limit of 14 to 20 years.

D.3.1.9.3  **Newson Report (1963)**

This is a report of Minister of Education's Central Advisory Council for England under the chairmanship of Mrs. Johan Newson to consider the education between the age of 15 and 16 year of pupils of average or less than average ability. The Report entitled "Half over future" was published in 1963. It
recommended the raising of the school learning age of 16 years; the need for a more exciting programme in the last years of school life and for a longer school day, the removal of functional deficiencies of the schools and the improvement of teacher training.

D.3.1.9.4  **Plowdin Report (1967)**

This is a report of the Central Advisory Council for Education set up in 1963 under the chairmanship of Lady Plowdin to consider primary education. The recommendations of the report entitled "Children and their Primary Schools" include: there should be greater and more effective control between home and school; ratio of teachers to students should be improved in priority areas; community schools should be developed, nursery education should be greatly expended; there should be 3- years course in a first school followed by a 4 year course in a middle school; the most satisfactory size for the first school should be 240 children and for the middle school 300 to 450; further enquiry should be made about religious faith and can be presented to young children; corporal punishment should the forbidden.
D.3.2 Policies in United States of America (U.S.A.)

In 1642, the Massachusetts General Court passed the Massachusetts Bay Law establishing a precedent of local responsibility for education. This Act and the subsequent legislation of 1647, the Old Deluder Law, which called for the creation of local public school according to population size, were extended on a national scale in 1785 by the passage of Land ordinances. Through these ordinances, the first Federal aid to education was given. In 1862, the Morrill Act was enacted to respond to the growing educational need for practical higher education in the areas of science, agriculture, and industrial training.

The next significant Federal initiative was the creation of the Office of Education in 1867. The education department was empowered to collect educational data and statistics, to disseminate information concerning education, and to encourage
educational endeavours. In 1864, the Department of Education was relegated to bureau status and was transferred to the Department of the Interior. By 1930, the bureau was affiliated with the Federal Security Agency and later with the Department of Health, Education, and Welfare.

In 1917 a vocational education act called the Smith-Hughes Act of 1917, was passed to reorient local education programmes to meet the needs of changing labour markets.

The continuing debates concerning an appropriate Federal role led to President Eisenhower’s establishing a White House Conference on Education in 1954. The task force recommended that the Federal Government should provide financial aid to State and local communities for educational purposes. It concluded that there was an appropriate role for the Federal Government in educational matters.

The National Defence Education Act (NDEA) of 1958 was passed as a consequence of the widely held belief that the educational system was inadequate in mathematics, science and foreign
language instruction. This belief was directly related to the successful launching to the Soviet Spacecraft, Sputnik. The passage of NDEA resulted in substantial increase in Federal aid to education.

The next major educational act, the Elementary and Secondary Education Act (ESEA), was passed in 1965. Its passage signalled and unprecedented entry by the Federal Government into educational affairs. ESEA provided funds for educational R & D, for promoting educational innovation, and for assisting State agencies to establish their programmes.

With the passage of education legislation in the 1960's and 1970's, the role of the Federal Government in education is, generally speaking, five folds:

i. Promotion of equal opportunity as exemplified by ESEA, the Education Amendments of 1972, by grants and legislation for the handicapped, by desegregation efforts and bilingual decisions, and by other;

ii. Innovation and stimulation of education reform through research grants, teacher training, vocational education, reading improvement programmes and others;
iii. Provision of grants in support of educational research the results of which could have broad applications in the Nation's schools;

iv. Promotion of educational preparation for employment, which can be traced to the Smith-Hughes Act of 1917. "The School's potential contribution to economic productivity was thus the first, and for a long time, the only expressed national interest in education; and

v. Provision of Limited Funding targeting specific needs areas such as planning grants for management purposes on the State level, equipment, and others.

The judiciary has also played a very key role in extending the influence of Federal Government in the field of education.
References:

   3rd ed. Delhi: Motilal, p. xxvi

2. India. Ministry of Human Resources Development (19..).  
   National Policy on Education, 1986. New Delhi:

   86

   development in India. Delhi: Shipra, p 72

   Delhi: Universal Book Traders.