

## **Cheater - 4**

### **Impact of Educational Policies of Government and laws**

- 4.1 Introduction
- 4.2 University Education Commission (1948)
  - 4.2.1 Major Recommendations and Impact
  - 4.2.2 University Education Commission (1948)
  - 4.2.3 Teaching Standards
  - 4.2.4 Teacher's qualifications and emoluments
  - 4.2.5 Post graduate Teaching and Research
  - 4.2.6 The Curriculum
  - 4.2.7 Professional Education
  - 4.2.8 Teacher's Training
  - 4.2.9 Education of Women
  - 4.2.10 Religious Education
  - 4.2.11 Education in Medicine
  - 4.2.12 Engineering and Technology Education
  - 4.2.13 Medium of Instruction in University
  - 4.2.14 Student's welfare and Character formation
  - 4.2.15 University Examination System
  - 4.2.16 Admission
  - 4.2.17 Finance
  - 4.2.18 Universities in Rural Areas
- 4.3 Indian Education Commission (1964-1966)
  - 4.3.1 Introduction
  - 4.3.2 Major recommendations
- 4.3 National Policy of Education (1986)

- 4.3.1 Introduction
- 4.3.2 Major recommendations and Impact
- 4.3.3 Major recommendations
- 4.3.4 Based on Constitutional Principles
- 4.3.5 Access to Education
- 4.3.6 Common Educational Structure
- 4.3.7 National Curricular Framework with a Common Core
- 4.3.8 Education for International understanding
- 4.3.9 Equality of Opportunity of Education :
- 4.3.10 Minimum Levels of Learning
- 4.3.11 Promotion of Languages
- 4.3.12 Universal character of Higher Education
- 4.3.13 Pooling of Resources
- 4.3.14 Priorities of Educational Reforms
- 4.3.15 Open and Distance Learning
- 4.3.16 Strengthening of National Institutions
- 4.3.17 Meaningful Partnership
- 4.3.18 Merits of the NPE
- 4.3.19 National System of Education
- 4.3.20 Operation Black Board (OBB)
- 4.3.21 Navodaya Schools
- 4.3.22 Vocational Targets
- 4.3.23 Delinking Degree from Jobs
- 4.3.24 Performance and Accountability
- 4.3.25 Decentralisation of the Management of Education
- 4.3.26 Indian Education Service
- 4.3.27 National Testing Service (NTS)
- 4.3.28 Raising Resources

#### 4.4 National Curriculum Frame Work (2000-01)

4.4.1 Introduction

4.4.2 Major Recommendations and Impact

4.4.3 Meaning of National Curriculum

4.4.4 Importance of National Curriculum

4.4.5 Development of National Curriculum – an overview

4.4.6 National Curriculum – An Outline

4.4.7 The Socio-Cultural Context

4.4.8 School Education Scenario

4.4.9 Curricular Concerns

4.4.10 Education for a cohesive society

4.4.11 Responding to the Impact of Globalization

4.4.12 Meeting the challenge of Information and Communication  
Technology

4.4.13 Linking Education with Life-Skills

4.4.14 Education for value Development

4.4.15 Universalisation of Elementary Education

4.4.16 Alternative and Open Schooling

4.4.17 Relating Education to world of work

4.4.18 Reducing the Curriculum load

4.4.19 The Child as a Constructor of Knowledge

4.4.20 Interface between Cognition, Emotion and Action

4.4.21 Culture Specific Pedagogies

4.4.22 Development of Aesthetic Sensibilities

4.4.23 Continuous and Comprehensive Evaluation

4.4.24 Empowering Teachers for Curriculum Development

4.4.25 Implementation of National Curriculum

4.4.26 Organization of Curriculum at Secondary Stages

4.4.27 Scheme of Studies

4.4.28 Curricular Areas of different Stages

## **Cheater - 4**

### **Impact of Educational Policies of Government and laws**

#### **4.1 Introduction:**

For a long time, education was equated with transmission of knowledge. Acquisition of knowledge had been by far the most prominent objective of education. But of late, there has been a rethinking regarding the function of education. Education is not longer confined to the cognitive aspects of human personality. The attempts are to develop the total personality and raise the capabilities of the individual.

A major task before the country immediately Independence was to re-orient the system of education so as to adjust to the changing needs and aspiration of the people. In fact, the significant role of education in national development and progress was highlighted even during the freedom struggle when Mahatma Ganddhi formulated the scheme of Basic Education seeking to harmonize intellectual and manual work. Consequently, the post-independence period was marked by review of education made by several commissions and committees.

The most notable among them are :

- (i) The University Education Commission (1948-49) was appointed to report on Indian University Education and suggest improvements and extensions to suit present and future requirements of the country.
- (ii) The Secondary Education Commission (1952) set up to examine the prevailing system of secondary education in the country and suggest measures for its reorganization and improvement, and

- (iii) The Education Commission (1964-66) appointed by a resolution and on the general principles and policies for the development of education at all stages and in all aspects.

The University Education Commission was appointed under the Chairmanship of Dr. S. Radhakrishnan, famous teacher and Philosopher, through a resolution of the Central Ministry of Education on November 4, 1948. In all, there were ten members in education in the country and to suggest measures for its reforms keeping in view the needs and aspirations of the people. The then Minister of Education, Abdul Kalam Azad inaugurated this Commission on December 6, 1948 and gave it the necessary directions. The members of the Commission showed great interest in their work. They visited various universities in the country and studied their varying problems deeply. The commission interviewed a number of university teachers and students for understanding their problems. The commission prepared a questionnaire and sent it to interested persons for obtaining their suggestions for reforms of university education. About 600 persons returned this questionnaire with their suggestions. The commission submitted its report within a year.

In this unit you will be provided with the information about University Education Commission and their recommendations in the field of education.

## **4.2 University Education Commission (1948) :**

### **4.2.1 Major Recommendations and Impact :**

With the attainment of freedom in 1947 India as a nation achieved a new status. As stated earlier, there were new aims, new hopes and new aspirations. There were new problems also. These new aims and hopes, many people felt, could be realized through the instrument of education. Again it was education which was considered to be the chief weapon in

finding and solving new problems. The University Education Commission (1949) explained the whole situation. It stated "We are today faced with great problems national and social, the acquisition of economic Independence. the increase of general prosperity, the attainment of an effective democracy over riding the distinctions of caste and creed, rich and poor and a rise in the level of culture. For the quick and effective realization of these aims education is a powerful weapon. It is organized efficiently and in the public interest. As we claim to be civilized people we must regard the higher education of rising generation as one of our chief concerns."

#### **4.2.2 University Education Commission (1948) :**

The Commission has laid down certain aims of university education in the country keeping in view the past tradition, the present conditions and future prospects of the country. In this context, the commission took in to consideration the personal interests of students and also of the nation. While defining the aims, the commission has been also conscious of the international obligations. We are giving below the aims of university education as laid down by the commission.

- (i) The aim of university education should be to produce citizens who can take up national responsibilities successfully in various fields. The university has to produce able administrators and suitable workers in various occupation and industries. The university has to provide leadership in various walks of life in the best interest of the nation.
- (ii) It is a duty of a university to preserve and develop the culture and civilization of the land. It is on the basis of one's culture that one may acquire self-confidence, self-respect

and self-dependence. These virtues on the part of citizens will make the nation really very strong.

- (iii) 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 good aspects of their culture and to accept new values for all round development.
- (iv) The university should provide opportunities to acquire all kinds of knowledge.
- (v) The university has to educate the mind and soul of the student in order that he may grow in wisdom.
- (vi) It is the responsibility of the university to create a consciousness in students for protecting the directive principles to be laid down in the constitution. The university has to make the foundation of democracy strong and it has to develop the spirit in students for ensuring equality, fraternity and social justice to all, while maintaining the integrity of the nation.
- (vii) The university has to make new discoveries and inventions and it has to develop new original ideas in order to make the society strong.
- (viii) The university has to instill moral values in students while making them well disciplined.
- (ix) The university has to develop the spirit of universal brotherhood and internationalism in students.

The first and the foremost development in the university education was the appointment of commission in 1948 under the chairmanship of Dr. S. Radhakrishnan. The commission prepared a comprehensive reports

in two parts – the first part is divided in to 18 chapters and covers 747 pages. The second part of the Report contains figures, statistics and evidences.

#### **4.2.3 Teaching Standards :**

The commission has attached great importance to high teaching standards. So the commission has urged that the standards of teaching and examinations should be so raised that our students may be equal to their counter-parts anywhere in the world. The commission has expressed regret that the prevailing standard of university is deplorable because of the fail of standard of intermediate education. Consequently, able students are not coming for university education. Therefore, the standard of university for improving university standards :

1. Only the intermediate passed students should be admitted to universities.
2. In every state, a good number of intermediate colleges should be opened. If intermediate classes are attached to universities of some places, they should be shifted on separate premises.
3. Intermediate class students should be given opportunities for obtaining vocational education.
4. A degree college affiliated to a university should not have more than 1500 students in it. Similarly, a teaching university should not have more than 3000 students.
5. A degree college should have at least 180 working days in a year.
6. The teachers should prepare their Lecture more carefully and they should take special interest in tutorial work.

7. No book should be regarded as a text book and in no course text books should be prescribed.
8. Too many private students should not be permitted to sit at a university examination. A minimum percentage of attendance at lectures should be fixed for students. Students falling below this percentage of attendance should not be allowed to sit at the examination concerned.
9. For tutorial work, suitable teachers should be appointed.
10. Provision should be made for good libraries and well-equipped science laboratories.

#### **4.2.4 Teacher's qualifications and emoluments :**

The commission has recognized the importance of good teachers for the sake of high standard of education. Hence, it has recommended for the appointment of suitable teachers for universities. For this, the commission has recommended enhancement of scales of pay for the teachers.

#### **4.2.5 Post graduate Teaching and Research :**

The commission has given the following suggestions in this regard:

1. A close relationship should be maintained between teachers and research scholars Admission to post-graduate classes should be governed by an all India examination.
2. Ph.d. scholars should be chosen on all-India basis. The duration of research for Ph.d. should be at least two years. The Ph.d. research scholars should also have knowledge of allied subjects.
3. Ph.d. scholars producing good research work should be given opportunities for further studies. Such research

scholars should be given fellowships and their selection should be made on all-India basis.

4. The Education Ministry should grant stipends to those D.Litt and D.Sc. degree holders who have evinced capacities of high order of research. No partiality should be made in the selection of such degree-holders.
5. D.Litt and D.Sc. degrees should be awarded only on original works.
6. Universities should be given adequate financial assistance.

#### **4.2.6 The Curriculum :**

The commission has given the following recommendations for recognizing the university curriculum :

1. Knowledge should be considered as one whole. The courses of studies are only means of composite knowledge and they should not be considered as an end. Hence while drawing up the courses of study the connection and link between the varying aspects must not be missed. In other words, knowledge should be cultivated in his entirety. There should be a connecting bend between the general, intellectual and vocational education.
2. The courses of studies for universities and intermediate college should be recognized on the above principles. Only then the defects of the existing system of education may be removed.
3. The relation between the general and specialized education should be defined in the contest of its relevance to individual, social and professional benefit to the student.

#### **4.2.7 Professional Education :**

Vocational education, teacher's training, engineering, technology and medical education may be included under professional education. The commission has given suggestions for improving these types of education. Some of the more important suggestions are being given below. Education in trade and commerce the commission has suggested that commerce students should be given practical instructions in institutions of trade and commerce for three or four years. Their education should not be only bookish.

#### **4.2.8 Teacher's Training :**

1. Greater attention should be paid on practical experience and less on theoretical. Accordingly, the curriculum should be recognized in a more useful manner.
2. Teachers of training colleges should have enough teaching experience in schools.
3. Higher degree in education should be given to those students who have already taught for a number of years.
4. Teachers of training colleges should do original researches in the field of education.

#### **4.2.9 Education of Women :**

The commission has given the following suggestions for improving the quality of women education.

1. Education of women may be similar to that of men in certain aspects, but it should be different also in some others in view of their different nature and duties of life.
2. Greater facilities should be given for promoting women education.

3. Able and experienced teachers should be available to guide women in the selection of their nature of education.
4. Women should be well informed about their rights and duties pertaining to the society and nation.
5. It is necessary for women to receive education in domestic science.
6. In institutions where co-education is prevalent, special facilities should be provided for women.

#### **4.2.10 Religious Education :**

The commission has made the following suggestions in the regard.

1. Instruction in each institution should be begun with self meditation.
2. Biographies of great religious leaders of various religions should be taught to the first year students of the graduate classes. In these, leaders like Swamy Dayanand, Shakaracharya, Buddha, Jesus Christ and Prophet Mohammad etc may be included.
3. Essential of all religions should be taught to the second year students of the graduate course.
4. The third year students should be taught the essential of philosophies and problems of religions.

#### **4.2.11 Education in Medicine :**

The commission gave the following suggestions for the improvement of medical education.

1. Researchers should be made in the Ayurvedic and Unani systems of medicine and they should be developed.

2. Greater importance should be attached to preventive methods and nursing.
3. Not more than 190 students should be admitted to a medical college within a year and not more than ten patients should be kept under a student
4. Instructions for post-graduate medical education should be equipped with tools, medicines and experienced teachers.
5. Special training should be given to students for treating patients in rural areas.

#### **4.2.12 Engineering and Technology Education :**

The commission gave the following suggestions about this :

1. Institutions imparting education in engineering and technology should be nationalized. They should not be allowed to be a property of some person.
2. More colleges of engineering technology should be opened in the country.
3. The curriculum of these institutions should be diversified according to the needs of the country.
4. Provision should be made for higher researches in these institutions.
5. Greater importance should be attached to the acquisition of practical skill and knowledge in these institutions.
6. Provision should be made in these institutions for special researches of a high order in the field of technology.
7. These institutions should be free to manage their own affairs. They should not be controlled by the ministry and bureaucracy.

8. At present, separate universities are established to give education in the field medicine and engineering. They are Rajiv Gandhi medical university and Viswesaraiah Technical University.

#### **4.2.13 Medium of Instruction in University :**

India is a land of languages. The various states stand for their own regional languages. The commission studied the difficulties involved in this sphere and has given the following suggestions for solution of the language problem :

1. Expecting Sanskrit, any other Indian language should replace English as the medium of instruction at the earliest. Sanskrit cannot be made the medium as it involved many practical difficulties.
2. The students of universities and higher secondary schools should be taught the national language along with English and a regional language.
3. Regional languages should be the medium of university education. Certain subjects at the university stage should be taught through the medium of national language.
4. The national language and the regional language should be developed.
5. A committee of scholars of all the regional language should be formed for reconstructing technical terms in sciences. This committee should be given the responsibility of writing standard text books. These text book's should be translated in to various languages under the supervision of this committee.

6. The state governments should provide facilities for teaching national language in universities, degree colleges and higher secondary schools.
7. Teaching of English should be continued in high schools and universities in order that the students are acquainted with achievements in other countries.

#### **4.2.14 Student's welfare and Character formation :**

The commission has given the following suggestions in this respect:

1. Admission to degree colleges and universities should be on merit.
2. Scholarships should be given on merits only to the poor and deserving students.
3. The students should be given the necessary health facilities.
4. Sports, games and gymnasiums should be organized in various schools.
5. Two years compulsory physical training should be introduced for students. The students taking training in NCC and handicapped ones may be exempted from this.
6. Provision of physical training should be made under the N.C.C. programme for educational institutions.
7. Good hostels should be constructed.
8. Students unions should be made free of politics. They should be engaged in activities directed towards their physical, educational and character growth.
9. Students should be given opportunities to participate in the administration of schools, colleges and universities.

10. A students department should be opened in each university and degree college.
11. An Advisory committee should be opened in each educational institution for protecting the interests of students.

#### **4.2.15 University Examination System :**

The commission made a deep study of the problems pertaining to examinations and opined that examination system could not be abolished. But it has given a number of suggestions for its reforms. Some of the more important suggestions have been as below :

1. The government of India should appoint a committee of experts and educationists for suggesting reforms in the existing examination system.
2. An examination board of three members should be constituted in each university to do the following things :
  - a. To suggest reforms in the curriculum
  - b. To guide teachers of degree colleges and universities for constructing objective tests.
  - c. The examination board will assess the qualitative utility of various colleges and accordingly will suggest measures for their qualitative improvements.
  - d. To prepare a questionnaire for psychological test of those students of higher secondary schools who are aspirants for university education.

The commission gave the following suggestions for removing the defects of the existing examination system and advised that these suggestions should be accepted until a new system of examination is not evolved.

1. For any government service, a university degree should not be considered as essential.
2. One third of the maximum marks should be allotted to sessional works.
3. For the three years degree course a number of examinations should be held from time to time. Only one examination for obtaining a degree is not enough.
4. Only such teachers should be appointed as examiners who have atleast five years teaching experience.
5. The examination standard should be raised. This standard should be the same for all universities. At least 70 percent for first division, 55 percent for second division and 40 percent for third division should be fixed.

#### **4.2.16 Admission :**

The commission has remarked that the university administration is full of defects and the same must be removed for introducing any reform. It has given the following suggestions for reforming the university administration :

1. The university education should be brought under the concurrent list of the states.
2. The central government should have only limited on universities. It may have a say only in the determination of administrative policy, giving grants and facilities and guidance for national education.
3. The university grants commission should be organized for its help. Number of committees should be appointed. This commission should be made responsible for assigning grants to various universities in the country.

4. A degree college should be recognized only if it fulfills all the conditions.
5. A good managing committee should be considered necessary for a degree college.
6. Each university should teach so the idea of an affiliating university should be rejected.
7. All government degree colleges should be merged into various universities of the area concerned.
8. The following should be accepted as necessary for each university :
  - (1) Visitor (2) Chancellor (3) Vice-Chancellor (4) Syndicate (5) Faculty (6) Academic Council (7) Senate (8) Board of studies (9) Selection committee (10) Finance Committee.

The president of India should be the visitor and the governor of a state should be the chancellor of all universities in his state. The Vice Chancellor should be a whole time officer and he should be paid a handsome salary corresponding to the dignity of his high office.

#### **4.2.17 Finance :**

The commission has remarked that most of the universities in the country are suffering from financial stringency, so they cannot implement any useful scheme. Therefore, each university should be given adequate financial assistance. The commission has given the following suggestions in this respect :

1. The state government should be shoulder the entire cost of university education.
2. Recurring and non-recurring grants should be given even to non government colleges. Definite rules should be framed

for giving recurring grants. Only those colleges should be given grants which follow these rules.

3. Income-tax concessions should be given to those persons and firms which give donations to educational institutions.
4. In addition to recurring and non-recurring grants. Other financial assistance should also given to universities for implementing certain schemes.

#### **4.2.18 Universities in Rural Areas**

Most of the universities in India are established in urban areas. So they cater to the needs of only urban people. So, the commission has remarked that 80 percent of the Indian population failing in rural area is being deprived of the benefits of university education. Moreover, the university education is not patterned on the needs and aspirations of the rural people. Therefore, the commission has recommended that from now on, new universities should be established in rural areas in order to meet the requirements of the rural people.

Eighty percent of the Indian people are residing in villages. The commission has rightly recommended that new universities should be established in rural areas for meeting the requirements of the village people. Since India is a religious country, the commission has recognized the necessity of introduction of some kind of religious and moral education in universities in order to control the violent waves of materials of the present day civilization.

After explaining the scope of university education in the context of modern political and social conditions, the commission emphasized that our education must be Indian, i.e. built on the foundations of our country's history and spirit. The University Education Commission wanted Indian higher education to be built on the foundations of Indian history and

philosophy and so recommended the right balance between the material life and the spiritual life in its content.

- It emphasized the need for quality teachers and new methods such as tutorial system. It made recommendations in respect of examination reforms.
- It advocated the mother tongue as medium of instruction.
- It emphasized the need for moral and religious education.
- It expressed concerns over the deteriorating standards and recommended raising of the college age, implying an eleven-year schooling followed by a three-year degree course. It pleaded for better admission procedures and recruitment of teachers based on merit.

### **4.3 Indian Education Commission (1964-1966) :**

#### **4.3.1 Introduction :**

India got freedom in 1947 and after this it hoped that the traditional system of education would undergo a great change. But, in spite of a number of committees and commission on education, satisfactory progress could not be achieved. Very naturally, a comprehensive policy was needed. Hence, the commission was appointed. Secondly, in the post-Independent period, a good deal of expansion had taken place in the field of the education, but all this was at the expenses of quality. This needed a detailed study.

Thirdly, the commission was appointed to bring home to the people that they should also have a share in the reconstruction of the country through education. The government of course, is shouldering the main responsibility. Moreover, there was an explosion of knowledge, particularly in science and technology. The appointment of a commission was consequently felt to meet this challenge.

Fourthly, in the past, several commissions and committees had examined sectors and specific aspects of education. The new commission was to survey the entire field of educational development as the various parts of the educational system strongly interact with and influence one another. Education needed to be considered as a whole and not in fragments.

Fifthly, the system of education could not be strengthened without eliciting the co-operation of teachers. The teacher community had hitherto been altogether neglected. All these years, the teachers had been subjected to great economic hardships. A positive approach to the problems of the teacher was therefore, badly needed.

Education commission 1964-66, popularly known as Kothari Commission under the name of its chairman Prof. D.S.Kothari was appointed by a Government Resolution in July 1964 to advise the Government of India on the national pattern of education and on the general principles and policies for development of education at all stages and in all aspects. The commission began its work on October 2, 1964 and submitted its report on June 26, 1966. Shri J. P. Naik was the member – secretary of the commission. The publication of the report is an epoch-making event in the history of Education in India. The report is entitled, Education and National Development.

In this unit, we discuss in detail about Indian Education Commission, and its recommendations, Impact of Indian Education Commission.

#### **4.3.2 Major recommendations :**

Stress on Science Education, Science education must become an integral part of school education and ultimately some study of science should become a part all courses in the humanities and social science at

the university stage. We lay great emphasis on making science an important element in the school curriculum. A minimum of one laboratory cum-lecture room should be provided in every higher primary school.

#### Educational Structure proposed by the Kothari Commission

1. The New educational Structure will consist of:
  - a. One to three years of pre-school education
  - b. A primary stage of 7 to 8 years divided into a lower primary stage of 4 or 5 years and a higher primary stage of 3 or 2 years.
  - c. A lower secondary stage of 3 or 2 years.
  - d. A higher education stage of two years of general education or one to three years of vocational education.
  - e. A higher education stage having a course of three years or more for the first degree and followed by a course for the second or research degree of varying durations.
2. Age of admission to class I ordinary not to be less than 6.
3. First public examination to come at the end of first ten years of schooling.
4. The system of streaming in school of general education to be made beyond class X.
5. Two types of secondary schools, high schools providing a ten year course and higher secondary schools providing a course of 11 or 12 years.
6. New higher secondary course beginning in class XI, to be instituted and classes XI and XII to provide specialized studies in different subjects. Existing higher secondary

schools with integrated courses in classes IX, X, XI and running satisfactorily to continue till class XII is added.

7. Transfer of the pre-university course from the universities and affiliated colleges to secondary schools by 1975-76 and the duration of the course to be lengthened to two years by 1985-86, U.G.C. being responsible for affecting the transfer of all pre-university or intermediate work from university and affiliated colleges to schools.
8. Starting of Higher Secondary Class or Classes in Selected Schools by State Education Department as self-contained units and assisted with adequate recurring grants.
9. Reconstituting Boards of Secondary Education to accept the responsibility for the higher Secondary Stage also.
10. Vocationalisation at the secondary stage at two points at the end of class VII (VIII) and at the end of Class X and provision to be made for the introduction of different types of vocational courses at the lower and higher secondary stages, the duration of these courses to vary from one to three years which would prepare young persons for employment.
11. Ten years of schooling of general education :  
The first ten years of schooling should cover a primary stage of seven or eight years and a lower secondary stage of or two years providing a course of general education without any specialization.
12. Specialization in classes XI and XII :  
Classes XI and XII (and during the transitional period class XI only) should provide for specialized in different subjects at the higher secondary stage.

13. Two years duration of higher secondary stage :  
The Higher Secondary Stage should be extended to cover a period of two years and to be located exclusively in schools.
14. Holidays to be minimized :  
There is no need to close an educational institution on a religious holiday. Nor is it necessary for instance to close it on birthdays or death anniversaries of great Indians, the time could be better utilized in working hard for national development.
15. Maximum utilization of school facilities :  
The libraries, laboratories, workshops, craft sheds etc, should be open all round the year and should be utilized for at least eight hours a day.
16. Free text books at the primary stage :  
At the primary stage a programme of providing free textbooks should be given very high priority and introduced immediately.
17. Adequate number of scholarships  
The top 10 percent of the students in educational institutions should be given small grants annually for the purchase of books which need not necessarily be textbooks.
18. Residential facilities  
One good secondary school with adequate residential facilities should be developed in a block and about 10 percent of urban schools should also be similarly covered.
19. Learning while earning :  
Facilities for students to earn and pay a part of the expenses should be developed on as large a scale as possible as supplement to the programme of scholarships.

20. Education of the backward classes  
The education of the backward classes in general and of the tribal people in particular is a major programme of equalization and of social and national integration. No expenditure is too great for the purpose.
21. Two Sets of Curricula :  
The State Boards of School Education should prepare two sets of curricula – advanced and ordinary.
22. Three or four textbooks for each subject  
No useful purpose is served by having only one textbook in a subject for a given class. It should be an important objective of policy to have at least three or four books in each subject for each class and leave it open to the teacher to choose the book best suited to the school. This is necessary even if there were to be common syllabus for all the schools.
23. Moral and religious education  
Conscious and organized attempts be made for imparting education in social, moral and spiritual values with the help wherever possible of the ethical teaching of great religions.
24. Co-Curricular activities  
Every School should organize a variety of such programmes that every child in it may be able to take up something suited to his tastes and interests.
25. Evaluation :  
Evaluation is a continuous process, forms an integral part of the total system of education and is intimately related to educational objectives. It exercises a great influence on the pupils, study habits and the teachers methods of instruction

and thus helps not only to measure educational achievement but also to improve it.

26. Establishment of School Complexes :

The School Complex should be established. Each higher primary school should be integrally related to ten lower primary schools that exist in its neighborhood so that they form one complex of educational facilities. The headmaster of the higher primary school should provide an extension service to the lower primary schools in his charge and it will be his responsibility to see that they function properly. The second tier would be a committee under the chairmanship of the headmaster of the secondary school which will plan the work and give guidance to all the schools in the area.

### **4.3 National Policy of Education (1986) :**

#### **4.3.1 Introduction :**

A major task before the country immediately after independence was to re-orient the system of education so as to adjust it to the changing needs and aspirations of the people. In fact, the significant role of education in national development and progress was highlighted even during the freedom struggle. Mahatma Gandhi formulated the scheme of basic education seeking to harmonize intellectual and manual work. Consequently, the post independent period was marked by reviews of education, made by several commissions and committees.

- a. The University Education Commission (1948-49) was appointed to report on Indian University Education and suggest improvement and extension to suit present and future requirements of the country.

- b. The Secondary Education Commission (1948-49) was set up to examine the prevailing system of Secondary education in the country and suggest measures for its re-organization and improvement and
- c. The Education Commission of 1964-66 was appointed by a resolution and on the general principles and policies for the development of education at all stages and in all aspects. Besides these, the Government of India appointed different committee from time to time to study a particular problem concerning the nation of the state. The National and Emotional Integration Committee the Sri Prakasha Committee On Moral Education, the Hansa Mehta Committee on Women Education, the Adisheshaiah Committee on Vocationalization, Acharya Remamurti Committee and Janardhanan Reddy Committee Review Committee to the NPE 1986 etc. All these commissions and committees endeavored to develop National System of Education.

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 formulation incorporated in the 1968 policy did not get translated in to detailed study of implementation. As a result, problems of access, quality, utility and financial outlay accumulated over the years, assumed such massive proportions that they had to be tackled with the utmost urgency. Accordingly, Sri Rajiv Gandhi, the then Prime Minister of India announced in January 1985, that a New Education Policy would be formulated in the country. A status paper 'Challenges of Education, A policy perspective' was issued by the Ministry of Education, Government of India in which a comprehensive appraisal of the existing

system of education was made. There was a countrywide debate on educational reforms in the country. Finally, the New National Policy on Education was approved by the Parliament in May 1986, Subsequently a 'Programme of Action' was chalked out for the implementation of the Policy. In this Unit, we discuss in detail about the National Policy of Education, recommendations of National Policy of Education.

#### **4.3.2 Major recommendations and Impact :**

When the challenges of Education was written in 1983 and the National Policy on Educational formulated in 1986, the main concern the Government had was to evolve a frame work which would enable the country to move towards a perspective of education. Obviously the basic concern mentioned were :

1. Provision of education of a minimum quality for all children.
2. Removal of illiteracy.
3. Struggle against Petty parochial passions
4. Social transformation towards equality, and
5. Orientation of education to work and employment

In the introduction, the New Education Policy rightly says, "There are moments in history when a new direction has to be given to an age old process". Apart from the above, The NPE (1986) emphasizes the following among things, partly as ends and partly as means for realizing national and aspirations.

- a. Education is a significant nation – building exercise, it is a major and worthwhile investment in human resource development, with huge return for the welfare and progress of the nation.

- b. Education must be for all-people of all sections at different stages from early childhood, through later childhood adolescence and youth to adult hood. It should make a "learning society" ready "to be" and "to become" (better and higher persons), Multiple channels and systems must he provided for this.
- c. Equality of educational opportunity must be sought and reasonably attained. Equality in access (for joining the school system), equality in learning facilities and equally in achievement must be achieved. Disparities must be reduced and difficulties removed. Optimum levels should be sought for all and minimum levels must be ensured for all.
- d. Education must help harmonious development and the cultivation of individually of all for their individual benefits as well as social benefits.
- e. All must have a basic core of general education and certain core elements, which make them proud and true Indians.
- f. Experiences in socially useful productive work should be provided to all at the elementary stage and vocational training at different levels thereafter, higher academic specialization and professional education may be given at the University stage.

Most of the Policy Statements relate to the "means" rather than the 'aims', providing optimum/minimum facilities, ensuring access and promoting achievement, redesigning system and curricula to make them adequate and meaningful, improving teaching learning and evaluation, raising quality and standards in all respects, at all stages in all sections, and making the system work purposefully, efficiently and productively.

The National Policy and education, which was evolved after a nationwide debate during 1986, was a continuation and improvement of the previous policy of education of 1968 and 1978. It was later felt that the NPE – 1986 was to be reviewed. Accordingly, Acharya Ramamurty Commission – 1992 was appointed mainly to review the NPE- 1986 and its implementation to make recommendations regarding the revisions of the policy and to recommended action necessary for implementation of the revised policy with in a framework.

#### **4.3.3 Major recommendations :**

The National Policy of Education, 1986 has envisaged the following main recommendations of the National System of Education.

#### **4.3.4 Based on Constitutional Principles :**

The National System of Education derives its inspiration from the ideals and values of democracy, secularism and socialism.

#### **4.3.5 Access to Education :**

The National System of Education implies that up to a given level, all students, irrespective of caste, location or sex, has access to education of a comparable quality. To achieve this, the Government will initiate appropriately funded programmes. Effective measures will be taken in the direction of the Common School system recommended in the 1968 policy.

#### **4.3.6 Common Educational Structure :**

The National system of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of

Primary education and 3 years of Upper Primary, followed by 2 years of High school.

#### **4.3.7 National Curricular Framework with a Common Core :**

The National system of Education will be based on a national curricular frame work which contains a common core along with other components that are flexible. The common core will include the history of India's freedom movement, the constitutional obligations and other content essential to nurture national identity. These elements cut across subject areas and will be designed to promote values such as India's common cultural heritage, equalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on it strict conformity with secular values.

#### **4.3.8 Education for International understanding :**

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

#### **4.3.9 Equality of Opportunity of Education :**

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

#### **4.3.10 Minimum Levels of Learning :**

Minimum levels of learning will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse cultural and social system of the people living in different parts of the country.

#### **4.3.11 Promotion of Languages :**

Besides the promotion of the link language, programmes, will also be launched to increase substantially the translation of books from one language to another and to publish multi-lingual dictionaries and glossaries. The young will be encouraged to undertake the rediscovery of India, each in his own image and perception.

#### **4.3.12 Universal character of Higher Education :**

In higher education in general, and technical education in particular, steps will be taken to facilitate inter-regional mobility by providing equal access to every Indian of requisite merit, regardless of his origins. The Universal character of Universities and other institutions of higher education are to be underscored.

#### **4.3.13 Pooling of Resources :**

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

#### **4.3.14 Priorities of Educational Reforms :**

The Nation as a whole will assume the responsibility of providing resource support for implementing programmes of educational transformation, reducing disparities, Universalisation of elementary education, adult literacy, scientific and technological research etc.

#### **4.3.15 Open and Distance Learning :**

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

#### **4.3.16 Strengthening of National Institutions :**

It is proposed to strengthen national institutions like the university Grants Commission. NCERT, NIEPA, All India Council of Technical Education, Indian Council of Educational Research, the Indian Medical Council etc.

#### **4.3.17 Meaningful Partnership :**

The centre and states will make their partnership in the field of education meaningful.

#### **4.3.18 Merits of the NPE :**

The policy document was discussed in the parliament and a programme of action was approved for the implementation of the New Policy.

#### **4.3.19 National System of Education :**

The NPE proposed a national system of education to provide access to education of a comparable quality to all students, to have a common educational structure with national curricular framework containing a common core.

#### **4.3.20 Operation Black Board (OBB) :**

The NPE has very rightly laid stress on the qualitative improvement of elementary education.

#### **4.3.21 Navodaya Schools :**

Setting up of Navodaya Vidyalayas is a great landmark in the history of education in India.

#### **4.3.22 Vocational Targets :**

The policy has fixed somewhat realistic targets of covering 10 percent of higher secondary students by 1990 and 25 percent by 1995 in Vocational courses.

#### **4.3.23 Delinking Degree from Jobs :**

Beginning is to be made in delinking degrees from jobs in selected areas.

#### **4.3.24 Performance and Accountability :**

Stress has been laid on performance and accountability at all levels.

#### **4.3.25 Decentralisation of the Management of Education :**

The policy calls for evolving strategy of decentralization and the creation of a spirit of autonomy for education institutions.

#### **4.3.26 Indian Education Service :**

It is envisaged that the constitution of the Indian Education Service is likely to bring about a national perspective in education.

#### **4.3.27 National Testing Service (NTS) :**

This is likely to be helpful in determining suitability of candidates for specified jobs and to pave the way for the emergence of norms of comparable competence across the nation.

#### **4.3.28 Raising Resources :**

The policy has suggested appropriate methods of financing education. These are (i) Beneficiary communities to maintain school buildings and supplies of some consumables (ii) Raising fees at the higher levels of education. (iii) Levying a cess or charge on users of research and development agencies and (iv) effecting savings by the efficient use of facilities.

### **4.4 National Curriculum Frame Work (2000-01) :**

#### **4.4.1 Introduction**

The modern concept of education aims at bringing about desirable changes in the pupils behaviors. Keeping the needs of the student, the goals of the nation, the aspirations of the society, the development of the individual personality and other such factors, a suitable educational course has to be designed, structured and provided to the students, through which he/she can develop the much desired patterns of behaviour. This initiates the process of framing and planning of a good curriculum.

#### **4.4.2 Major Recommendations and Impact :**

The National Education Commission 1966 has made it very clear that there is a need today to transform education so as to relate it to the life needs and aspirations of people and to make it an instrument of social change. For this purpose, the school curriculum should be related to essential requirements of our pluralistic society has been very well stated in the National School education curriculum document (1990). The purpose of the school curriculum is to initiate new social and educational changes, to improve efficiency and excellence in learning to universalize education for all, to instill the spirit of nationalism along with essential social and ethical values.

#### **4.4.3 Meaning of National Curriculum :**

A curriculum plan containing all the educational subjects with unified curriculum to be implemented throughout the whole country is called national curriculum. National Curriculum deals with every content, subject to be studied, objectives, experiences, arrangement, divisions of subject etc.

To achieve the national objectives, to have uniform pattern of instruction in all the states, to facilitate learning by the all students formally, a nation designs a curriculum through law and is called national curriculum. National curriculum suggests the curriculum to be followed by the whole country National curriculum tries to bring more or less uniformity in different parts of the whole country. In other words, educational system in different parts of the whole country is not exactly same. Need of the area, cultural differences, challenge, history, traditions, specialties of different parts of the country has a place in the curriculum. The aim of the National curriculum is to respond to National objectives, National unity and integrity.

You might have observed in sociology of education that education is a subsystem of the larger society. There have been several attempts to evolve a national policy of Education in the post independence period in our country. The first systematic attempt in designing and developing national system of education was made during 1964-66 when the Government of India accepted the recommendation of Education Commission of 1964-66 under the chairmanship of Prof. D.S.Kothari. The commission pointed out the need for linking education with national development. Never before education was given such a while of national honour and never before was it conceived as a point of nation's progress and prosperities as revealed in the report. The quality of education, according to the commission was council for national development. The commission suggested a common core curriculum for ten years schooling.

In our country, the centralized common curriculum was in vogue even before Indian independence movement. The British system of Education also suggested a centralized model of curriculum. The British who ruled India for over two centuries actually imposed a national curriculum on school sand colleges with the idea that Indians are the inhabitants of villages, illiterate and less cultured.

As you are aware of the fact that the centralized model of curriculum is inherent in the national system of education in our country, the centralized model of curriculum meaning has been derived from out faith in the constitution of India. Several Articles of Indian constitution including the Article (66) regarding coordination and determination or standards in constitution for higher educators or research and scientific and technical institutions, give the legal responsibility to the central Government to maintain the national character of education, to establish national scholastic standards and to maintain the standard of Indian education at par with international standards.

The concept of National curriculum is not peculiar to India. For every country in the world the school curriculum like, the nation's constitutions reflects the ethos of that country as its chief concern. Time and again it has pointed out by our national leaders that national ideas and characters should be reflected in the content and system of education. India is a vast country with a number of states with variety of cultural, social and economic back ground of people. The National curriculum is only a frame work to provide more and more opportunities for all the states or provinces to incorporate the relevant components aimed at developing integration and unity among the people of that nation.

#### **4.4.4 Importance of National Curriculum**

The idea of national curriculum stems from the fact that education is a powerful instrument for rational development and reconstruction. If the rate of national development is to be improved, there is need for a well structured imaginations and effective education policy and strong commitment to improve and expand education. Education can not be considered in isolation. The concept of national system of education implies that, education should reflect and transform the society and become a major force in national development.

The idea of National Curriculum was made clear systematically by the national education commission 1964-66. It emphasized that there is a direct link between education, national development and prosperity and stated that this can be vitalized only when the national system of education is properly organized, both quantitatively and qualitatively.

#### **4.4.5 Development of National Curriculum – an overview :**

Several attempts were made to evolve a national system of education and national curriculum in the post independence period of our

country. Even before independence the first attempt in curriculum reforms and reconstruction was made in 1947 when Mahatma Gandhiji propounded the idea of Basic curriculum and Dr. Zakir Hussain committee further elaborates the scheme of Basic curriculum. In fact, after the achievement of independence Basic education was accepted as a national system of education at primary school stage. Immediately after independence the government of India appointed and accepted the recommendation of university education commission. The commission recommended suitable changes in the curriculum at university level. Another major development in the evolution of national curriculum in our country has been the setting up of secondary education commission of 1952-53. It recommended a diversified curriculum at higher secondary stage with a sole purpose of providing technical education.

For the first time in the educational history of our country, the government of India decided to review the entire system of education and revamping the system of education at all level. It therefore appointed the National Education commission 1964-66. The Commission made a detailed survey of curriculum followed in the country. The commission observed that the curriculum in vogue was outdated, inadequate and not properly designed to meet the changing demands of the society. The commission also noticed a wide spread dissatisfaction with curriculum due to tremendous explosion of knowledge in recent years. The commission therefore recommended that there was an urgent need to raise, upgrade and improve school curriculum. A broad uniform pattern of national curriculum was evolved and accepted. The pattern was popularly known as 10+2+3 curriculum. The curriculum for 10 year schooling was designed, accepted and implemented.

#### **4.4.6 National Curriculum – An Outline :**

Let us now try to analyze the basic feature of national curriculum. Based on the recommendations of national Education Commission and National policy on Education the following characteristics on of National Curriculum were evolved.

- Emphasis on the attainment of the personal and social goals and preparation of values enshrined in the Indian constitution.
- The development of human resources necessary for the realization of the goals on national development.
- Emphasizing learner centered approach in curriculum preparation and translation.
- Broad based general education to all learners at the primary and secondary level.
- Giving explicit freedom in terms of selection of content and learning experiences in order to realize the objectives of teaching and learning.

Our National System of Education will be based on a National Curricular Frame Work which contains a common core along with other components that are components. The National policy on Education 1986 has given an important place to core curriculum in the national system. The NPE has visualized the concept of the core programme. The common core will include the history of India's freedom movement, the constitutional obligations and other contents essential to national identity. These elements according to the policy will cut across subject areas and will be designed to promote values such as India's common cultural heritage, equalitarianism, Democracy and secularism, equality of sexes, protection of the environment removal of social barriers, observance of the small family norms and inculcation of the scientific temper. All

educational programmes will be carried on in strict conformity with secular values.

In the course of further development, there had been considerable expansion in educational facilities all over the country at all levels. The national policy did not get translated in to detailed study of implementation. As a result problems of access, quality and utility accumulated over the years, assumed such massive proportion that they must be tackled with almost urgency.

Accordingly the New Education Policy 1986 was approved by the parliament, the NEP has envisaged the following features of curriculum.

- core components
- minimum levels of learning
- Language and mathematics
- Environmental studies
- Work experience and Art Education
- Health and physical Education

You should be aware of the fact that under our Indian system of education the government at center through its agencies like the NCERT, CBSE and UGC appoints a number of committees and commissions from time to time, lays down educational objects and curricula for schools and universities in the country. The state through its agencies like DSERT, SERT and universities prepares the syllabi on the lines designed by the center. The curriculum planning at the state level is invariably determined by policies of the central government. The centralized pattern of curriculum has been in vogue in our country in the post independence period.

School education in recent times has emerged as an important segment of the total educational system expected to contribute significantly to the individual as well as the national development process.

In order to do that effectively, it needs to be continuously reviewed and updated. In fact curriculum development which is at the root of this renewal process, has to be seen as a permanent search for qualitative improvement of education in response to various changes in the society. A meaningful curriculum shall have to be responsive to the socio-cultural context of the country.

#### **4.4.7 The Socio-Cultural Context**

Characterized as one of the longest surviving continuum of cultures, India is a multi-cultural and multi lingual Society with a perennial undercurrent of essential unity. Its Social base seems to be consisting of rock of all the ages jumbled together by a series of seismic shocks. Thus the heterogeneity in Social structures is a distinctive feather of the Indian Society.

It is, widely accepted that education, adequate inequality and scale, is the most powerful instrument for achieving goals of action and establishing social cohesion. Some of the important national goals are secularism, democracy, equality, liberty, fraternity, justice, national integration and patriotism. It should also develop in the child a respect for human rights as well as duties. The weaker sections including scheduled/ scheduled tribes, women, children with impairments and minorities can no longer remain underprivileged. Education must contribute to the enormous task of their enlistment of empowerment.

#### **4.4.8 School Education Scenario :**

School education in post-independent India has passed through different phases. Soon after independence, the secondary Education Commission (1951-53) was set up by the Government of India and it gave, several recommendations for improving quality of school

educational. In 1964-66, the Education Commission was set up which brought out a more comprehensive document on education covering all stages and aspects of education as whole. This was a major land mark in the history of the modern education system in India. Several recommendations of this commission formed the basis for the National Policy on Education (NPE) 1968. The acceptance of a common school structure, 10+2 and a common scheme of studies as part of general education for 10 years of school throughout the country were important steps towards improvement in the school system. The NPE 1968 envisaged a radical transformation of the education system to relate it ore closely to the lives of the people, provide expanded educational opportunities, initiate a sustained intensive effort to raise the quality of education at all stages, emphasize the development of Science and Technology and Cultivate moral and Social values. Then, the National Policy on education, 1986 modified in 1992, stressed the need for evolving a national system of education based on a common educational structure (10+2+3), a national curriculum frame work and the minimum and the maximum levels of learning accompanied by assignment of specific responsibilities and financial and organizational support was brought out in the form of programme of Action, 1992, But, quite evidently efforts have fallen far short of these goals set in these documents. Though the country's achievements in a number of areas have been substantial in quantitative terms, these are not enough to provide a real breakthrough, in spite of the constitutional provision for free and compulsory education up to the age of 14, target of universalizing elementary education has not yet been achieved. The major challenges to India's goal of universal elementary education still remain the same expanding access, arresting dropouts, raising learning achievements to an acceptable level of quality, and reducing gaps in educational outcomes

across states and among groups. The nation has not yet reached the all important threshold of educational attainment where benefits are optimal and the high economic growth rates are sustained.

#### **4.4.9 Curricular Concerns**

Curriculum development essentially is a ceaseless process of searching for qualitative improvement in education in response to the changes taking place in the society. As such, it is not a static but a dynamic phenomenon. A meaningful school curriculum has to be responsive to the society, reflecting the needs and aspirations of its learners. Even in the new millennium, some of the country's important societal concerns have emerged in response to the fast changes in the social scenario of the country as well as the world. The curriculum has to lead to a kind of education that would fight against inequity and respond to the social, cultural, emotional, and economic needs of the learners. This would not be possible just with the element of mediocrity and ordinariness in the entire educational endeavor. Nothing short of excellence in every aspect of education is the first imperative for meeting the multifarious challenges of today and tomorrow. In other words, the curriculum must stand on the three pillars of relevance, equity and excellence.

#### **4.4.10 Education for a cohesive society :**

Equality of opportunity means ensuring that every individual receives suitable education at a pace and through methods suited to her/his being children of the disadvantaged, and socially discriminated and also suffering from specific challenges. Provision for equal opportunity to all not only in access, but also in the conditions for success is a precondition for the promotion of equality. The curriculum, it maybe retired must create an awareness of the inherent equality of all, the view to remove

prejudices and complexes transmitted through the social environment and the factor of birth.

- Education for girls
- Education of learner with special Needs
- Education of learners from disadvantaged groups
- Education of the gifted and talented
- Strengthening National identity and Preserving Cultural Heritage

The national spirit and the sense of national identity assumed great importance during the long saga of India's freedom struggle. As such, the study of this freedom struggle at all stages of school education shall continue to be significant. However, conscious efforts shall have to be made to acquaint the students with the events related to freedom struggle and the sacrifices made by the people in different parts of the country from the north to the south, from the west to the East, as well as the regions like the North-East and the far flung islands.

Integrating Indigenous Knowledge and India's Contribution to Mankind India's and groups that are traditional repositories of this knowledge, be they villages or tribes, their ways of life, their languages, their social organization and the environment in which they live. There is a need for the innovative ways of preventing the attrition of such knowledge, which usually vanishes with the people, and it is here that education ought to play a very significant role. Equally important is that we need an in depth analysis of the parallelism of insights between the indigenous knowledge systems, on the one hand, and certain areas of modern science and thought concerned with the basics of life, on the other, Indigenousness, is not opposed to being receptive to new ideas from different peoples, cultures and cultural contexts.

#### **4.4.11 Responding to the Impact of Globalization :**

Responding to the phenomenon of globalization would lead to the discovery of a new scope for old disciplines such as history, geography, and foreign languages and introduction of curricular concerns such as education towards active citizenship and human rights, environmental issues and the promotion of consensus on a common core of universal values.

#### **4.4.12 Meeting the challenge of Information and Communication**

##### **Technology :**

The revolution in new technology users in a fundamental challenge, converting the information society in to a knowledge society. Information and communication Technology (ICT) can be summarized as the convergence of telecommunications, television and computers. The new technology has a tremendous potential to revolutionize education and transform schools dramatically. It is hoped that the monopoly of formal education and formal school will diminish with a lot of educational exposure and experiences gained outside these Institutions. The teachers will become facilitators and libraries will be put to more and more use. The ICT is bound to influence and transform the existing educational provisions, changing the existing curricula, bringing in a new generation of learning materials and encouraging the net working of schools.

#### **4.4.13 Linking Education with Life-Skills :**

Education, by and large, suffers basically from the gap between its content and the living experience of the students. Education ideally must prepare students to face the challenges of life. For this, it needs to be intimately linked with the different life skills, the abilities for adaptive and positive behaviors that enable individuals to deal effectively with the

demands and challenges of everyday life, by developing in them generic skills related to a wide variety of areas such as health and social needs. It is through these skills that students can fight the challenges of drug addiction, violence, teenage pregnancy, AIDS and many other health related problems. The skills would also make students aware of issues such as consumer rights questioning the quality of goods and services available to them, writing to the manufactures, and civic authorities about the quality of goods and services that they expect. Besides, legal literacy and understanding of civic and administrative procedures would also be made available to the students to make their life simple, hassle free and safe.

An important characteristics of life skills is that they are temporal and spatial in nature. Hence, they are required to be contextual. There are certain core life skills, such as problem solving, critical thinking, communication, self awareness, coping with stress, decision-making, creative thinking and generative thinking, interpersonal relationships and empathy. These are of enormous importance for successful living.

#### **4.4.14 Education for value Development :**

The school curriculum 1988 was designed to enable the learner to acquire knowledge to develop concepts and inculcate values Commensurate with the social cultural, economic and environment realities at the national and international levels. The social values aimed at were friendliness, cooperativeness, compassion, self discipline, courage, love for social justice etc. Truth, righteous conduct, peace, love and non-violence are the core universal values that can become the foundation of building the value based education programme as per the recommendations of the S. B. Chavan Committee Report submitted to the Indian Parliament in February, 1999. These five universal values represent the five domains. Emotional, psychological and spiritual values are

correlated with the five major objectives of education, namely knowledge, skill, balance, vision and identity.

Order of the day (January 2000) it observes that it is from early childhood that children should be introduced to the discovery of "otherness" and to the values of tolerance, respect and confidence in the "other" that will bring about a change of behavior and attitudes towards others. The introduction of specific teaching of intercultural and interreligious dialogue, through the adequate pedagogical tools is covered as a means to foster reciprocal knowledge of shared value contained in the message issued by religion and spiritual traditions, which can be considered as a common spiritual and cultural heritage.

#### **4.4.15 Universilation of Elementary Education :**

Parental education and community improvement toward achieving the goals of UEE would be a matter of concern for curriculum makers, planners and administrators and for all those concerned with the quality of education at the elementary stage. Since the involvement of the Panchayat Raj Institutions in elementary to get is streamlined and properly operationalised.

#### **4.4.16 Alternative and Open Schooling :**

In the open school, there is no upper age bar for learners. A substantial number of students are in the age group of 15-35 based on these, open schooling and alternative schooling for the age group of 6-14 and 15-35 have to be launched in a big way so that the significantly large number of learners who are outside the school not able to get educational opportunities. The scheme of studies and the academic standards in cognitive areas under alternative and open schooling should be, as far as possible, of a level comparable to that for the students of the formal

system. However, the institutional materials and transactional strategies under the two systems have to be different.

#### **4.4.17 Relating Education to world of work :**

The vocational or pre-vocational curriculum can lend itself to the possibility of organizing concrete opportunities for students to collaborate with the community at large. Tailor-made programmes to fit the dominant vocations of the area may be planned for this purpose. Many skills can be taught through services which benefit the community as a whole, bringing the school close to its environs and helping the students become aware of their commitments to the school and the community. Cooperative activities can promote friendships, communal harmony and empathy for others.

#### **4.4.18 Reducing the Curriculum load :**

The issue of curriculum load has its roots in many related issues. It cannot be wished away merely by downsizing the volume of the textbooks but has to be handled in its totality. One way to partly resolve the issue would be to take out the obsolete and redundant content without affecting the overall continuity of the concepts.

#### **4.4.19 The Child as a Constructor of Knowledge :**

Children grow up in their own social works. As such, education, whether imparted in the formal institutional settings or otherwise, includes to a great extent social activity to transmit a social selection of knowledge. The social construction of knowledge has been an important principle in the socio-cultural theory. The acquisition of knowledge through active involvement with content, and not imitation or memorization of the material, is at the root of the construction of knowledge.

#### **4.4.20 Interface between Cognition, Emotion and Action :**

Education must facilitate learner' personal growth and psychologically equip them to cope with the rapid changes taking place in all the spheres of life. Thus, the focus of education is moving away from providing mere cognitive skill to fostering inter personal and intra personal development.

Emotional literacy programmes directly alter the level of success, self-esteem and well being of a person. They help reverse a tide of educational decline and then strengthen schools. Nurturing Emotional Intelligence, therefore, becomes a prime concern for schools and curriculum makers.

#### **4.4.21 Culture Specific Pedagogies :**

The pluralistic nature of Indian society needs to be reflected in the pedagogical approaches since there is no one universal ways in which learners learn. There is a strong need for looking in to the specific cultural context in which a learner is placed. though all learners process information in roughly similar ways, the content of processing varies considerably from the tribal society to the high socio-economic stratum of the urban area pedagogy. Therefore, pedagogies should be culture specific. Instead of choosing one uniform, mechanistic way of teaching-learning, cultural practices such as storytelling, dramatics puppetry, folk-play, community in curriculum development is desirable.

#### **4.4.22 Development of Aesthetic Sensibilities :**

Aesthetic education refers to developing learner's ability to have such experiences and must therefore be the concern of curriculum.

#### **4.4.23 Continuous and Comprehensive Evaluation :**

Comprehensive evaluation takes a holistic view of learner's progress covering scholastic and co-scholastic aspects. The assessment of personality attributes including attitudes, habits and values of the learners has to be carefully recorded and they have to be helped to develop qualities necessary for becoming good and contributing citizens. Such assessments will also be recorded periodically and the cumulative record cards prepared.

#### **4.4.24 Empowering Teachers for Curriculum Development :**

Leaving teachers out of the design and development of curriculum change is most likely to result in little, if any, real change in the scenario. Teacher involvement in curriculum development is desirable particularly because it can be a motivating factor for teachers in their profession, giving them a sense of 'ownership' of the curriculum they have to transact.

#### **4.4.25 Implementation of National Curriculum :**

Nation Level policies and implementation of policies in education is always guided by Indian constitution. The centralized model of curriculum making has legal justification. Several Articles of Indian constitution including the Article 66 regarding coordination and determination of standards in Institutions for higher education or research and scientific and technical institutions give the legal responsibility to the central government to maintain the national character or education to establish national standards and to maintain the standard of Indian education at par with international standards. This national model of curriculum has several advantages and disadvantages. The chief advantage is that it paves the way for maintaining national character and established standards. The major disadvantage being that it impairs education in

several respects. It gives no scope for flexibility and variety, fails to tap the local talents and local resources for the development of progressive curricula.

One can observe in the study of history of modern Indian education, have the center, after accepting the recommendations of commission and committees on Education implements them. The government of India considered the recommendations of the Education commission and adopted a National Policy on Education in 1968 which identified National goals of Education. The policy resolution stated that the educational system must produce young men and women of character and ability committed to National service and development. The 10 year pattern of general education followed by two or three years of post secondary or higher secondary education was adopted.

The National Policy on Education 1986 is formulated on the fundamental principle that 'education' is a unique investment on the present and the future. This implies that education is for all and it must promote the goals of secularism, socialism and democracy enshrined in our constitution and education develops manpower for different levels of economy. Accordingly, curriculum is to be formulated. The government of India accepted the recommendation and implemented the policy on education with emphasis on common curricula, minimum levels of learning, value education, development of languages, media and educational technology, work experience, environmental and science education, sports and physical education, child center, pre-primary and primary education.

#### **4.4.26 Organization of Curriculum at Secondary Stages :**

At the secondary level, the characteristics developments that have taken place during the upper primary stage get strengthened. Thinking

with abstract concepts, establishing social identity and giving importance to the peer groups increase all this considerably. Therefore, at this crucial stage, it is also necessary to promote social interactions among children. For effective learning and for intellectual development, learners have to cooperate with their friends, share their experiences, discuss their discoveries and argue out their differences of opinion.

Characteristics other than the intellectual ones also provide important guidelines for designing curriculum which could be geared to the all round development of the learners as individuals, and their development also in the context of the national goals and the socio-cultural priorities. Learners physical, social and emotional characteristics, attitudes and interests that emerge in them during childhood, early adolescence and mid-adolescence, should be carefully taken into consideration while determining the objectives, content and strategies of curriculum and its transaction at the pre-primary, primary, upper primary and secondary stages.

#### **4.4.27 Scheme of Studies**

Secondary Stage (2 years)

- a. Three Languages- The mother tongue/ the regional language, modern Indian language and English
- b. Mathematics
- c. Science and Technology
- d. Social Sciences
- e. Work Education
- f. Art Education (fine Arts : Visual and performing)
- g. Health and physical Education (Including games and sports, Yoga, NCC and Scouting and guiding)

#### **4.4.28 Curricular Areas of different Stages :**

The nature of various stages of education and the learners profile has their bearing on the planning of objectives, learning activities and strategies under each curriculum area. The curriculum areas and their stagewise treatment for this purpose are proposed as follows:

At the Secondary stage (classes IX and X), in the first language, full mastery over the applied form of language and good acquaintance with literacy language would be aimed at. Learners have to achieve maturity in oral and written expression. In response to what they read or listen, to understanding and appreciating the depth and diversities of human mind through the literacy texts in prose and poetry must be censured among the students.

English, Hindi and other modern Indian languages are studied as second language at this stage. Mathematics learning should be imparted through activities from the very beginning of school education. Evaluation should lay stress on testing the understanding and application of concepts rather than testing the rote memory of the concepts. This is the stage after which majority of the learners will enter the world of work. Scientific attitudes and skills developed at this stage would become foundation for further growth. They need to be exposed to the nature and the structure of science and the support it provides to the technological developments.

The students may develop the ability to use their knowledge, understanding and skills by undertaking wide range of studies at various scales-local, regional, national. By now, they may develop the ability to describe interaction with natural and human process and recognize patterns. They may also be able to look for sources of information and analyse problems and issues rationally and scientifically.

The complexity of the activities needs to be increased keeping the nature of essential activities, by and large, the same. Pre-Vocational

courses which get a prominent place at this stage, will facilitate choice of the vocational courses at the higher secondary stage and help them acquire the knowledge and skills required for entry in to the world of work.

The secondary stage is apt for refining aesthetic sensibilities and social values through projects on conservation of natural and cultural heritage by providing opportunities for study of opportunities for study of Indian culture working with artists/artistes in the community, organizing festivals and celebrations of the community at large, display of physical environment and surrounding landscape and the like. Art education at this stage should comprise, study of visual and aural resources and their exploration, projects leading to creative expression and exhibition of the works in visual and aural forms, inter-group, inter-school art activities, study trips and interaction with artists in the community.

In classes IX and X, health education should enable the students to learn, in comparatively great detail, about personal health, impact of environment pollution on health, food and nutrition, control and prevention of diseases, first aid, home nursing and safety measures.