CHAPTER NINE
PLANNING IN EDUCATION I
PRODUCTION THROUGH PEOPLE'S PARTICIPATION
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"if you are planning for one year, plant grain,
if you are planning for ten years, plant trees;
if you are planning for hundred years, plant men."

A CHINESE PROVERB

India is a developing country and planning is considered a necessary instrument for its economic development. Its current economic development is at the low level and it has to make up the large leeway created by the backwardness of many centuries of socio-economic and political slavery. Planning is required to increase the rate of saving and to reorient and allocate investment in a direction that would increase the national production in agriculture, industry, and tertiary sectors. Planning is also required to develop the human resources of the nation, to convert the raw human material into the scientific, technical and other skilled manpower to increase national production and accelerate national economic growth. In his address to the Third Parliament President Radhakrishnan said, "Soon after the Constitution of our Republic, we began our long pilgrimage to reach our objectives of a democratic and socialistic order.
and adopted planned approaches to this end. Two Five Years Plans succeeded each other and now we are in the middle of the Third Five Year Plan. During this period we have made substantial progress in many sectors of economy, even though we have not always been satisfied with the progress made. Education, even though a great deal more has to be done to improve its quality and content, has spread rapidly. By the end of March, 1962 there were over fifty million boys and girls in our schools and colleges. Stress has been specially laid on scientific and technical education and a large number of technological institutions are functioning now.1

Planning involves very important aspects. Among these, the aspect of education is very essential. People grow through education and other social measures. Jawahar Lal Nehru always laid stress on education and planning. Once during the debate on non-confidence motion he said, “This Constitution talks of social justice, It does not talk of socialism but practically, it provides a basis for socialism. Later this Parliament definitely adopted the ideal of socialism and so did the Planning Commission. But planning in the sense of an organised, well-thought-out method of growth is a scientific process, rather complicated and

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1Lok Sabha Debate, February 19, 1963.
difficult.... One of the happiest things that has happened in India recently is the growth of education. At present 70 percent of the boys and girls of school-going age are going to school and it will be 75 percent in two years time. India has got out of the old rut and I think, it will change pretty soon. The rate of change is bound to become faster than in the first."¹ The Parliament has declared, as early as December 1954, that "the broad objective of economic policy should be to achieve the socialistic pattern of society." The establishment of such a society is possible only through planning. Planning in itself is an educational process and it can yield satisfactory results only when all the people are provided equal opportunities in educating themselves according to their age, ability and aptitude and aspirations keeping in view the needs of the society. The Planning Commission of India was set up in 1950 to plan for the whole country to formulate plans for the most effective and planned utilisation of the country's resources, both human and material. The Planning Commission has drawn the five Five Year Plans so far. The first Plan covered the period 1951-56, the second 1956-61, the third 1961-66. Then there were three annual plans for 1967, 1968 and 1969. The Fourth Five Year Plan covered the period 1969-74. The Draft Fifth Five Year Plan has been prepared for the period 1974-79 and like the

¹Lok Sabha Debate on No-confidence Motion, August 22, 1963.
previous plans it has been approved by the Parliament. The basic objective of all these plans has been the "providing sound foundations for sustained economic growth, for increasing opportunities for gainful employment and improving living standards and working conditions for the masses."

At the national level the Parliament approves these plans and thus provides directions and resources to the educational institutions. It was stated in the First Plan that "Education is of basic importance in the planned development of a nation. The educational machinery will have to be geared for the specific tasks which the nation sets itself through the Plan so as to make available in the various fields personnel of suitable quality at the required rate." The main objectives of the First Plan were the education of the masses and expansion of education at all levels and at all stages of development.

The Second Five Year Plan stated that "the system of education has a determining influence on the rate at which economic progress is achieved and the benefits which can be derived from it." For the economic development to make its full contribution to the well being of the masses all efforts should be made through the development of educational programmes.

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While initiating the discussion on the Third Five Year Plan Pandit Nehru had said, in Parliament "Planning is the exercise of intelligence to deal with facts and situations as they are and find a way to solve problems. Everybody plans, and ought to plan, whether he runs a shop or an industry or a plant or a State. In this world today, where everything is more and more governed by development of science and technology, the idea of things happening by themselves, that is, laissez-faire theory, is almost considered the verge of absurdity except by a few who profit greatly under it at the cost of many. Nobody in this House, I trust, stands for the profit of the few at the cost of the many." 1

THIRD FIVE YEAR PLAN:

The Central sector of the Third Five Year Plan in education was drawn up with a programme limit of Rs. 7,200 lakhs. A sum of Rs. 3,700 lakhs was allocated to the University Grants Commission and the balance of Rs. 3,500 lakhs was assigned for the programmes of the Ministry of Education. This outlay of Rs. 3,500 lakhs included Rs. 210 lakhs for elementary and basic education, the most important project in the sector being the organisation of extension

service departments in 120 training institutions of the country at an estimated cost of Rs. 90 lakhs. Provision of Rs. 1,000 lakhs was made for secondary education. This included:

- Rs. 360 lakhs for the establishment of regional training colleges for training teachers of technical subjects;
- Rs. 60 lakhs for educational and vocational guidance;
- Rs. 56 lakhs for examination reforms;
- Rs. 100 lakhs for strengthening multipurpose schools;
- Rs. 96 lakhs for extension services in training colleges;
- Rs. 34 lakhs for expansion of the Directorate of Extension programme for secondary education; and
- Rs. 20 lakhs for the development of the Central Institute of English.

A provision of Rs. 310 lakhs was made for higher education and it included Rs. 120 lakhs for rural institutes. Programmes of physical education, games and sports and youth welfare activities were allocated Rs. 305 lakhs and these included:

- Rs. 120 lakhs for campus work projects;
- Rs. 85 lakhs for National Discipline Scheme;
- Rs. 74 lakhs for the National Coaching Scheme; and
- Rs. 30 lakhs for the Lakshmibai College of Physical Education.
Sums of Rs. 340 lakhs and 75 lakhs were provided for the development of Hindi, and for the propagation of Sanskrit respectively. The provision for scholarships was Rs. 400 lakhs, the most important new item was the National Scholarships Scheme of Rs. 3,071 lakhs. A sum of Rs. 300 lakhs was provided for programmes of welfare and pre-primary education.

The other programmes included:

- Social Education ... Rs. 92 lakhs
- Education of the Handicapped Rs. 99 lakhs
- National Archives ... Rs. 50 lakhs
- Audio Visual Education ... Rs. 31 lakhs

On the recommendations of the Central Pay Commission, the Government of India proposed a scheme which was implemented in the Third Plan to provide facilities for the education of the children of Central Government employees, who are liable to transfer from one State to another. In the past the education of the children of Central Government employees suffered very greatly because the schools teaching through the mother-tongue of the children were not always available in places where their parents happened to be posted. The Central Government has been maintaining a number of educational institutions in areas where Central Government employees are posted in large numbers. The medium of instruction in these institutions is Hindi and English. There are, at present, more than 250 Central Schools in the country and they are managed by the Central Schools Organisation.
FOURTH FIVE YEAR PLAN:

Education is essentially a State subject and it is on the willingness of the State Governments, not only to raise adequate resources but also to give the necessary priorities that the success of educational planning depends. Education in the States must get the same priority as has been put forward in the Planning Commission Memoranda and approved by the National Development Council.

The emphasis in educational planning in the plans especially in the Fourth and the Fifth Plans has been on the linking of education to developmental requirements, improvement in quality, minimisation of unit cost without impairing efficiency, and satisfaction of the felt needs for education by the vast masses of school age and college age population to the maximum extent possible, consistent with resources and ingenuity in improving the educational technology. All these, no doubt, appear to contain an element of mutual contradiction, but this contradiction is only apparent and not real. With intelligent and purposeful planning, it can be possible to achieve all these objectives.

Educational programmes should be considered as projects in the same way as the industrial projects are drawn up. This means that educationists must not only be clear about the objective they want to achieve, but also the time phasing
involved, the advance action required, the inputs needed in terms of both materials and skills as also incentives, the administrative machinery and coordination required; and the dovetailing of all these in both time and space in order to see that the desired targets are achieved in the educational development of the country as a whole. If the programmes on elimination or reduction in wastage and stagnation are to be implemented, the Government has to make adequate provision in the plans for incentive items like mid day meals, free text books, supply of uniforms etc.

Special interest must be created in technology of education which means the adoption of education techniques that lead to reduction in cost on education without impairment of efficiency. The educational techniques proposed in the plans are:

- Expansion of existing institutions to their optimum viable size;
- Opening of part time courses and evening institutions;
- Cooperative education in the sense of establishing a more positive link than hitherto between technical education and industry;
- Correspondence Courses accompanied by personal contact programmes, and summer institutions, especially for elementary and secondary school teachers;
- Extended use of audio-visual equipment for teachers.

Correspondence Courses constitute a major element of the new techniques of educational technology. There has been
some suspicion that this new technique will not be academically efficient. Correspondence Courses have played quite an important role in the educational system of other countries especially in the Soviet Union, U.S.A., U.K., Sweden etc. It has provided facilities for those who want to combine "earning" with "learning". The Union Ministry of Education and the University Grants Commission had studied this technique in detail and had deliberately decided to recommend it for wide adoption during the Fourth Plan Period. The Planning Commission had also studied this question and decided to give it an important place in educational planning not only because of its being a more economical method of imparting knowledge but also because of its relevance for planned development in terms of both acceleration and social justice.

Moreover, Correspondence Courses do not mean instruction only through Correspondence, they also include personal contact programmes, covering a period of 4 to 6 weeks in a year. Correspondence Courses should be linked up with summer institutes especially in regard to teacher training programmes for clearing up the back-log of untrained teachers in elementary and secondary schools. This programme can be strengthened by a judiciously planned use of audio-visual methods and the broadcasting machinery to a larger extent for educational purposes. The Union Ministry of
Education had already taken up important steps in matter of Correspondence Courses. The States should also take some action at least by way of designating one senior officer, whose sole job would be to initiate, organise, process and follow up this entire programme of Correspondence Courses. He would eventually be in charge of this programme and should spend at least one year in familiarising himself with the problems and techniques of Correspondence Courses. It would also be better if the State Education Ministers could go to the countries where Correspondence Courses have proved to be very useful and see for themselves what they mean and what results they have achieved.

In full time courses the institutions are overcrowded and there is an all round deterioration in quality and they deny opportunities for many who seek to enlarge their knowledge and improve their educational qualifications. Correspondence Courses are useful to those who break off their studies at different terminal points in the educational system and are desirous of carrying their studies further while simultaneously being engaged in earning their living. This new element of Correspondence Courses must be added to our educational organisation and thereby widening the technology of our education.
During the first three Plan periods there had been a big increase in the number of admissions at all levels of educational ladder. There had been also a corresponding increase in staff, equipments and other facilities. In the Fourth and Fifth Plans the emphasis has been on consolidation of and improvement in quality. All the existing polytechnics and engineering colleges, medical colleges were provided with their full complement of staff, equipment and buildings. A provision for the expansion of intake, in order to meet the expected requirement for engineering of trained and qualified personnel has been made in the Fifth Plan.

There should be an all India outlook on the part of the admission authorities and all restrictions on student mobility between different States must be removed.

The people must be educated on the economics of education and they must have conviction to the thesis that education is investment and it is indispensable tool for economic development. Only in this way all the money needed for the educational programmes can be sanctioned by the Government and the people. For this purpose our educational house must be reconstructed and linked firmly, conspicuously, and visibly, with economic development. The State Governments must give to education in the State Plans the same priority as the Planning Commission have been giving in their Memoranda of the Plans. Priority to education means that if, due to any reason, a cut has to be imposed in the State
Plans or revenue expenditure, the cut will not fall upon education.

The problem of educational finance is the most vexing of all our national problems. The nation has to find more resources for education. More resources are required not only for fulfilling the constitutional Directive of Article 45 in regard to compulsory free education, meeting the demand for education at other levels, and ensuring improvement in quality and functional orientation but also paying the teachers at least the minimum emoluments, which they are entitled to both in absolute terms and in comparison with other workers in the economy with similar qualifications, work load, and responsibilities. There is no escape from some kind of Case or Surcharge at both the National and State levels for finding the additional resources required to do justice to the teachers and to place all the educational institutions on a sound footing.

Shri V.K.R.V. Rao has very rightly remarked:

"Education, both in its material content and in the skill and willing enthusiasm of its teachers, is as much a part of defence as the armed forces, and in addition, it leads to the efficient utilisation of our human resources for economic development."

The people must be convinced of the economics of education and its relevance to defence and national integration and National Development.
POLICIES AND PRIORITIES OF EDUCATION:

In the post-Independence Period, the Planning Commission of India has been performing the function of drawing the blueprints of the Five Year Plans for the National Development. Shri V.K.R.V. Rao, Ashok Mehta and other economists and educationists of India have rightly recognised that human factor is a major instrument in economic growth and human resource development. The policy based on this recognition figures prominently in all the Plans and programmes for socio-economic development. All those who are seriously interested in the national development through planning, have become keenly aware of the relation between education, human resource development and economic growth. If we review our past achievements during the four Five Year Plans we find that in the field of education the nation, as a whole, has made satisfactory progress. In all spheres of educational system there has been a substantial and significant increase in the number of institutions, pupils and teachers. The Plan drafts have been discussed in Parliament from time to time and the Hon'ble Members of the Parliament have been mostly satisfied with the achievement in the sphere of education, though some of them have been very critical and disappointed. The following table gives a picture of educational achievements during the last 25 years.
The present total student population in India of 100 million is more than the total population of many countries of the world. In terms of sheer quantity, India has made a great deal of progress. However, this expansion of educational facilities does not have a uniform incidence over the whole country. There are regional gaps and imbalances with regard to the educational expansion and in relation to the various sectors of education. Educational facilities have not spread evenly among various sections of population. With the increase in quantity there has been a
deterioration in quality. There has been a shortage of the human resources, i.e., teachers and administrators; and of material resources; i.e., of buildings and equipment, textbooks, libraries and laboratories etc. There has been a little emphasis on real balance between the provision of general education and of vocational education. There has not been significant diversification of education as it is not geared to the development programmes in agriculture and industry. The elements of wastage, stagnation and drop-outs are still existing all along the line in the educational organisation. It was during the formulation of the Fourth Plan that the Planning Commission desired to give a new orientation and a fresh purpose to the educational system by establishing firmly a deliberate and purposive link between education and economic development. Education was treated, for the first time, as an investment in human resources; which means that returns are required in the form of skilled and trained manpower, geared to the development needs and of the appropriate categories and suitable attitudes. It involves reduction, if not, elimination of waste, and minimisation of cost consistent with improvement in quality. It also means diversification, terminalisation at suitable stages in the educational organisation, vocational guidance and educational counselling, modernisation of outlook, inculcation of a scientific attitude, building up of character and promotion of national unity and social
enthusiasm. If education is to be effectively linked with economic development, the educational system must have terminal points at which students can give up their formal studies and adopt either occupational training or actual occupation; and these points must be fixed at stages which are not only educationally sound but also take into account the developmental needs of the country, the constraint of resources, and the observed behaviour of our student population.

It is also necessary to have diversification of sources beyond the first terminal point so that the students leaving at this terminal point will either go in for further training or are fit to enter employment. As a long term objective, the first ten years of schooling should be available to every boy and girl in the country, with the tenth class as the first terminal point, diversification and further terminalisation should follow the completion of the tenth class.

Addressing the State Ministers of Education, Sri V.K.S.V. Rao said, "For the immediate future, however, I would have this pattern:

Elementary Education: 4 + 3 or 5 + 2
Secondary Education: i) 7 + 3 + 2
or ii) 7 + 4 + 1
or iii) 7 + 3 + 2

In Secondary Education, the first to cover five years of higher secondary education upto the intermediate, the second to cover the existing Higher Secondary Schools of eleven years plus one year of Pre-University Class, and the third to cover
the existing High Schools plus two years of Intermediate Colleges or Junior Colleges as the case may be. Under this pattern there will be four terminal points: first at the end of seven years; second at the end of ten years; third at the end of twelve years and fourth at the end of fifteen years. At the end of each terminal point diversification of courses should be provided. ...There should be no need for a rigid single pattern to be imposed on the whole country. There must be room for variation and local circumstances, always subject to rational procedures for equivalence and facilitating of internal mobility of students.¹

For the implementation of all these programmes and policies a considerable outlay on education is required. The total outlay on education of all types has been increasing considerably in the successive five five Year Plans.²

FIFTH FIVE YEAR PLAN ¹

In the course of the last two decades of planned development, the educational system has expanded considerably. In some respects its orientation has also undergone a change for the better. Nonetheless, the existing system still suffers from several inadequacies, some of them are a legacy

¹ Inaugural speech at the State Ministers of Education Conference held in Srinagar on June 7, 1969.
² Appendix IXa9.
from the past. The Fifth Plan attempts to draw upon the lessons of the past and seeks to introduce certain essential changes in the educational structure within the constraints of human and financial resources. The thrust of the Plan is in four main directions:

- ensuring equality of educational opportunities as part of the overall plan of ensuring social justice;
- establishing closer links between the pattern of education on the one hand and the needs of development and the employment market on the other;
- improvement of the quality of education imparted;
- involvement of the academic community, including students, in the tasks of social and economic development.

It is envisaged in the Fifth Plan that children's Play Centres for the age-group 3-6 may be attached to selected primary schools. In addition to these centres, private agencies will be encouraged to run pre-primary schools and the State will further assist in the strategic areas of teacher training, preparation of teacher guides and promotion of research for evolving methods of pre-school education suited to our conditions. Though the importance of pre-school education is universally recognised as catering to the most impressionable, plastic and educationally potent period of a child's life, the Fifth Five Year Plan does not provide any
programmes and funds which will provide equality of educational opportunity to the children below the age of six years. The Constitutional obligation under Article 45 includes the pre-school education of all children. Unless the Parliament provides pre-school education facilities to all children through Balwadis, Anganwadis or Ashrams and Nursery Schools in all the villages, the dream of a classless society in India will never come to be true.

In the Fifth Five Year Plan an outlay of Rs.1,726 crores has been provided for Education to complete the tasks of providing facilities for elementary education, secondary education, university education, teacher preparation, scholarships language development, social education, physical education, Games and Sports and Programmes of Youth, Culture Programmes, Educational Research and Development etc. The sub-head wise break-up of this outlay is indicated in the Draft Fifth Five Year Plan 1974-79, Volume I, Table 9, p.207.¹

In the words of Professor G. Hurnul Hasen 'The Draft Fifth Five Year Plan had indicated that a sum of Rs.210 crores would be made available to the U.G.C. during the Fifth Plan period. My own personal estimate was that the very minimum that the U.G.C. should have had in accordance with the needs of the country was something like Rs.250 crores. However, because of the overall financial difficulties, the Commission

¹Appendix - X - 9.
fixed the amount at Rs. 210 crores. But, because of the very severe financial strains through which the country had passed during the last two years and which are so well known not only to this House but to every citizen of the country, we have been able to give to the University Grants Commission only a fraction of what it should have got if we were to attain the targets of Rs. 210 crores. I hope the situation in the country will improve and we can make up for this loss in a short time.... I would like to say in defence of the Government not only at the central level but also at the State level that of the present spending of the Centre and the States together, 26 percent is on the educational sector. I know no Education Minister should ever even think that the money given to him would be adequate. And in keeping with the traditions of the ancient Brahmins - there are so many of my good friends present here who will bear me out - the Education Minister must always have his begging bowl open because the more you pay, the more the appetite increases and the more we want. And all education needs money and higher education needs more money. Therefore, this is a constraint which should be seen in the context of this overall 26 percent spending on the educational sector and it is not that the Government has ignored the cause of education.\(^1\)

The Education Minister's defence of the Government is justified as far as the political considerations are taken into account, but the people of India are becoming more and more impatient at the slowness of the processes of progress and change in the educational system. The Plans do not contain anything new and revolutionary that will enthuse the people in the country. In the words of A.K. Gopalan, "it only shows and reflects the refusal of the ruling party to go into the root causes of the plight of our people and to a way out of the present bungling to the entire economy."

According to Prime Minister Indira Gandhi, planning in India has come of age and is accepted by the people as a regular and normal feature in the economic life of the country. Debate and discussion on the Plan is therefore, part of the very process of planning and Parliament has a special role in shaping public opinion and mobilising the support of the people for the Plan. The main objective of the plan is growth and stability. Its second objective is that the development should be accompanied by social justice. Throughout the plan emphasis is laid on the common man, weaker sections and the least privileged, and the progressive reduction of concentration of income, wealth and economic power. The success of the Plan depends on the maximum

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cooperation between the Centre and the States, and the Public sector and the private sector.

In the opinion of Shri M.R. Nasani the Plan (Fourth Five Year Plan) was not going to improve the condition of the poor sections of society. On the other hand it was likely to make their lives more miserable and would lead the people to stagnation and doom.

Shri Vasudevan Nair\(^1\) expressed the view that the people were not inspired by or interested in the Plan, because they had seen all the fruits of development being cornered by a small clique of people to which the Government was also a party.

Shri Sri Chand Goyal suggested that immediate steps should be taken to solve the problems of regional imbalances which posed a danger to national unity.

Shri Tenneti Viswanathan said that planning could not succeed in this country unless the people who administered those things had got a belief in what they did.

Shri Hem Vasu was convinced that as long as unemployment and regional imbalances remained, people's participation in the plan could not be obtained.

Shri F.R. Kohain said that the previous Plans had failed because the bureaucratic machinery in charge of the implementation of those Plans was inadequate, inefficient and

\(^{1}\text{Ibid.} \)
unclean. Government should, therefore, utilise non-Government leadership also to certain extent for implementation to ensure success.

Shri Balraj Madhok and Shri Ramesh Kabir suggested that the Fourth Plan should have been redrafted with special emphasis on employment, productivity, agriculture and agro-industries.¹

Education plays a crucial role in economic development and social modernisation. As a key factor in production, it supplies the requisite number and quality of persons needed for various tasks and, by inculcating among the mass of the people appropriate attitude, skills and personality traits, it creates the proper climate for development. By creating a well informed and educated citizenry, it ensures the effective working of the basic institutions on which the economic and social well-being of the country depends. Education also provides the individual with the major means for personal enrichment and social and economic advancement.² On April 6, 1972 Dr. V.N. V. Rao said, "I am very happy that attention is now to be given to education, health, water supply, housing and so on. But the amount provided to education is too small. The sum of Rs. 125 crores provided, is a paltry sum. Under our


Constitution, we are committed to providing free and compulsory education up to the age of 14 years within ten years from the commencement of the Constitution, that is by 1969. We are now in 1972, I think this is something to which the highest priority attention should be given. If we open as many schools as possible for this purpose, we not only provide education to the young boys and girls but also solve the problem of educated unemployment to some extent. I hope special efforts will be made towards this end and more money will be allotted for this purpose.\(^1\)

According to Shri Vikram Sarabhai the object of the Five Year Plans has been to raise the condition of the weaker sections of society and put the country on a stable footing, to meet the demands made by the people of the country and to remove poverty. That is what we are aiming at, and these are the basic objectives. The objective is to see that we develop as fast economically that the want which is so much in our country is removed. He requested the Minister and the Planning Commission to find out a way of reducing the rate of growth of our population. He said, "We have tried voluntary methods, and I think that they should have courage enough to say that the time has come to introduce some sort of coercion by way of legislation. If they keep on walking on the same old path, possibly the

\(^1\)Lok Sabha Debate on Fourth Plan Mid-term Appraisal (II), April 6, 1972, cc. 149-151.
Fourth Plan, the Fifth Plan or the Sixth Plan will meet the same fate which the previous ones have met with, because in spite of the growth in economy and increase in production in the industrial and agricultural sectors, the population has beaten us in every respect, and the rise in the per capita income has been very nominal. So, while keeping on raising production, we should at the same time see that the growth in population is halted or is slowed down so that those who are born are given a fair deal by the country. ¹ The economic growth and economic standard can be raised by a new system of planning in education in which students must be taught in the schools and colleges. They must be taught new professions or techniques and vocations. Government must provide facilities to teach them how to make radios, wireless sets or how to run small dairy, agricultural and poultry farms and give them the requisite finance so that when they come out of the schools and colleges, they do not go to the employment exchange direct, but set up their own units. This is the one way in which the Government can, to a certain extent, meet the unemployment problem.

Shri Mohan Bhagia, Minister of State was frank and open to say "We take up several schemes, but many times, our experience is that they are not properly implemented.

¹Ibid., cc. 192-193.
In 1971 an amount of Rs. 20 crores was provided for getting employment for the educated but the Government could not spend more than 13 crores during that year.\(^1\)

Chai Binabalkar was of the opinion that socialist economy is an economy of plenty and not an economy of scarcity. If it were not so we would be distributing poverty, and not wealth; illness and not health; ignorance and not education. Social justice without increasing economic growth and productivity is just a lot of talk. Education must be compulsory for all up to the age of fourteen. Even private schools should give free education up to the age of fourteen to all children. The Government should give grants to the private schools for this purpose.\(^2\)

On March 15, 1976 the Finance Minister C. Subramanian called for radical departures from traditional principles, practices and priorities in the entire range of development for harnessing the potential of science and technology for the optimum use of our natural assets - human, animal and physical - for banishing poverty from our midst. He identified five objectives for a systematic, scientific and integrated use of all our natural resources to enable every person to engage himself in productive and socially useful occupation and earn an income that would meet at

\(^{1}\) Ibid., cc. 94-95.

\(^{2}\) Lok Sabha debate on Fourth Plan Mid-term Appraisal (4), April 6, 1972, cc. 93-96.
least his basic minimum needs. The fifth objective, according to him, is creating scientific temper which implies a changing of the mind and old habits of thought and action. This will have wide ramifications for a whole spectrum of everyday activity from sanitation and health to nutrition and family planning. Such a process of mass awakening and education will make the people fight not only disease and superstition but also social and economic oppression from whatever source it may originate.¹

1. Subramaniam laid great stress on political education and mobilisation of people. He also advocated systematic involvement of educational institutions, credit and marketing agencies and extension organisations in the range of district research extension centres. Successful development depends not upon finely prepared plans or clearly devised strategies but it can result only from sincere action and immediate implementation. If plans alone could guarantee rapid development, then the future of all people might have been very bright indeed but the actual drawbacks in planning in education are clearly evident from a written reply in Lok Sabha on March 13, 1972 by which the information was furnished that at the end of 1971, about 78,957 engineers had been registered as jobless and the Rajya Sabha was told that nearly 20,000 Indian engineers or 17 percent of the country's total in 1967 had gone abroad, either to work or to study in the six preceding years.

ALLOCATION FOR SPORTS AND PHYSICAL EDUCATION:

The proposed outlay on sports and games for 1976-77 as announced in the Central Budget on 19.3.1976 shows an increase of Rs. 27.75 lakhs, major portion of which is earmarked for increase in grants to the National Institute of Sports and National Coaching Scheme. The sanction for the ensuing year is Rs. 154.30 lakhs as against the outlay of Rs. 126.55 lakhs for the last year. The Plan expenditure for the Institute and coaching schemes has been increased by Rs. 13 lakhs including Rs. 3 lakhs for non-plan expenditure. There is an increase of Rs. 29,000 in grants to be given to the National Sports Federation in the non-plan expenditure. The total outlay for 1976-77 is placed at Rs. 4 crores for both plan and non-plan expenditure to be spent on sports and youth welfare activities and it shows an increase of more than Rs. 3.94 crores over the revised estimates for the last year. The outlay for physical education is increased from Rs. 16.31 lakhs to Rs. 20.49 lakhs whereas the outlay on Youth Welfare scheme is fixed at Rs. 2.18 crores as against Rs. 66.69 lakhs provided for in the revised estimates for 1975-76.

EDUCATIONAL PLANNING DURING THE FIVE PLANS:

During the First Five Year Plan, the elementary education, rather than secondary education, remained the main item of responsibility and care for the Centre. During the
Second Five Year Plan the emphasis was shifted from elementary education to secondary education and allocation to education was doubled. During the Third Five Year Plan education was considered as "the most important single factor in achieving rapid economic development of technological progress and in creating a social order founded on values of freedom, social justice and equal opportunity." A great emphasis was laid on the provision of facilities for the education of all children in the 6-11 age group and for the improvement of science, and technology, training of teachers etc.

During the Fourth Five Year Plan more attention was paid on programmes of training of Science teachers, provision of Correspondence Courses and evening colleges etc.

The Fifth Five Year Plan proposes to provide more facilities for primary education, formal, informal and non-formal. Informal agencies of education like the Education through Correspondence Courses, radio, television, press etc. is to be encouraged at all levels. The "Approach to the Fifth Five Year Plan, 1974-79" was laid on the Table of both the Houses of Parliament on February 20, 1973. The document was taken up for consideration in the Rajya Sabha on July 31, 1973 on a motion moved by the Minister of Planning. The motion was debated on July 31, 1973 and August 1, 2 and 6, 1973. Thirty-five Members participated
in the discussions. The Minister of State in the Ministry of Planning intervened on August 2, 1973 and the Minister of Planning replied to the debate on August 6, 1973.

The Plan Committee 'D' : Social Services, Education, Manpower Planning and Population Policy, under the Chairmanship of Dr. Z.A. Ahmad, M.P. (Rajya Sabha) held three sittings on January 17, 19 and 21, 1974. Besides the Chairman, 31 Members participated in the discussions. Shri Mohan Bharia, Minister of State, replied to the various points raised by the Members of the Committee.

The consensus* in Committee 'D' was that there were many areas in the country where even the basic needs of the people like food, clothing, shelter and drinking water had not been met. These should be identified and a core programme within the Minimum Needs Programme prepared and implemented. The Plan should help implementation of the constitutional guarantees in respect of Scheduled Castes and Scheduled Tribes and other backward classes. In order to put an end to oppression of these classes, a special wing of the police should be set up to give protection to Harijans. Members also laid stress on the provision of drinking water to villages, house sites, rural roads, rural electrification, enhancement of rates for scholarships for Scheduled Castes and Scheduled Tribes, slum clearance in cities, and the much needed development of hill areas.

*Synopsis of proceedings of Plan Committee 'D'.
It is not enough for Parliament to discuss and approve the plans but it should also be the responsibility of Parliament to supervise them and to get reports every six months or one year and see whether the plan is working according to schedule. When Parliament as the highest authority in the country, accepts a plan, all members of Parliament should be fully involved in the implementation part of it, not directly taking part in the implementation, but keeping an eye on its progress, thereby keeping the House and the people informed. The Parliament must ensure a really purposive, meaningful and result-oriented scrutiny of the Five Year Plans in general, educational plans in particular.

Planning in a democratic state is a social process in which, in some part, every citizen is expected to be an active participant. The task of setting the patterns of future development in education is of great magnitude and significance. It has to be based on and meticulously oriented to the needs of the people. At all levels and stages it has to imbibe and absorb the impact of public opinion and public participation. No plan can succeed without the people’s deepest involvement, participation and identification in the educational programmes. This is particularly in India where people have faith in a system of parliamentary democracy. The Parliament must exercise influence over the Executive because it embodies the will of the people.