CHAPTER-VII

EDUCATIONAL POLICIES IN ANDHRA PRADESH
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7.1 INTRODUCTION

Development empowers people and promotes important changes in their lives. However, development cannot take place by itself. It requires a educated skilled and competent people. Seen from this angle, education becomes the most important factor for development as well as for empowering people. Education provides with knowledge and information which in turn bring out desirable changes in the way think, feel and act Education also builds in a strong sense of self esteem self confidence. It contributes very effectively to the realization of your potential. Therefore, education is considered as a social instrument for developing human resource and for human capital formation.

The Constitution provides directives regarding the development of education throughout the country. The areas in which the respective central and state governments have domain have been identified in the Constitution as the central list, state list and concurrent list. Until the late 1970s, school education had been on the state list, which meant that states had the final say in the management of their respective school systems. However, in 1976, education was transferred to the concurrent list through a constitutional amendment, the objective being to promote meaningful educational partnerships between the central and state governments. Today, the central government establishes broad education policies for school curricula development and management practices. These serve as guidelines for the states.
National policies are evolved through a mechanism of extensive consultations, in which all the states and union territories actively participate. Periodically, the central/state governments appoint commissions and committees to examine various aspects of education. In addition, countrywide debate takes place on various educational issues. The recommendations of various commissions, committees and national seminars, and the consensus that emerges during these national debates, form the basis for India's education policies. During the post-independence period, a major concern of the Government of India and of the states was education as a factor vital to national development. In this context, India's educational reconstructions problems have been periodically reviewed by several commissions and committees. Their deliberations, recommendations and reports have formed the basis for the 1968 National Policy on Education (NPE) and the National Policy on Education Resolution of 1986.

In India, since independence, a good deal of emphasis has been laid on the spread of education. The Indian Constitution guarantees 'free and compulsory education to the all the children up to the age group of fourteen'. Article 45 of the Constitution enjoins that the state should Endeavour to provide the necessary facilities within a period of 10 years from the commencement of the Constitution. This target was later altered to the year 2000. Educational development among the socially and economically weaker sections, such as SCs has been considered an important obligation under the Constitution. Article 46 states that "The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the
Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.2

The Constitution also guarantees educational rights for minorities and call for the educational development of weaker sections of society. Though, the 42nd Amendment of the Constitution the subject to education has been brought under the concurrent list in the Constitution for realisation of these goals. The 73 and 74th Constitutional Amendments further emphasised the Panchayati Raj Institutions (PRIs) to render their distribution to the development of education at the grass root. The judgment of the Supreme Court in unukrishnan JP vs Andhra Pradesh (1993) states: “the citizens of the country have a fundamental right to education. The said right flows from Article 21 of the Constitutions. This right is, however, not an absolute right. Its content and parameters have to be determined in the Articles 45 and 41”. In other words, every child/citizen of this country has a right to free education until he/she completes the age of 14 years. Therefore his/her to education is subject to the limits of economic capacity and development of the state.”3

“Eighty-Sixth Constitution Améndment Act, 2002 enacted that, insertion of new article 21A namely “Right to education” “The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine”. The State shall Endeavour to provide early childhood care and education for all children until they complete the age of six years.” Amendment of article 51(A), after clause (J), the following clause shall be added, namely “(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years.”4
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7.2 POLICY PERSPECTIVE ON EDUCATION

In India, providing education to all citizens is a Constitutional commitment. In 1951, literacy levels were very low. The Constitution envisaged that within 10 years universal literacy would have to be achieved. In reality, this goal is still in the future. The expansion of the educational system has been uneven and inadequate. The experience of the last 50 years has shown that mere placing of a high priority on education on policy statements will not ensure that marginalized groups are covered by national programmes.

After India's independence, several commissions and committees set up to achieve universal literacy in January 1948. All India Educational Conference convened by the Union Education Minister, Jawaharlal
Nehru, the first prime minister of India, observed: "Whenever conference were called to form a plan for education in India, the tendency, as a rule, was to maintain the exiting system with several modification. This must not happen now. Great changes have taken place in the country and the educational system must also be in keeping with them. The entire basis of education must be revolutionized (Suresh Chandra Ghosh 2000: 178).

7.3 RADHAKRISHNAN COMMISSION

In the midst of all these the utmost that could be done in education was to appoint in 1948 a University Commission under the Chairmanship of Dr. S. Radhakrishnan as reconstruction of university education was considered essential to meet the demand for scientific, technical and other manpower needed for the socioeconomic development of the country.

The recommendations of the Commission in 1949 were wide—covering all aspects of university education in India. They emphasised the 10+2 structure at the pre-university stage, correction of the "extreme specialisation" in the courses, development of research to advance the frontiers of knowledge and of professional education in agriculture, commerce, law, medicine, education, science and technology including certain new areas such as business and public administrations and industrial relations and suggested reform of the examination system by assessment of the student's work throughout the year and introduction of courses on the central problems of the philosophy of religion. They also emphasised the importance of student's welfare by means of scholarships and stipends, hostel, library and medical facilities and suggested that they should be familiar with three languages – the
regional, federal, and English — at the university stage and that English be replaced as early as possible by an Indian language. The Commission was also in favour of the idea of setting up rural universities to meet the need of rural reconstruction in industry, agriculture and various walks of life. The universities should be constituted as autonomous bodies to meet the new responsibilities, a Central University Grant Commission are established for allocating grants, and finally, university education be placed in the Concurrent List.

7.4 LIST 1: LIST OF UNION FUNCTIONS

63. The institutions know at the commencement of this constitution as the Benares Hindu University, the Aligarh Muslim University and the Delhi University and any other institution declared by Parliament by Law to be an institution of national importance.

64. Institutions for scientific or technical education financed by the Government of India wholly or in part and declared by Parliament by law to be institutions of national importance.

65. Union agencies and institutions for:

(a) Professional, vocational or technical training, including the training of police officers; or

(b) The promotion of special studies or research; or

(c) Scientific or technical assistance in the investigation or detection of crime.

66. Co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions.
7.5 LIST II LIST OF STATE FUNCTIONS

11. Education including universities, subject to provision of entries 63, 64, 65, and 66 of List I and entry 25 of List III

4.6 List III: List of Concurrent Functions

25. Vocational and technical training of labour.

The Constitution provided statutory recognition (Part XVL Article 343) to the demand for the use of Hindi in Devnagiri script as the official language of the Indian Union replacing English. It was further provided that the transition from English to Hindi be gradual and acceptable to all, that English should continue to be used till 1965 for all official purposes of the Union for which it was being used immediately before the adoption of the Constitution while States were authorised to adopt Hindi or any other modern Indian language for their official purposes. The Constitution also provided for the appointment of a Language Commission five years after the adoption of the Constitution. The recommendations of the Language Commission were to be considered by a Parliamentary Committee and the decision about the use of Hindi as the official language was to be taken on the basis of the recommendations of the Official Language Committee. While providing adequate safeguards for the educational and cultural interests of minorities, the Constitution realised the importance of universal primary education for the proper development of democracy. Thus(Article 45 of the Constitution, also one of the important Directive Principles of State Policy, observed that “the State shall endeavour to provide within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of 14 years.”
7.7 MU DA LIAR COMMISSION

One of the most significant recommendations of the Radhakrishnan Commission was on the reorganization of secondary education as a pre-requisite condition for the development of university education. In 1952 the Secondary Education Commission was appointed under the Chairmanship of Dr. A.L. Mudaliar which submitted its report in 1953. It reduced the total duration of the school course from 12 to 11 years and transferred the control of secondary school leaving examination from the universities to the specially constituted Boards of Secondary Education. While developing the curricula of the higher secondary course, the Commission sought to diversify it by the establishment of Multipurpose Schools which would provide terminal courses in technology, commerce, agriculture, fine arts and home science. The obvious object was to divert students from university education into different walks of life according to their aptitudes and capabilities.

It is clear from the above that the Mudaliar Commission as well as the Radhakrishnan Commission which met before it dealt exclusively with two areas of education in which the ruling elite groups were interested. Both these sections received large allocations of funds and underwent rapid, unplanned and uncontrolled expansion, resulting in deterioration of standards and creation of severe problems of educated unemployment: On the other hand, the programmes of adult education and liquidation of illiteracy continued to be neglected as in the past. In elementary education, the evils of wastage and stagnation continued unabated as no structural changes like multiple-entry or part-time education was introduced. A perfunctory attempt at introducing basic
education on Gandhian ideas was made but it was not successful and practically given up soon. In the context of all these developments, the aim of constitutionally providing free and compulsory education for all children up to 14 years of age by 1960 seemed a distant dream now.

7.8 KOTHARI COMMISSION

It is also clear from the earlier developments in education that the country was only interested in retaining the colonial set-up and was mostly engaged in dealing with education in a piece-meal fashion. The vision of a national system of education seen in 1947 thus got blurred within two decades. Yet, the demand by the electorates for such a system continued to be made so persistently that in 1964 M.C. Chagla, the Union Education Minister, appointed the Education Commission under the Chairmanship of Dr. D.S. Kothari, to advise the government on the general principles and policies for the development of education at all stages and in all its aspects so that a national system of education could emerge.

In 1966 the Commission in its voluminous report suggested a drastic reconstruction, almost a revolution in education, to meet the problems facing the country in different sectors. It suggested an internal transformation in education to relate it to life, the needs and aspirations of the people, a qualitative improvement to raise its standards and a quantitative expansion of educational facilities on the basis of manpower needs and equalization of educational opportunities. The internal transformation could be achieved by making science education an integral part of school education and improving its teaching at the university stage. Similarly, work experience should be an integral part of
all general education. Vocational education was emphasised both at the lower (11-16 years) and the higher (17-18 years) secondary stage while in higher education about one-third of the total enrolment was expected to be in vocational courses. A common school system with equal access to children from all social strata was suggested and some form of social service was made obligatory for students at all stages. Development of fundamental, social, moral and spiritual values including a provision for some instruction on different religions was emphasised. National consciousness as well as a sense of belonging to the country was sought to be promoted through the adoption of a curricular programme which was both dynamic and elastic at all stages. While retaining the three language formula of the Radhakrishnan Commission with some modifications, the Kothari Commission recommended the development of all modern Indian languages for use in education as well as in administration in their respective States. While all the three languages should be studied at the lower levels, only two of these were to be compulsory at the higher secondary stage.

The qualitative improvement could be achieved by a maximum utilisation of the existing facilities. Since resources for up-grading all the institutions were not available, the Commission suggested that at least ten per cent of them should be up-graded to adequate standards during the next ten years—the model would be one secondary school in every community development block, one college in each district and five or six universities at the national level. The Commission accepted 10+2 at the secondary and the higher secondary stages followed by a first degree course of a duration of not less than three years. The Commission also made various recommendations including uniform pay-scales to improve
the service conditions of teachers so that the best persons coming out from the education system could be attracted to teaching. It felt that the education facilities could be expanded on a selective basis at the secondary and the higher secondary stages while effective primary education should be provided to all. Adult illiteracy should be liquidated on a mass or selected scale and part-time courses of about one year's duration for the drop-outs in the 11-14 age group. The Commission visualized that total enrolment would rise from 70 million in 1965 to 170 million in 1985 and educational expenditure from Rs 6,000 million in 1965 to Rs 47,000 million in 1985, representing an increase in the proportion of national income devoted to education from 2.9 per cent in 1965 to 6 per cent in 1985.

7.9 IMPLEMENTATION

Since education was then a State subject, the usual procedure would have been to refer those recommendations concerning States to them but the public demand for the education was so great that the Government of India decided to depart from the procedure followed earlier. After a wide circulation through its own organs and the press, the government referred them to a Committee of Members of Parliament for consideration. The recommendations along with the report of the Parliamentary Committee were then discussed in both the Houses of Parliament, followed by a discussion in Cabinet. Out of these discussions emerged the first national policy in independent India in the form of a resolution on education in July 1968. Needless to say, the recommendations of the Kothari Commission were progressively diluted at every stage of the discussions. Yet the policy that was born out of them
remained the basic framework for all governmental action despite an attempt by the Janata Government to revise it in 1979 after it came to power in 1977, till the coming of "the New Education Policy" in May 1986.

7.10 1986 NEW NATIONAL POLICY ON EDUCATION

In January 1985, the Government of India announced that "a New Education Policy" would be formulated soon. In August 1985 after making a careful assessment of the existing developments, the proposals were submitted to the public for a countrywide debate and discussion and in May 1986 emerged the National Policy on Education after its approval by Parliament.

The document on the National Policy on Education is divided into twelve parts. After some preliminary observations in the first two parts, it discusses in some detail about some of the essential characteristics of a national system of education providing scope for equal access to education to all irrespective of class, caste, creed or sex, and areas including backward, hilly and desert. It envisages a common educational structure like 10+2+3, a common core in the curricular programme at some level, an understanding of the diverse socio-cultural systems of the people while motivating the younger generations for international co-operation and peaceful coexistence.

"The New Policy" therefore stresses the need for removal of disparities and emphasises the steps to be taken to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far—women, scheduled castes and scheduled tribes, the handicapped and certain minority groups who are either educationally deprived or backward. People belonging to rural areas, hill
and desert districts, remote and inaccessible areas and islands need special care and incentives. "The whole Nation", observes the National Policy on Education "must pledge itself to the eradication of illiteracy, particularly in the 15-35 age groups." The document seeks to organize programmes on adult education linked with national goals to enable the beneficiaries to participate in the development programme of the country.

While the local community will be fully involved in easily childhood care and education, "the new thrust" in elementary education will be on (a) universal enrolment and retention up to 14 years and (b) attempt to substantially improve the quality of education. This effort will be fully co-ordinated with the network of non-formal system so that by 1990 all children attaining the age of 11 years will have had five years of schooling and by 1995 all children up to 14 years of age will be provided free and compulsory education. In secondary education talented children will be provided opportunities to proceed at a faster pace by means of pace-setting schools with full scope for innovation and experimentation. Courses on vocational education will ordinarily be provided after the secondary stage, but keeping the scheme flexible, these may also be made available after class VIII. Vocational education will be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. By 1990 vocational courses are to cover 10 per cent, and by 1995, 25 per cent of the higher secondary students. In higher education the most urgent need is "to protect the system" consisting of 150 universities and 5000 colleges from "degradation." Autonomous colleges are to be developed to gradually replace the affiliating system while the creations of autonomous departments within universities on a
selective basis are to be encouraged. Research in Science and Technology and inter-disciplinary research in Social Sciences as well as setting up of national research facilities—with proper forms of autonomous management—are to be encouraged. The Open University system will be initiated in order to augment opportunities for higher education while Rural University, on the lines of Mahatma Gandhi's revolutionary ideas on education, is to be set up to transform rural India. Technical and Management Education curricula was targetted on current as well as the projected needs of industry or user system and were to relate to the changes in the economy, social environment, and knowledge. Delinking degrees from jobs will be made in selected areas where candidates despite being equipped for a given job are unable to get it because of an unnecessary preference for graduate candidates.

The document makes a series of observations on cultural perspective, value education, languages, books and libraries, media and educational technology, work experience, education and environment, mathematics teaching, science education, sports and physical education, the role of youth, and proposes to re-cast the examination system so as to ensure a method of assessment that is a valid and reliable measure of a student's overall development and a powerful instrument for teaching and learning. Since these and many others "new tasks" of education cannot be performed in "a state of disorder" the first task is to make the system "work." "All teachers should teach and all students study." The strategy of the New Education Policy in this respect consists of (a) better deal to teachers with greater accountability; (b) provision of improved students' service and insistence on observance of acceptable norms of behaviour; (c) provision of better facilities to institutions; and (d) creation
of a system of performance appraisals of institutions according to standards and norms set at the National or State levels.

How is this system going to be managed? Since Education is a Concurrent Subject now as per the Constitutional Amendment of 1976, it is expected that a meaningful partnership will be formed between the States and the Union Government in managing it. The guiding considerations will be: (a) evolving a long term planning and management perspective of education and its integration with the country's development and manpower needs; (b) decentralization and the creation of a spirit of autonomy for educational institutions; (C) giving pre-eminence to people's involvement, including association of non-government agencies and voluntary effort; (d) inducting more women in the planning and management of education; and finally, (e) establishing the principle of accountability in relation to given objectives and norms. As far as the financial aspect of the system is concerned, the government proposes to gradually increase the expenditure on education till it "uniformly exceeds 6 per cent of the National Income." Additional sources, to the extent possible, will be raised partly by mobilising donations from the beneficiary communities and partly by raising fees at the higher levels of education while effecting some saving by the efficient use of facilities. And finally, implementation of the various parameters of "the New Policy" will be reviewed "every five years."

Reviewing of the educational policy "every five years" was a decision taken by the British Government as a sequel to the Report of the "Indian Education Commission" in 1882 and was first implemented in 1886, exactly hundred years ago from the date of the promulgation of the
New Education Policy. While this aspect of the New Education Policy is not certainty new, the question may now be asked as to how new are the contents of the New Education Policy? The answer to the question can only be provided by reviewing the past developments in education and for this purpose we need not go beyond 1947—the year when India achieved her independence. India's educational policy, immediately after her independence, was based on the structure provided by Sir John Sargent, Educational Adviser to the British Government, in his Post-War Plan of Educational Development in India in 1944. The object of the Plan was to achieve for India in 1984 the same educational standard as it had then existed in England. It had provided for the liquidation of illiteracy, universal elementary education and higher education for student out of every twenty that completed the secondary school and a certain amount of vocational, technical and professional education. It also provided for compulsory physical education, milk and mid-day meals for undernourished children and special education for the physically and mentally handicapped.

7.11 IMPLEMENTATION OF THE NEW EDUCATION POLICY

However, the years immediately after the formulation of the New Education Policy in 1986 saw the start of a vigorous implementation of many of its important programmes and paradoxically enough all seemed to be well with education in the country. Thus after intensive discussion with various agencies schemes like Operation Blackboard, District's Institutes of Education and Training (DIET), Vocationalisation of Education and Technical Education were finalised. While the Navodaya Vidyalaya Scheme was implemented by opening 205 model schools in
several important places of the country, a national core curriculum was finalised by the National Council of Educational Research and Training in consultation with the State Governments. Schemes on Non-Formal Education were also finalised and the summer of 1986 saw nearly two lakh college students involved in functional literacy programmes on a voluntary basis. With financial help from the Centre, various State Governments and Union Territories implemented the scheme of free education for girls up to the higher secondary stage. In higher education centralised agencies like National Assessment and Accreditation Council, National Council of Higher Education, National Council of Teacher Education, All India Council of Technical Education were set up to improve its tone and quality while a National Eligibility Test (NET) was introduced by the University Grants Commission to regulate the entry of candidates into the teaching profession at institutes of higher learning. Academic Staff Colleges were set up at important universities in the country to refresh and reorient the knowledge of university and college teachers and in the two summers of 1986 and 1987 a massive Teacher Orientation Programme was organised to cover nearly ten lakh teachers.

7.12 REPLACEMENT OF THE CONGRESS GOVERNMENT BY THE NATIONAL FRONT GOVERNMENT AND THE APPOINTMENT OF THE RAMAMURTI COMMITTEE.

However, the implementation of the New Education Policy received a severe jolt when the Congress Government that had fathered it was replaced by the National Front Government under the Janata Dal leader V.P. Singh in 1989. As the name of V.P. Singh’s government suggests, it was a coalition government consisting of many political
parties representing various sections of society. And since many of its constituent parties had not earlier viewed with favour some of the programmes of the 1986 Policy, a revision of the education policy became imperative and with that end in view a review committee was appointed under Acharya Ramamurti in May 1990.

The scheduled time for the review of the New Education Policy was five years after its introduction, that is, in 1992. In a resolution appointing the Ramamurti Committee on 7 May 1990, the Government of India attempted an explanation for hastening the review so much before the expiry of the stipulated period of five years: "Despite efforts of social and economic development since attainment of independence, a majority of our people continue to remain deprived of education. It is also a matter of grave concern that our people comprise 50 percent of the world’s illiterate, and large sections of children have to go without acceptable level of primary education. Government accords the highest priority to education both as a human right and as the means for bringing about a transformation towards a more humane and enlightened society. There is need to make education an effective instrument for securing a status of equality for women, and persons belonging to the backward classes and minorities. Moreover, it is essential to give a work and employment orientation to education and to exclude from it the elitist aberrations which have become the glaring characteristic of the educational scene. Educational institutions are increasingly being influenced by casteism, communalism and obscurantism and it is necessary to lay special emphasis on struggle against this phenomenon and to move towards a genuinely egalitarian and secular order. The National Policy on Education (NPE), 1986, needs
to be reviewed to evolve a framework which would enable the country to move towards this perspective of education”.

It will be seen that the concerns expressed in the government resolution appointing the Ramamurti Committee were also the concerns earlier expressed by the New Education Policy in 1986 except the right to work which was then sought to be enshrined in the constitution, While the Challenge of Education felt that “the present scenario is an indication of the failure of the education system”, the Education Policy stressed the need to make education “a forceful tool” for its two roles “combative and positive”. However the events during the four years since 1986 had shown that it had failed in its missions as “the situation has grown much worse. Everywhere there is economic discontent, cultural decay, and social disintegration. The youth are in revolt. Violence is fast becoming a way of life... The nation is faced today with a crisis of many dimensions. Its very survival is threatened. In the total crisis of the nation, along with Politics, Business, and Religion, Education has its full share”.

7.13 RECOMMENDATIONS OF THE RAMAMURTI COMMITTEE

Thus “the nation is in peril” at the moment and the only way to save it from an impending disaster was to make education an integral part of national development through participation which “must go beyond government departments and reach the people in villages and muhallas. While there should be understanding and coordination among departments, there should be active participation among the people themselves.” This could be achieved by treating the village itself as a unit for an integrated programme of education, democracy and development.
"The Panchayati Raj Bill, 1990", so observes the Ramamurti Committee. Proposes that each village will have a Gramsabha composed of all the adults in the village, male and female. It will have wide powers and functions. As a representative of the village this Gramsabha may be asked to prepare a plan of development including education for the village with its own priorities. As part of the village plan each family will have its own small plan. The Gramsabha plan provides for each family means of livelihood—land for agriculture, cattle for dairying, tools for crafts, or other means of gainful employment. The Gramsabha itself will be responsible for implementing the plan. As for resources, the funds available for all the different development and education schemes may be pooled and placed at the disposal of the Gramsabha which may from its own committees to look after different activities... As the work progresses and development mindedness grows and problems arise the village people will realize that without education and training, progress is not possible. Writing the muster rolls keeping records, handling money, measuring dug earth calculating wages, repairing the pumping set or implements protecting crops, increasing the yield of milk first aid to simple injuries, and a lot of other problems will create a situation in which there will be a compelling demand for know-how for information, for literacy, functional and general attaining in a number of skills." And thus the village would become a school where "those who are educated will teach those who have skill will train: those who have experience will guide and train"—and in such a scheme correlated to productive work in a natural and social environment, the engineer, the doctor, the accountant and mechanic the social worker and others, retired or
serving, "all have their place and will create an example of participatory education for life through life.

The Ramamurthi Committee also delineated how the children of the villagers would be educated. They would have formal education in regular village school called Gramshala. The children while assisting their parents in their work could easily take a few hours off to attend a formal graded education at the Gramshala according to their convenience. The Gramshala would hold Separate classes for young men and adults in the evening devoted to discussion their common problems and the acquisition of literacy. The nearest high school should be equipped with a science laboratory and a workshop for special courses in subjects like mechanical skills, functioning of the Gramsabha and Panchayat, development planning, Anthyodaya mobilization and use of resources, accounting, and a number of other related subjects.

7.14 AN ANALYSIS OF THE RECOMMENDATIONS

In the Ramamurthi Committee's scheme of education villages have been assigned a pivotal role for India lives in its villages and no vision of future India can be greater than to rebuild its half-a-million villages. It is the villages that hold the key to the country's problems. It is here that "our producers live, voters live, the poor and the illiterate live". And so the first step in any educational reconstruction in the country should begin with few selected homogeneous scheduled caste, scheduled tribe and other backward villages in the first phase. The whole thrust of educational reforms as suggested by the Ramamurti Committee has rested on evolving a policy of planned decentralisation. For the Ramamurti Committee, decentralisation does not mean merely the
devolution of certain functions from the Centre to the lower levels of administration. It means a clear transfer of power from the former to the latter and is concerned with the role of the State vis-à-vis the Civil Society. As a matter of fact, the three key-points in the Ramamurti Committee's thinking on education have been universalisation, vocationalisation and decentralisation drawn from the "great tradition of India, the experiences and experiments of pioneers in our own country and abroad and great thinkers like Gandhi, Tagore and others."

The most redeeming feature of the recommendations of the Ramamurti Committee is the implication that an educational programme should develop on the requirements of the society as has been evident in the participatory education in the village. However such a concept is not original with the Committee as we have already seen how in the mid-nineteenth century Thomson developed his concept of vernacular education on the reforms in the land revenue in the North Western Provinces Similarly Dalhousie transferred his idea of instituting classes in technical education to the concept of establishing technical colleges in each of the three presidencies of Bombay, Bengal and Madras in the wake of the introduction of railways, electric telegraph, uniform postage and the creation of the department of public works involved in the construction of irrigation canals and roads.

The second most important redeeming feature is the implication that educational activity of the government could not be an isolated programme it must be interrelated to other departments of the government to be a successful one. One reason why our educational reforms in the past have failed is the scrotal activities of the government
where its different activities such as in education, agriculture, forest industry, and a host of other areas do not only not relate to each other but are often mutually contradictory. As the Ramamurti Committee says "In a country like ours, with vast areas of backwardness, economic social, educational, development, democracy, and education have to go together. They have to be woven in an integrated programme of transformation and reconstruction. Peaceful transformation is an organic process in which economy and education cannot work in isolation with each other. Take, for example, the right to work. Even if it is enshrined in the constitution, it is the economy alone that can create opportunities for employment, education can only empower people for work. This is the principal reason why, despite growing unemployment, vocational education has not become popular. The economy failed to create jobs so vocational training became useless."

Thirdly, this also means by implication from the preceding paragraph that educational activity could not be left to the initiative and judgment of specialists at the desk, controlled and guided by those far removed from where people live and work. Education co-related to life has to be linked to clearly defined social objectives and comprehensive strategies and this can only be done by decentralising educational administration to such an extent that each village and muhallas could participate in it. And this way it could not only reduce the dependence of the people upon the State alone to bring about the much needed educational and social transformation but also would reduce the "growing alienation between the masses and the elite in all spheres of national life."
7.15 NATIONAL FRONT GOVERNMENT REPLACED BY THE CONGRESS GOVERNMENT

The Ramamurti Committee submitted its report on 26 December 1990 but soon after that the National Front Government which had appointed it had to resign and a minority government under the leadership of Chandrashekhar with Congress support came into existence. And the Report of the Ramamurti Committee went into cold storage. However, with the withdrawal of support by the Congress Party, the Minority Government of Chandrashakar fell. And in the resultant General Election marked by the tragic assassination of Rajiv Gandhi, the Congress returned to power riding on the sympathy wave for Rajiv and formed the next government under the leadership of P.V. Narasimha Rao in 1991.

Since the 1986 Policy was the handiwork of another Congress Government under the leadership of Rajiv Gandhi, the Narasimha Rao Government immediately switched back to it but decided to have a look at it before resuming its implementation in the light of the Ramamurti Committee’s recommendations.

The Government indeed took steps to review the 1986 Policy—in July 1991 a Central Advisory Board of Education on policy with six Education Ministers belonging to the major political parties and eight educationists under the Chairmanship of the Chief Minister of Andhra Pradesh was constituted to review the implementation of the various parameters of the 1986 Policy. In its report in January 1992 the Committee pointed out that the policy framework outlined in the
National Policy on Education in 1986 "is robust and can guide the educational development of the country for a long time to come". The Committee further stated that "while very little of the NPE, 1986 required reformulation, the Programme of Action needed to be revised considerably" in many areas such as adult literacy where involvement of people on "a large scale", and educational administration where establishment of linkages between education and other related services such as child care, nutrition be emphasised.

The Revised Programme of Action, 1992 which was prepared keeping in mind the resource availability as indicated for it in the Eight Five Year Plan (1992—1997) guided the educational activities of the Congress Government at the Centre as well as of the States and the Union Territories till the next General Election in 1996. One such important activity was the initiation of the District Primary Education Programme (DPEP) to reaffirm the national commitment to the universalisation of elementary education before the dawn of the twenty-first century. By May 1995 education projects were prepared in 42 districts spreading over the seven States of Assam, Haryana, Madhya Pradesh, Karnataka, Maharashtra, Tamil Nadu and Kerala followed by the initiation of education planning in the districts in West Bengal and Andhra Pradesh. At the same time it was decided to extend the coverage to all the districts gradually satisfying one of the twin criteria—(a) educationally backward districts with female literacy below the average and (b) districts where Total Literacy Campaigns (TLCs) have been successful leading to an enhanced demand for primary education.
7.16 THE UNITED FRONT GOVERNMENT SUCCEEDS THE CONGRESS GOVERNMENT AND APPOINTS THE SAIKIA COMMITTEE

In the 1996 General Election the Congress Party failed to return to power and following a 13-day stint of the BJP Government at the Centre, a United Front Government with Congress support from outside was formed under Deve Gowda. The United Front Government went a step further towards universalisation of elementary education by appointing a Committee of State Education Ministers under the Chairmanship of the Minister of State for Education, Muhi Ram Saikia, in August 1996 to report on it.

The Saikia Committee which submitted its report in January 1997 pointed out that compulsion was not the only answer to achieve universalisation of elementary education and the Government had to motivate both parents and children, involve communities and build up public opinion in its favour so that elementary education could be universalised by 2000 A.D. With that end in view the Committee unanimously endorsed the proposal of the United Front Government to amend the Constitution through legislation to make elementary education up to 14 years of age a Fundamental Right. Simultaneously, an explicit provision should be made in the Constitution to make it a Fundamental Duty of every citizen who was a parent to provide opportunities for elementary education to all children up to 14 years of age.

The United Front Government not only prepared on the subject but also introduced it in Parliament for debate and approval. However,
the United Front Government did not last long to ensure the passage of
the BIZ though as a token beginning it allocated Rs. 35 crore out of Rs.
40,000 crore needed over a period of five years to implement legislation
when passed to make the right to free and compulsory elementary
education a Fundamental Right.

7.17 CRITIQUE OF THE SAIKIA COMMITTEE’S
RECOMMENDATIONS

We are not certain whether such a step would facilitate the task of
universalising elementary education in the country as we have already
seen how the Constitutional provision in the form of Article 45 on the
subject made at the time of the inauguration of our country as a republic
in the Directive Principles of States Policy has failed to a thieve the
desired object. Yet, there can be no doubt that such a measure is likely to
face difficulties at every stage besides the huge and staggering costs
involved in its implementation.

The government enforce the Fundamental Right on the subject if it
has already provided the access to schooling for children every where in
the country. Since this is not the actual position and since the socio-
economic compulsions of families concerned often keep the children away
from schools, the legislation will likely result in a situation where there
may be more parents in Jails that children in schools. Besides the
parents could take the States to the courts if they feel that their children
are being denied right to education as the States have not made
adequate arrangements for their access to schooling. This explains why
the Compulsory Education Acts already enacted by the 14 States and 4
Union Territories many years ago have been allowed to remain in
abeyance till now. In the ultimate analysis, the government by declaring elementary education as a Fundamental Right will be shifting the responsibility of universalising elementary education from the States to the parents—a move which cannot be justified under any circumstances despite the fact that such a legislation is likely to check the growing problem of child labour and its exploitation by unscrupulous persons in India.6

7.18 SARVASIKSHA ABHIYAN

7.18 (a) A Programme for Universal Elementary

In accordance with the constitutional commitment to ensure free and compulsory education for all children up to the age of 14 years. Provision of universal elementary education has been a salient feature of national policy since independence. This resolve has been spelt out emphatically in the National Policy since independence (NPE), 1986 and the Programme of Action (POA) 1992. A number of schemes and programmes were launched in pursuance of the emphasis embodied in the NPE and the POA. These included the scheme of Operation Blackboard (OB) Non Formal Education (NFE): Teacher Education (TE): Mahila Samakhya (MS): State specific Basic Education Projects like the Andhra Pradesh Primary Education Project (APPEP): Bihar Education Project (BEP), Lok Jumbish (UP) in Rajasthan: National Programme of Nutritional Support to Primary Education (MDM): District Primary Education Programme (DPEP).

7.18 (b) Why Elementary Education

Social justice and equity are by themselves a strong argument for providing basic education for all. It is an established fact that basic
education improves the level of human well — being especially with regard to life expectancy, infant mortality, nutritional status of children, etc. Studies have shown that universal basic education significantly contributes to economic growth.

7.18(c) Constitutional, Legal and National Statements for UEE: The Constitutional, legal, and national policies and statements have time and again upheld the cause of universal elementary education.

7.18 (d) Constitutional Mandate 1950: "The state shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education to all children until they complete the age of 14 years."

7.18 (e) National Policy of Education 1986: It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty first century."

7.18 (f) Unnikrishnan Judgment 1993 "Every child/citizen of this country has a right to free education till he completes the age of fourteen years."

7.18(g) Education Ministers' Resolve 1998 "Universal elementary education should be pursued in the mission mode. It emphasized the need to pursue a holistic and convergent approach towards UEE."

7.18 (H) National Committee's Report on UEE in the mission mode 1999 — UEE should be pursued in a mission mode with a holistic and convergent approach with emphasis on preparation of District Elementary Education Plans for UEE. It supported the fundamental right to education and desired quick action towards operationalization of the mission mode towards UEE.
The Sarva Shiksha Abhiyan is a flagship programme of the Government of India for achievement of universalization of elementary education in a time bound manner, as mandated by the 86th amendment to the Constitution of India making free and compulsory education to children of ages 6-14 (estimated to be 205 million number in 2001) a fundamental right. The programme aims to achieve the goal of universalization of elementary education of satisfactory quality by 2010.

The programme seeks to open new schools in those habitations which do not have schooling facilities and strengthen existing school infrastructure through provision of additional class rooms, toilets, drinking water, maintenance grant and school improvement grants. Existing schools with inadequate teacher strength are provided with additional teachers, while the capacity of existing teachers is being strengthened by extensive training. Grants for developing teaching-learning materials and strengthening of the academic support structure at a cluster, block and district level. SSA seeks to provide quality elementary education including life skills. SSA has special focus on girl's education and children with special needs. SSA also seeks to provide computer education to bring the digital divide.

Recognising good performance, outlay for SSA has been increased from Rs 7156 crore in 2005-06 to Rs 10004 crore 2006-07. Target is to construct 500,000 additional class rooms and to appoint 1. 50,000 more teachers. During 2006-07 has been decided to transfer Rs 8746 crore to the Prarambhik Siksha Kosh from the revenues raised through the educate cess.
BACKGROUND

7.19 CONSTITUTIONAL, LEGAL AND NATIONAL STATEMENTS
FOR UNIVERSALIZATION OF ELEMENTARY EDUCATION

1. Constitutional Mandate, 1950 - "The State shall endeavour to
provide, within a period of ten years from the commencement of
this Constitution, for free and compulsory education to all children
until they complete the age of 14 years."

2. National Policy of Education, 1986 - "It shall be ensured that free
and compulsory education of satisfactory qualification is provided
to all children up to 14 years of age before we enter the twenty
first century".

3. Unnikrishnan Judgement, 1993 - "Every child/citizen of this
country has a right to free education until he completed at the age
of fourteen years."

7.20 OBJECTIVES

➢ All children in school, Education Guarantee Centre or Alternate
School by 2003.

➢ All children complete five years of primary schooling by 2007.

➢ All children complete eight years of schooling by 2010
Focus on elementary education of satisfactory quality with
emphasis on education for life.

➢ Bridge all gender and social category gaps at primary stage by
2007 and at elementary education level by 2010

➢ Universal retention by 2010.
7.21 STRUCTURE FOR IMPLEMENTATION

The Central and State governments will together implement the SA in partnership with the local governments and the community. To signify the national priority for elementary education, a National Sarva Shiksha Abhiyan Mission is being established with the Prime Minister as the Chairperson and the Union Minister of Human Resource Development as the Vice Chairperson. States have been requested to establish State level Implementation Society for UEE under the Chairmanship of Chief Minister Education Minister. This has already been done in many States.

The Sarva Shiksha Abhiyan will not disturb existing structures in States and districts but would only try to bring convergence in all these efforts. Efforts will be made to ensure that there is functional decentralization down to the school level in order to improve community participation. Besides recognizing PRIs / Tribal Councils in Scheduled Areas, including the Gram Sabha, the States would be encouraged to enlarge the accountability framework by involving NGOs, teacher, activists, women’s organizations etc.

7.22 INSTITUTIONAL REFORMS

As part of the SSA, institutional reforms in the States will be carried out. The state will have to make an objective assessment of their prevalent education system including educational administration, achievement levels in schools, financial issues, decentralization and community ownership, review of state Education Act, rationalization of teacher deployment and recruitment of teachers, monitoring and evaluation, education of girls, SC/ST and disadvantaged groups, policy regarding private schools and ECCE. Many States have already affected institutional reforms to improve the delivery system for elementary education.
7.23 SUSTAINABLE FINANCING

The Sarva Shiksha Abhiyan is based on the premise that financing of elementary education interventions has to be sustainable. This calls for a long-term perspective on financial partnership between the Central and the State governments.

7.24 COMMUNITY OWNERSHIP

The programme calls for community ownership of school-based interventions through effective decentralisation. This will be augmented by involvement of women groups, VEC members and members of Panchayati Raj institutions.

7.25 INSTITUTIONAL CAPACITY BUILDING

The SSA conceives a major capacity building role for national and state level institution like NIEPA/NCERT/NCTE/SCERT/SJEMAT. Improvement in quality requires a sustainable support system of resource persons.

7.26 IMPROVING MAINSTREAM EDUCATIONAL ADMINISTRATION

The Programme will have a community-based monitoring system. The Educational Management Information System (EMSI,) will correlate school level data with community-based information from micro planning and surveys. Besides this, every school will have a notice board showing all the grants received by the school and other details.

4.27 Habitation as a unit of planning — The SSA works on a community based approach to planning with habitation as a unit of planning. Habitation plans will be the basis for formulating district plans.
7.27 ACCOUNTABILITY TO COMMUNITY

SSA envisages cooperation between teachers, parents and PRIs, as well as accountability and transparency.

7.28 EDUCATION OF GIRLS

Education of girls, especially those belonging to the scheduled castes and scheduled tribes, will be one of the principal concerns in Sarva Shiksha Abhiyan.

7.29 FOCUS ON SPECIAL GROUPS

There will be a focus on the education participation of children form SC/ST, religious and linguistic minorities, disadvantaged groups and the disabled children.

7.30 PROJECT PHASE SSA

Will commence throughout the country with a well planned pre project phase that provides for a large number of interventions for capacity development to improve the delivery and monitoring system.

7.31 THRUST ON QUALITY

SSA lays a special thrust on making education at elementary level useful and relevant for children by improving the curriculum, child centered activities and effective teaching methods.

7.32 ROLE OF TEACHERS

SSA recognizes the critical role of teachers and advocates a focus on their development needs. Setting up of BRC/CRC, recruitment of qualified teachers, opportunities for teacher development through participation in curriculum related material development, focus on classroom process and exposure visits for teachers are all designed to develop the human resource among teachers.
7.33 DISTRICT ELEMENTARY EDUCATION PLANS

As per the SSA framework, each district will prepare a District Elementary Education Plan reflecting all the investments being made in the education sector, with a holistic and convergent approach.

EDUCATIONAL POLICIES IN HIGHER EDUCATION

7.34 EDUCATION COMMISSION (1948-49)

The Government of India in November, 1948, appointed the University Education Commission known as Radhakrishnan Commission to offer suggestions for enabling the Indian Universities to meet the new responsibilities. The commission felt that all universities should be constituted as autonomous bodies, they should be teaching institutions rather than affiliating types. It also suggested that the University Grants Committee should be reconstituted and the University Grants Commission should be set up for allocation of funds. The Commission pointed out "Democracy depends for its very life on a high standard of general, vocational and professional education. Dissemination of learning, incessant search for new knowledge, unceasing effort to plumb the meaning of life, provision for professional education to satisfy the occupational needs of our society are the vital tasks of higher education." The planners of first five-year Plan 1951-56 received valuable help from the University Education Commission report in the light of the resources and the overall needs of the country with regard to the re-organisation of University Education.
7.35 EDUCATION COMMISSION (1964-66)

In July 1964, the Govt. of India appointed an Education Commission generally known as Kothari Commission to survey and examine the entire field of education in order to establish a well designed, balanced, integrated and adequate system of national education capable of making a powerful contribution to national life. The Commission emphasised upon the expansion of higher education, enhancing quality of Higher Education and research and finally upon use of dynamic techniques of management and organisation suited to their special functions and purposes.

7.36 NATIONAL POLICY ON EDUCATION 1968

The National Policy on Education adopted in 1968 was based on the recommendations of the Kothari Commission (1964-66). The adoption of the 1968 policy led to considerable expansion of the educational facilities all over the country at all levels. More than 90 percent of the country's rural habitations developed schooling facilities within the radius of one kilometer. There was significant augmentation of facilities at other stages also. While these achievements were impressive by themselves, the general formulations incorporated in the 1968 Policy did not, however, get translated into a detailed strategy of implementation. Problems of access, quality, quantity, relevance and financial outlay accumulated over the years, as no plan of action was prepared for effective implementation.

7.37 NATIONAL POLICY ON EDUCATION (1986)

It was in response to non-implementation of 1968 Education Policy that the new National Policy on Education (NPE) was adopted by the
Govt. of India in May 1986. The policy laid great emphasis on the elimination of disparities in the educational system. It says, "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 was underscored. The establishment of network arrangements between different institutions in the country to pool their resources and participate in projects of national importance was emphasized. The policy further focused upon enhancing support to research in the Universities for ensuring high quality. For the need of synthesis of knowledge, inter-disciplinary research was encouraged.

7.38 RAMAMURTI COMMITTEE REPORT OF (1990)

On May 7th, 1990, the Govt.of India appointed a Committee to review the National Policy on Education, 1986. Govt. accorded the highest priority to education both a human right and as the means for bringing about a transformation towards a more humane and enlightened society. Ramamurti Committee (1990) emphasized that the quality of higher and technical education is to be improved in real terms not only to make it relevant to the society but also to cater to the needs of competitive industry.

7.39 THE GROWTH OF HIGHER EDUCATION

The growth of higher education in India, in the last five decades presents a very impressive picture. There has been commendable quantitative expansion in terms of student's enrolment, teachers, colleges, universities and increase in financial allocation. The number of university level institutions has increased from 18 in 1947 to 307 in the year 2004. The enrolment of students has increased from 228804 in 1947
to 9463821 in 2002-2003. Faculty-wise student enrolment for the year 2000-2001 shows that the strength of students is largest (42.7 per cent) in Arts including Oriental Learning, in Commerce including Management the percentage is 20.7 and in Science it is only 19.7 per cent (Source: UGC Annual Report 2000-2001). The number of college has increased from 591 in 1947 to 14609 (university colleges and affiliated colleges) in 2002-2003 (Source: Universities Handbook 2003). Highest number of colleges are in the State of Maharashtra i.e. 1787, Karnataka second in line with 1423 colleges and Andhra Pradesh third in line with 1339 colleges. Daman and Diu has the smallest number of colleges i.e., only 2. The strength of teaching faculty in universities and colleges has been (0.75 lakh and 3.52 lakh, respectively), 4.27 lakh in the year 2002-2003 (Govt. of India, 2002-2003). Such a rapid expansion is unprecedented in the world and due to such commendable quantitative expansion in terms of institutions, enrolment and teachers, Indian higher education system is rated as the second largest after the USA in the world. Yet, its coverage is very low i.e. only 7 percent of the population between the age group 17-23. The level of participation in India is lower than those attained by developing countries like Indonesia (11 per cent), Brazil (12 per cent), Mexico (14 per cent), and Thailand (19 per cent), not to speak of developed countries (UK 52 per cent, France 50 per cent, USA 81 per cent, Canada 100 per cent). It merely suggested that even the quantitative success, which looks so impressive is misleading, particularly in the context of raising the level of higher education to the extent of other developing countries, which ranges between 10 to 15 percent. At this point it could be said that in the garb of
quantitative success there is qualitative failure and this quantitative success also has a question mark in the sense that inspite of vast expansion in higher education institutions, very less efforts are being made to eradicate illiteracy from the Indian scenario. What to talk of other states even in Nashik district the illiteracy rate for urban areas is 19 percent, rural areas 27 percent and tribal areas 53 percent (2003 MUHS, Nashik).8

7.40 ABOUT NKC

The 21st Century has been acknowledged worldwide as the 'Knowledge Century'. Every nation now finds itself operating in an increasingly competitive and globalised international environment where the information infrastructure, research and innovation systems, education and lifelong learning, and regulatory frameworks are crucial variables.

In the next few decades India will probably have the largest set of young people in the world. Given this demographic advantage over the countries of the West and even China, we are optimally positioned, in the words of our Prime Minister, to "leapfrog In the race for social and economic development" by establishing a knowledge-oriented paradigm of development.

It is with this broad task in mind that the National Knowledge Commission (NKC) was established on 13th June 2005 and given a timeframe of three years from 2nd October 2005 to 2nd October 2008 to achieve its objectives.
7.41 OBJECTIVES

The overall task before the National Knowledge Commission is to take steps that will give India the knowledge edge in the coming decades, i.e. to ensure that our country becomes a leader in the creation, application and dissemination of knowledge.

7.41(A) Creation of new knowledge principally depends on strengthening the education system, promoting domestic research and innovation in laboratories as well as at the grassroots level, and tapping foreign sources of knowledge through more open trading regimes, foreign investment and technology licensing.

7.41(B) Application of knowledge will primarily target the sectors of health, agriculture, government and industry. This involves diverse priorities like using traditional knowledge in agriculture, encouraging innovation in industry and agriculture, and building a strong e-governance framework for public services.

7.41(C) Dissemination of knowledge focuses on ensuring universal elementary education, especially for girls, and other traditionally disadvantaged groups; creating a culture of lifelong learning, especially for skilled workers; taking steps to boost literacy levels; and using Information and Communication Technology (ICT) to enhance standards in education and widely disseminate easily accessible knowledge that is useful to the public.
7.42 FOCUS AREAS

7.42(a) Access to Knowledge

Access is one of the most fundamental issues in a knowledge society. Even if universities, research institutions and laboratories produce large amounts of knowledge, it will be of little use until the majority of the population actually possesses adequate means to acquire, absorb and communicate this knowledge.

7.42(b) Knowledge Concepts

Advances in knowledge and its applications are products of human endeavours; therefore it is of utmost importance that we nurture the skills and intellectual capacities of our largely youthful population in order to build a strong base of human capital that can transform India into a strong knowledge economy.

7.42(c) Knowledge Creation

Although India has the option of borrowing or buying new knowledge from abroad, it is important to create self-sufficiency by promoting indigenous research, especially in Science & Technology. S&T has the ability to accelerate the processes of other parallel knowledge objectives, leading to economic growth and security.

7.42(d) Knowledge Application

The creation of knowledge cannot be directionless. To derive maximum benefits from our intellectual assets, we must apply knowledge in fields like agriculture, industry, health, education etc. where productivity can be enhanced. Knowledge application is both a goal in itself and a facilitator of progress in these important sectors.
7.42(e) Knowledge Services

Investment in knowledge services will produce large-scale benefits for the common man. Technology has the potential to make government services and functioning more accountable, transparent and efficient. E-governance can change the way in which the citizens of India perceive and interact with the government.

7.43 WORKING OF THE NATIONAL KNOWLEDGE COMMISSION

The National Knowledge Commission (NKC) consists of the following seven members

➢ Sam Pitroda, Charman
➢ Ashok Gangully, Corporate Leader
➢ Nandan Nilekani, Infosys
➢ Dr. Jayati Ghosh, economist at Jawaharlal Nehru University
➢ Dr. Sujatha Ramadorai, TIFR
➢ Dr. P. Balaraman, Indian Institute of Science, Bangalore

7.44 THE TERMS OF REFERENCE OF THE NKC ARE

➢ "Build excellence in the educational system to meet the knowledge challenges the 21st century and increase India's competitive advantage in fields of knowledge.

➢ Promote creation of knowledge in Science and technology laboratories.

➢ Improve the management of institutions engaged in Intellectual Property Rights
> Promote knowledge applications in Agriculture and Industry.

> Promote the use of knowledge capabilities in making government an effective transparent and accountable service provider to the citizen and promote widespread sharing of knowledge to maximize public benefit.”

The organisational structure of the NKC is flat. The Secretariat is headed by and executive director and consists of around 8-9 research associates. It also has four advisors who advises the commission on different issues. The secretariat of the commission is located in Chanakyapuri, New Delhi.

In December 2006, the Commission brought out a ‘Report to the Nation 2006’. It includes the following recommendations submitted to the Prime minister.

- Libraries,
- Knowledge Network,
- E-Governance,
- Translation,
- Languages
- National Portals

Many of the recommendations of the NKC are already in the implementation stage by different ministries of the Government. This includes areas such as Libraries, e-governance and translation.
Some of the major areas under work are higher education, Vocational education, entrepreneurship, school education etc.

The NKC consults a wide range of stakeholders and experts on each area before submitting the recommendations to the Prime Minister. Each area has a working group which is headed by a prominent person in that field. The Working Group members meet several times to submit a report to the NKC. The NKC members then hold discussions on the report before submitting it to the Prime Minister. After submitting the recommendations, an extensive coordination also takes place with the Planning Commission of India and relevant ministries of the Government.

As many of the components of the education sector remains state subjects in India, NKC representatives also visit various state governments and conduct deliberations with secretaries of education departments for reforming the education sector at the state level.

Education in India expanded after the Education Policy of 1913, which proposed the establishment of new universities within each of the province. The Central Hindu College was developed as the Banaras Hindu University (1916) and the Mohammedan Anglo Oriental College into Aligarh Muslim University (1920). Universities were also started at Mysore, Hyderabad and Patna. A report of the Central Advisory Board of Education on post-War Educational Development in India, the Sergent Report of 1944, was an effort to develop a national system of education in India. It suggested the formation of University Grants Commission, which was formed in 1945.
CONCLUSION

Education is a vital input for human resource development and is essential for economic growth. This has also been corroborated by new economic growth theories. Article 45 of the Constitution of India stipulates that the State shall endeavour to provide within a period of 10 years from the commencement of the Constitution for free and compulsory education for all children until they complete the age of 14 years. Educational policy and progress have been reviewed in the light of the goal of national development and priorities set from time to time. In its Resolution on the National Policy on Education an emphasis on quality improvement and a planned, more equitable expansion of educational facilities and the need to focus on the education of girls was stressed. The policy framework for development of education and eradication of illiteracy
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