

EDUC 302, UNIT-II: POLICY PERSPECTIVES IN HIGHER EDUCATION

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1. *University Education Commission Report (1948-49)*,
2. *Indian Education Commission Report (1964-66)*,
3. *National Policy on Education (1986), and its review (1990)*,
4. *Delor's Report*,
5. *National Knowledge Commission (2009)*.

1. THE UNIVERSITY EDUCATION COMMISSION-1948

Universities are the seats of higher learning from where the society gets its leaders in Science, Arts and various other fields of national life. University education in India aims at providing knowledge and wisdom which are necessary attributes of a well-developed personality. University education is a centre for higher branches of learning. The functions of the university are varied. It provides instruction, conduct research and post-graduate studies, and gives affiliation and extension to the colleges under it. In case of a non-affiliating unitary university, there is no college under it and its function is limited to offering master's programme and conducting research. A university's scope is national in character. The main purpose of establishing a university in a particular region is to make higher education accessible to all sections of the population within its territorial jurisdiction.

Background and Appointment of the University Education Commission: After independence, the first significant step taken by the Government of India in the field of education was the appointment of the University Education Commission in 1948 under the Chairmanship of Dr. Sarvapalli Radhakrishnan, a distinguished scholar and former vice-chancellor of Banaras Hindu University and who the second President of India. The Commission was appointed by the Government of India to go into the problems and prospects of Indian University Education and to suggest improvements and extensions that might be considered desirable to suit the present and future requirements of the country. The Commission was appointed in November, 1948 and it submitted its report in August, 1949. The Report of the Commission is a document of great importance as it has guided the development of university education in India since independence. The Inter-University Board of Education and Central Advisory Board of Education recommended to the Government of India that an All India Commission on Education should be appointed to inquire into the requirements of the higher education in India and to put forward the recommendations for the re-organization of the University Education system in the light of the requirements of the country and its traditions. Because of the fact that Dr. Radhakrishnan was the Chairman of the Commission it is known as 'Radhakrishnan Commission'. There were 10 members in the commission.

The Appointment of the Commission- its aim and objective: The Radhakrishnan Commission was appointed with the specific aim 'to report on Indian University Education and suggest improvements and extensions that may be desirable to suit present and future requirements of the country'. The decision was due to the realization that a reconstruction of university education was essential for a national - cultural resurgence as well as for meeting the requirements of scientific, technical and other man – power which India needed for its socio-economic development in the wake of the independence in 1947.

Terms of Reference: The terms of reference of the Commission were to consider and make recommendations in regard to:

- The aims and objectives of university education and research in India.

- The changes considered necessary and desirable in the constitution, control, functions and jurisdiction of the universities in India.
- The finances of the universities.
- The maintenance of the highest standards of teaching and examinations in the universities and colleges under their control.
- The courses of study in the universities.
- The standards of admission to the university courses of study.
- The medium of instruction in the universities.
- The provision for advanced study in Indian culture, history, literatures, languages, philosophy and fine arts.
- The need for more universities on a regional or other basis.
- The organisations of advanced research in all branches of knowledge in the universities and institutes of higher research.
- Religious instruction in the universities.
- The special problems of all the universities in India.
- The qualification, conditions of service, salaries, privileges and functions of teachers and the encouragement for original research by teachers.
- The discipline of students, hostels and the organisation of tutorial work and any other student related matters.

Method of study: The commission made a thorough study of the problems of Higher Education in India. It toured the country extensively in order to acquaint itself with the problems. It prepared a questionnaire which was sent over to about 600 persons who mattered in the field of education. It interviewed administrators, organisations of the students and educationists. Thus, it tried to gather information in regard to almost all the aspects of university education. Its report runs into two volumes. The first part of the report contains 18 chapters and about 747 pages. The second volume contains the statistics in regard to institutions and other educational problems and the evidence tendered by the witnesses examined by the commission.

RECOMMENDATIONS ON AIMS AND OBJECTIVES OF HIGHER EDUCATION

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

- The aim of university education should be to produce able citizens who can take up national responsibilities successfully in various fields. The university has to produce able administrators and suitable workers in various occupations and industries. The university has to provide leadership in the various walks of life in the best interest of the nation.
- The aim of a university should be to maintain a high standard in general, professional and vocational education by inspiring the students to search for a new knowledge and good effort that must be authentic in nature.
- It is a duty of a university to preserve and develop the culture and civilization of the land. It is on the basis of one's culture that one may acquire self-confidence, self-respect and self-dependence. These virtues on the part of citizens will make

the nation really very strong.

- The university should generate new ideas and discard those which are likely to prevent the growth of the nation. For progress, it is necessary to rise above superstitions. The university has to help the students to imbibe the good aspects of their culture and to accept new values for an all - round development.
- The university should provide opportunities to acquire all kinds of knowledge.
- The university has to educate the mind and soul of the student in order that he may grow in wisdom.
- It is the responsibility of the university to create a consciousness in students for protecting the Directive Principles as to be laid down in the Constitution. The university has to make the foundation of democracy strong and it has to develop the spirit in students for ensuring equality, fraternity and social justice to all while maintaining the integrity of the nation.
- The University has to make new discoveries and inventions and it has to develop new original ideas in order to make the society strong.
- The university has to instil moral values in the students while making them well disciplined.
- The university has to develop the spirit of universal brotherhood and internationalism in the students.
- The universities have to provide leadership in politics, administration, education, industry and commerce.
- The universities should be organized as centres of civilization to train intellectual pioneers of civilization. The aim of university education should be to produce intellectual adventures.
- Universities should produce such wise persons who may disseminate learning to make democracy successful and who may make an incessant search for new knowledge and unceasing effort to fulfil the mission of life.
- One of the main functions of universities is to bring about the spiritual development of students.
- We are engaged in a quest for democracy through the realization of justice, freedom, equality and fraternity. Hence, it is necessary that our universities should be the emblems and protectors of these ideals.
- Contents of education must accept the best of what the modern advancement has to offer without neglecting our cultural heritage from the past.
- Education should discover the innate qualities of a person and develop them through training.
- Universities should preserve the culture and civilization of the country. To be civilized, we should sympathies with the poor, respect women, love peace and independence, and hate tyranny and injustice. The university education should infuse these ideals into the youths.

THE MAIN RECOMMENDATION OF THE UNIVERSITY EDUCATION COMMISSION

Faculty in Universities: The University Education Commission has emphasized that the teacher plays a vital role in the education system; therefore, an adequate faculty with required qualifications are necessary to discharge many types of duties in a university or in a college. The university Education Commission recommended that proper care should be taken in the selection procedure of a teacher for the appointment as a professor, reader,

lecturer and an instructor as well as for his or her salaries. Each university should have some research fellows. Besides these, definite rules regarding the Provident Fund, leave and hours of work should be followed by a university.

Teaching Standards: The most important duty of a university is to maintain the highest standard of its teaching and examinations. In order to improve the teaching standard, the following are some of the recommendations that were made by the University Education Commission in 1948-1949: “The standard of admission to the university courses should correspond to that of the present intermediate examination, i.e. after the completion of 12 years of study at a school and an intermediate college; That in each province a large number of well-equipped and well-staffed intermediate colleges (with classes IX to XII or XI to XII) be established; That in order to divert students to different vocations after 10 to 12 years of schooling, a large number of occupational institutes be opened; That refresher courses be organized by the universities for high school and intermediate college teachers; That to avoid overcrowding at universities and colleges the maximum number in the Arts and Science faculties of a teaching university be fixed at 3,000 and in an affiliated college at 1500; That the number of working days be substantially increased to ensure a minimum of 180 days in the year, exclusive of examination days, with three terms, each of about 11 weeks’ duration; That lectures be carefully planned and supplemented by tutorials, library works and written exercises; That there be no prescribed text-books for any courses of study; That attendance at lectures be compulsory for under graduate students as at present, and that private candidates of only certain categories be allowed to appear for public examination. An experiment should, however, be made with the evening college for the working people; That tutorial instruction be developed in all institutions imparting university education in the following manner:

(a) students should report to tutors in groups not exceeding 6 in numbers;
(b) tutorials should be made available to all undergraduates both pass and honours;
(c) tutorials should stimulate the mental development of the students and they should not become mere coaching for examination;

(d) if tutorials are to succeed, the teaching staff should be improved in quality and quantity.

That university libraries should be greatly improved by;

(a) large annual grants; (b) the introduction of open access system; (c) longer hours of work;
(d) better organization; and (e) well-trained staff which include reference assistants.

That the laboratories be improved in building, fittings, equipment, workshops and technicians.”

Course of study: According to the recommendations of Radhakrishnan Commission, the general as well as specific interest of the students should be taken care of when the courses will be designed for the courses of the university level. Master Degree should be given to honours students after one year’s study beyond the bachelor’s degree. Literature for general education courses should be developed which will give the students an acquaintance with and mastery of the contents and methods of thinking and working in each field.

Research and Training: The regulations for Master of Arts and Master of Science should be uniform in all universities of India. The admission procedure as well as the process for enrolling in Ph.D. degree should be arranged on an all India basis. D.Litt. and D.Sc. Degrees should be awarded on published work of outstanding quality. A large number of Scholarship should be provided for the research work to the university by the Ministry of Education. Fundamental research should be the primary step for a university.

Professional Education: The University Education Commission has made some recommendations regarding professional education and has divided it into the five aspects of education as Agriculture education, Commercial Education, Engineering and Technology, Legal Education and Medical Education.

Regarding Agriculture education, the Commission emphasized that agriculture education should be recognized as an important national issue and the study of the subject of agriculture should be introduced in all stages of education i.e. primary, secondary and higher level. The existing agriculture colleges and institutions should be improved and research centres should be established. On the aspect of the Commercial Education, the Commission recommended that commercial education should be made more practical and the graduates should be encouraged to specialize in a particular branch. On the subject of Education, the faculty of training colleges should be recruited for giving training to the people who have first-hand experiences of school teaching. In assessing students' performance, more stress should be given to practice only. Regarding Engineering and Technology, the Radhakrishnan Commission recommended the inclusion of the general education and basic physical engineering science in the engineering courses. Besides these, the Commission also suggested that the number of engineering schools and colleges should be increased, the existing engineering colleges' should be upgraded for post graduate training and research in selected subjects and they should be closely associated with the universities. In the context of Legal Education, the commission suggested that the law colleges should be thoroughly re-organized. Students pursuing degree courses in law should not be permitted to carry on other degree courses simultaneously. Regarding Medical Education, the commission recommended that the maximum number of admission should be 100 and that all the departments of the study which require hospital facilities should be located in a single campus. There should be 10 beds for each student. Post-graduate training should be offered in certain well staffed colleges.

Religious Education: The University Education Commission 1948 who recommended religious education in the colleges that-

“all educational institution start work with a few minutes for silent meditation.

That in the first year of the degree course the lives of great religious leaders like Gautama the Buddha, Confucius Zoroaster, Socrates, Jesus, Sankara, Ramanuja, Madhava, Mohammad, Kabir, Naik, Gandhi be taught.

That in the second year some selections of a universalistic character from the scriptures of the world be studied.

That in the third year, the central problems of the philosophy of religion be considered.”

Medium of Instruction: According to the recommendation of the University Education Commission, higher education should be imparted through the regional language with the option to use the federal language as the medium of instruction either for some subjects or for all subjects. All provincial governments should take step to introduce the teaching of the federal language in all classes of Higher Secondary Schools, in Degree Colleges and in the Universities. English Should be studied in the Higher Schools and in the Universities for keeping the students in touch with the living stream of ever-growing knowledge.

Examination or Evaluation System: The University Education Commission criticized the present system of examination and stress was given to introducing the objective type questions in the examination. Following are the basic ideas and suggestions of the University Education Commission in 1948-49 in this regard.

The commission suggested the techniques in devising and constructing objective test for the class examination in colleges and universities.

The Government should not insist on university degrees for the administrative services.

According to the University Education Commission, Credit should be given for the class work and one third of the mark allotted to each subject should be reserved for work done during the course of instruction.

The standard of success at the various examinations should be uniform in all universities.

The Commission divided the rank after passing the examination as getting 70% or more

marks should be given the rank of first class, 55% to 69% for the rank of second class and at least 40% for a the rank of third class.

The system of grace marks should be abolished.

Viva-voce examination should be employed only for professional and post graduate degrees.

The essay type of questions should continue with the objective type questions but the type of question, method of examination should be thoroughly changed with a view to making it more valid and reliable.

Students' Activities and Welfare: Regarding the students' activities and their part in the wellbeing of the nation, the Commission suggested the following recommendations:

The students should undergo thorough physical examination at the time of admission and at least once a year thereafter.

All universities must have hospital and health service.

Sanitary inspection of the campus buildings, hostels, dining rooms, kitchens and off-campus residences must be undertaken in a university.

Competent staff should be provided for compulsory physical training and a regular time should be assigned for the purpose.

Social service should be encouraged and it should remain on a completely voluntary basis.

All students should receive N.C.C. training.

Students union should be free from the political motives and activities.

An office of the Dean of Students should be set up in colleges and universities.

Women Education: Regarding the women education, the Commission suggested for providing the same facilities to the women colleges and universities as provided to men's colleges and universities. The curriculum should also be prepared for them, considering them as both women and citizens.

Rural Universities and Colleges: A rural university should include a ring of small, resident under graduate colleges with specialized and university facilities in the centre. The number of students for the undergraduate resident colleges should be not more than three hundred, and the overall maximum enrolment for colleges and university combined should be about twenty-five hundred. Each college of about three hundred students should have separate teaching staff and facilities. In the rural colleges, the general studies should be combined with the practical course, so that the students become cultured and educated men and women equipped with skill-oriented. Regarding the curriculum of the rural university, the Commission said: "a common core of liberal education may be assumed for the rural university as for any other, though the methods used in teaching and learning may be different. The Common core would include substantial introduction to the fields of mathematics, Chemistry, Physics, geology, Astronomy, Biology, Physical Education, Psychology, the Social Sciences, Philosophy and Languages and Literature." So the Commission recommended the Common Core consisting of Mathematics, basic sciences, social sciences and language and literature.

2. INDIAN EDUCATION COMMISSIONS 1964-66

Kothari Education Commission 1964-66, which was the sixth commission in the history of commission in India. The Five Years Plan, started after independence helped the growth of the country in many areas. However, the execution of these plans expresses the inherent weakness due to which the expected success was not being achieved. Education appeared to be one of areas which indicated many problems that needed our efforts for immediate solutions. The government was fully aware of the situation. To improve the educational set up the government constituted two commissions after independence. We have already discussed about the two commissions, i.e. Radhakrishnan Commission in unit 2 , which deals with university education and Secondary Education Commission in unit 3, confined to secondary education only. The recommendations of these two commissions could not be succeeded in its full implementations. Consequently, the defects in the area of education persisted. In order to remove these defects, the government had to appoint a new education commission to advise the government on national pattern of education along with general principles and policies for the development of education at all stages.

APPOINTMENT OF THE COMMISSION

The Commission was appointed under provision of a resolution of the Government of India, dated 14th July, 1964. The Commission included eminent educationists in diverse fields from India and abroad. It consisted of total 17 members, where 14 members, 1 member - secretary, 1 Associate - Secretary and Dr. D.S. Kothari, chairman of the U.G.C. was appointed as the chairman of the commission. Therefore, it is also known as the Kothari Commission. Among the members of the commission 5 educationists were from England, America, France, Japan and Russia. J.P. Naik was appointed as number secretary of the commission and J.F McDougall as associated secretary.

TERMS OF REFERENCE: The Commission will advise the Govt. on national pattern of education and on the general principles and policies for the development of education at all stages and in all its aspects. It need not, however, examine the problems of medical or legal education, but such aspects of these problems as are necessary for its comprehensive enquiry may be looked into

MAKING OF THE REPORT : The commission started its work on the birthday of Mahatma Gandhi, the father of the nation. It constituted 12 task forces and 7 working groups for studying the various problems of education in the country. It interviewed about 9000 men and women distinguished in public life, educators, scientists, industrialists and scholars in different fields and others interested in education. The Commission spent about hundred days in visiting universities, colleges and schools and held discussions with teachers, educationists, administrators and students. It received and scrutinized 2,400 Memorandum and notes. The commission worked for 21 months and submitted it report on June, 1966.

REPORT OF THE COMMISSION: The report of the commission is an excellent document on education. In its report the commission expressed its firm belief that education is the most powerful instrument of national development. The report of the commission has been appropriately entitled as 'education and national development'. The report is divided into four sections –

- **Section I :** deal with general Problems.
- **Section II :** deal with Education at different stages and in different sectors.
- **Section III :** deals with implementation of the various recommendations and programmes suggested by the commission.
- **Section IV :** consists of supplementary papers.

The programmes of educational reconstructions proposed in this Report fall into three broad categories — Internal transformation of the educational system so as to relate it to the life, needs and aspirations of the nation. Qualitative improvement of education so that the standards achieved are adequate, keeping continually rising and, at least in a few sectors become internationally comparable; and, Expansion of educational facilities broadly on the basis of man - power needs and with an accent on equalization of educational opportunities.

RECOMMENDATIONS OF THE KOTHARI EDUCATION COMMISSION

Education has a very extensive role to play in changing the men and society. It has to be entirely reformed and related to the life, needs and aspirations of the people so that it may serve as a powerful tool of social, economic and cultural transformation. In order to relate education, the commission recommended the following objectives- 1. Increase in Productivity. 2. Promoting social and National Integration 3. Education and Modernization 4. Developing social, moral and spiritual values.

1. Increase in Productivity -The Commission suggested that education must be related to productivity to increase national income. In order to link education and productivity the Indian Education Commission made the following recommendations. I) Science is the basic component of education and culture ; so it should be made an integral part of school education ii) To inculcate the value of manual work the commission recommended the introduction of work experience in school education.iii) To meet the increasing needs of technical personnel in Industry, agriculture and trade the IEC recommended to introduce vocational subjects in school curriculum. It also opined that the vocationalisation will bring education into closer relationship with productivity.

2. Promoting social and National Integration –National and social integration is the precondition for the progress and development of a country. According to the commission, Social and National Integration is an important objective of a national system of education. The commission made the following recommendations for strengthening social and national integration through education. i) To make education a powerful instrument of national development, common school system of public education should be adopted. ii) Bridge the gulf between the educated and the uneducated, intellectuals and masses, social and national service should be made an integral part of school education.

iii) A language is a firm adhesive for social and national integration, suitable provisions should be made for teaching mother tongue, Hindi and other Modern Indian languages in schools.

3. Education and Modernisation - The present society is the science - based society. The present century has made tremendous advancement in scientific and technical knowledge as a result of explosion of knowledge. In such a situation one of the main functions of education is to keep pace with this advancement of knowledge. Another feature of modern society is the rapid social change. In the situation of change, the school must always be alert if it is to keep abreast of significant changes. An education system which does not renovate itself continuously, becomes out-dated and puts hindrance to progress. To keep pace with modernisation the IEC is of the opinion that “greater emphasis must be placed on vocational subjects, science education and research.”

4. Social, moral and spiritual values - The national system of education should emphasis on the cultivation of social, moral and spiritual values among students. For this purpose the commission made the following recommendations- i) The Central and State governments should adopt measures to introduce education in moral, social and spiritual values in all institutions under their direct control on the lines recommended by the University Education Commission on religious and moral instruction. ii) In order to develop social, moral and religious values, some periods should be provided in the time table. Instruction of this type should be given by general teachers. iii) The University departments should be specially concerned with the ways in which these values can be taught wisely and effectively and should undertake preparation of the special literature for use by students and teacher.

A. EDUCATION AND NATIONAL OBJECTIVES

Education and National Development: The most important and urgent reform needed in education is to related it to the life, needs and aspirations of the people and thereby make it a powerful instrument of social, economic and cultural transformation necessary for realisation of the national goal. For this purpose the following five-fold programme has been suggested;

- Relating education to productivity;
- Strengthening social and national integration through educational programmes;
- Consolidation of democracy through education;
- Modernisation of society through awakening of curiosity, development of attitudes and values and building up certain essential skills.

Education and Productivity:

The following programmes are needed to relate productivity to education:

- Science education should be an integral part of school education and ultimately become a part of all courses at University stage;
- Work experience to become an integral part of all education;
- Every effort should be made to orient work experience to technology and

industrialisation and the application of science to productive processes, including agriculture; and

- Vocationalisation of secondary education and agricultural and technical education to be emphasised.

Social and National Integration:

The following steps have been suggested to strengthen national consciousness and unity:

- Adoption of a common school system of public education as the national goal and its effective implementation in a phased programme spread over 20 years.
- Organisation of social and national service programmes concurrently with academic studies in schools and colleges and to make them obligatory for all students at all stages;
- Participation in programmes of community development and national reconstruction should be an integral part of all education from the primary to the under-graduate stage;
- Continuance of N.C.C. on its present basis till the end of the Fourth Five Year Plan;
- Development of an appropriate language policy for the education system;
- Adoption of regional language as the medium of instructions;
- Energetic action for production of books and literature, particularly scientific and technical, in regional languages. This should be the responsibility of universities assisted by U.G.C.
- Continuance of the use of English as the medium of instructions in the All-India institutions. The eventual adoption of Hindi to be considered in due course subject to certain safeguards;
- Regional languages to be made language of administration for the regions concerned at the earliest possible time .
- Continuation of the promotion of the teaching and study of English right from the stage. Special attention to be given to the study of Russian;
- English language to serve as a link-language in higher education for academic work and intellectual inter-communication. Hindi to serve as the link language of the majority of our people and also adoption of all measures for the spread of Hindi in non-Hindi areas;
- Combining two modern Indian languages at the B.A and M.A level; and
- Promotion of national consciousness through the promotion of understanding and re-valuation of our cultural heritage and the creation of a strong driving faith in the future towards which we aspire.

Education for Democracy:

The following Programme has been suggested for consolidation of democracy:

- Provision of free and compulsory education of good quality for all children up to the age of 14 years as envisaged in Art. 45 of the Constitution;

- Promotion of programmes of adult education aiming not only at liquidation of illiteracy, but also at raising the civic and vocational efficiency and general cultural level of the citizens;
- Training of efficient leadership at all levels by expanding secondary and higher education and providing equal opportunities for all children of merit and promise, irrespective of economic status, caste, religion, sex or place of residence;
- Development of a scientific mind and outlook, tolerance, concern for public interest and public service, self-discipline, self reliance, initiative and a positive attitude to work.

Social Moral and Spiritual Values:

The education system should emphasise the development of fundamental social, moral and spiritual values. From this point of view the Centre and State Governments should adopt measures to introduce education in moral, social and spiritual values in all institutions under their(or local authority) control on the lines recommended by the University Education Commission and the Committee on Religious and Moral Instruction.

Education and Modernisation:

The following has been suggested in this regard:

- Awakening of curiosity, the development of proper interest, attitudes and values and the building up of such essential skills as independent study and capacity to think and judge for oneself; and
- Creation of an intelligentsia of adequate size and competence.

B. THE EDUCATIONAL SYSTEM: STRUCTURE AND STANDARD

Stages In Education And Their Inter-Relationship: In this regard the following has been suggested:

- The new educational system should consist of (a) one to three years of pre-school education; (b) a primary stage of 7 to 8 years divided into lower primary stage of 4 to 5 years and a higher primary stage of 3 or 2 years; (c) a lower secondary stage of 3 or 2 years ; (d) a higher secondary stage of two years of vocational education (e) a higher education stage having a course of 3 years or more for the first degree and followed by course for the second or research degree of varying durations;
- Age of admission to Class 1 ordinarily not to be less than 6
- First public examination to come at the end of 10 years of schooling;
- Secondary schools should be of two types -a high schools providing a ten-year course and higher secondary schools providing a course of 11 to 12 years.
- New Higher Secondary course beginning in Class XI and XII to provide specialised subjects; and
- Transfer of the Pre-University course from the Universities and affiliated colleges to

secondary schools by 1975-76 and the duration of the course to be lengthened to two years by 1985-86 . The University Grants Commission should be responsible for effecting the transfer of all pre-university or intermediate work from university and affiliated colleges to schools.

Reorganisation of the University stage: The following has been recommended in this respect:

- Duration of the first degree should not be less than three years and the duration of the second degree to be 2 to 3 years;
- Some universities should start graduate schools with 3 years Master Degree courses in certain subjects; and
- Three year special courses for the first degree which begin at the end of the first year of the present 3 year degree courses should be started in selected subjects and in selected institutions.

Utilisation of Facilities: The following methods have been suggested to make full utilisation of available facilities:

- Instruction days in the year to be increased to about 39 weeks for schools and 35 weeks for colleges and pre-primary schools; and
- Standard calendar in the worked out by the Ministry of Education and the University Grants Commission in consultation with State Governments and Universities respectively. Other holidays to be cut down to 10 in a year.

C. TEACHER STATUS

The Commission has emphasised that the most urgent need was to upgrade the remuneration of teacher substantially, particularly at the school stages, and recommended that the Government of India should lay down for the school stage, minimum scales of pay for teachers and assist the States and Union Territories-to adopt equivalent or higher scales to suit their conditions. Scales of pay of schools teachers belonging to the same category but working under different managements such as Government, Local bodies or private managements should be the same.

D. TEACHER EDUCATION

The Professional preparedness of teachers being crucial for the qualitative improvement of education, the Commission has urged that this should be treated as a key-area in educational development and adequate financial provisions should be made for it. It further recommended:

- In order to make the professional preparation of teachers effective, teacher education must be brought into the mainstream of the academic life of the Universities. On the one hand, and of the school life and educational development , on the other;
- The quality of the programme of teacher education should be improved;
- New professional courses should be developed to orientate headmasters, teachers,

educators. and educational administrators to their special field of work;

- The post -graduate courses in education should be flexible and be planned to promote an academic and scientific study of education and to prepare personnel for special fields of education, requiring special knowledge and initiation, and
- Improvement of teacher education institutions and expansion of training facilities should be undertaken.

E. TOWARDS EQUALISATION OF EDUCATIONAL OPPORTUNITY

Observing that every attempt should be made to equalise educational opportunities or at least to reduce some of the most glaring inequalities which now exist, the Commission has stressed the need for the following programmes:

- The development of a common school system of public education in which no fees would be charged, where access to good schools will be open to all children on the basis of merit, and where the standard maintained would be high enough to make the average parent feel no need to send his child to an independent institution;
- The development of adequate programmes of student-service at all stages which will include free supply of books and writing materials at the primary stage, the provision of book banks and textbooks, libraries in all institutions of secondary and higher education, the provision of transport, day study centres or hostels, and the institution of guidance facilities and health services;
- The development of a large programme of scholarships at all stages and in all sectors combined with a programme of placement and maintenance of quality institutions, to ensure that the brighter children at least will have access to good education and that their further education will not be handicapped on economic grounds.
- Special encouragement to the education of girls and the backward classes;
- The reduction of imbalances in educational development between the different parts of the country -districts and States; and
- The development of a comparatively small but effective programme for the education of the handicapped children.

F. SCHOOL EDUCATION CURRICULUM

Essentials of Curricular Improvement: For the improvement and upgrading of school curricula. the following measures have been suggested.

- Essential of Curricular Improvement of school curricula research should be undertaken by University Departments of Education, Training Colleges, State Institutes of Education and Boards of School Education ; Revision of curricula should be based on such research; (c) Basic to the success of any attempt at curriculum improvement is the preparation of text books and teaching-learning materials; and (d) the orientation of teachers to the revised curricula through in-service be achieved through seminars and refresher courses;
- Schools should be given the freedom to devise and experiment with new curricula

suited to their needs. A lead should be given in the matter of training colleges and universities through their experimental schools;

- Advanced curricula should be prepared by State Board of School Education in all subjects and introduced in phased manner in schools which fulfil certain conditions of Staff and facilities;
- The formation of Subject Teachers Associations for the different schools subjects will help to stimulate experimentation and in upgrading of curricula.

Study of Languages: The following has been suggested for the study of languages at school stage:

- The language study at the school stage needs review and a new policy requires to be formulated particularly in view of the fact that English has been mostly used as an associated official language of the country for an indefinite period;
- The modification of the language formula should be guided by the following principles:
 1. Hindi as the official language of the Union enjoys an importance next only to that mother tongue.
 2. A workable knowledge of English will continue to be an asset to students.
 3. The proficiency gained in a language depends as much upon the types of teachers and facilities as upon the length of time in which it is learned.
 4. The most suitable stage for learning these languages is the lower secondary (Classes VIII-X)
 5. The introduction of the additional language should be staggered.
 6. Hindi or English should be introduced at a point where there is greatest motivation and need.
 7. At no stage should the learning of four languages be made compulsory.

Three Languages Formula: The modified Three Language Formula should include the following:

- The mother tongue or the regional languages;
- The official language of the Union or the associate official language of the Union so long as it exist; and
- A modern Indian or Foreign Language not covered under (a) and (b) and other than that used as the medium of instruction

3. NATIONAL POLICY ON EDUCATION 1986 (REVISED-1992)

In a democratic country, there is need of democratization of education. In order to achieve education for all, so many initiatives and attempts have been made by the Government of India. Through policy formulation, the government lays down directives for the future course of action towards realizing some perceived goals. In a democratic society, the goal lies in the various aspects of the welfare of the people. For the wellbeing of the Indian nation and the Indian society at the national and local level, definite thrust has been laid down on education. Even in early Indian history, education figured in the administrative policies of the government. The modern trend of development can be fruitfully traced to the British colonial government about which we have already discussed in the previous units. We have already come to know that such efforts and measures are being continued in the post-independence time in India. In this unit, we shall focus on one of the important initiatives of the government of India towards democratizing education. This is reflected in the National Policy of Education, 1986 and its Modified Policy, 1992 which is known as Programme of Action.

In 1968, when the National Policy of Education was formulated for improving the educational scenario in our country, there it was envisaged that it would be followed by a 'five yearly review to progress and working out of new policies and programmes.' Regarding this statement, at the time of formulation of every new Five-Year plan, a review has been made to assess the drawbacks or shortcomings as well as achievements of education and finally to decide on some plans or programmes for the coming Five Years. It is through making the policies and programmes that every country seeks to develop its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. The National Policy of Education of 1986 is the result of the reviews which was discussed and adopted during the budget session of 1985 when Rajiv Gandhi was the prime minister of India. Again, a committee was set up under the chairmanship of Acharaya Rammurti in May 1990 to review National Policy of Education (NPE) and to make recommendations for its modifications. The Central Advisory Board of Education, a committee set up in July 1991 under the chairmanship of Shri N. Janadhana Reddy, Chief Minister of Andhra Pradesh; considered some modifications in NPE taking into considerations the report of the Rammurti Committee and other relevant development having a bearing on the policy. This Committee submitted its report in January 1992, which is known as National Programme of Action of 1992. This policy aimed to promote national progress, a sense of common citizenship and culture, and to strengthen national integration. It laid stress on the need for a radical reconstruction of the education system, to improve its quality at all stages, and therefore gave much greater attention to science and technology, the cultivation of moral values and a closer relation between education and the life of the people.

OBJECTIVES OF NATIONAL POLICY OF EDUCATION AND POA

The main objective of the National Policy of Education of 1986 and Programme of Action, 1992 was to establish a national system of education implies that all students irrespective

of caste; creed, sex, and religion have access to education of a comparable quality. Actually, the objectives of this policy had been divided into the several aspects.

In relation to Elementary Education, followings are the major objectives of National Policy of Education 1986 are mainly:

- Universal access and enrolment
- Universal retention of children up to 14 years of age and
- A sustainable improvement in the quality education to enable all children to achieve essential levels of learning.

Regarding Secondary Education, National Policy of Education stressed on the improvement of the quality of secondary education. Effort to be made to provide computer literacy in as many secondary level institutions to make the students equipped with necessary computer skills.

Regarding higher education, National Policy of Education and Programme of Action of 1986 and 1992 emphasized that higher education should provide to the people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues.

Thus, the basic objectives of the National Policy of Education of 1986 and Programme of Action of 1992 emphasized that education must play a positive and interventionist role in correcting social and regional imbalance, empowering women, and in securing rightful place for the disadvantaged and the minorities. Government should take a strong determination and commitment to provide education for all, the priority areas being free and compulsory education, covering children with special needs, eradication of illiteracy, education for women's equality and special focus on the education of S.C. s (Scheduled caste) and S.T. s(Scheduled tribes) and Minorities.

The educational policy as highlighted in the N.P.E. also emphasized on enhancing and promoting the vocationalisation of education, adult education, education for the mentally and physically challenged persons, non-formal education, open universities and distance learning, rural university, early childhood care and education. Delinking degrees from job was also one of the basic objectives of National Policy of Education of 1986.

Various Recommendations of National Policy of Education and POA

The recommendations of the policy have been divided into the following 24 chapters.

Chapter-I: Early Childhood Care and Education: Integrated Child Development service, Balwadis, Pre-Primary schools of the State government and Municipalities, Day-care centres and training institutes of teachers and the existing facilities of pre-primary education should be strengthened and should receive increased attention from the Government. Besides these, the system of monitoring and evaluation should be strengthened.

Chapter-II: Elementary Education, Non-Formal Education and Operation

Blackboard: National Policy of Education and its modified policy emphasized on elementary education as (i) universal enrolment and universal retention of children up to 14 years of age and (ii) a substantial improvement in the quality of education. Besides these, this policy also calls for drive for a substantial improvement of the primary schools and provision of support service. Even some measures have been proposed for securing participation of girls and of children from the scheduled castes and scheduled tribes families, other educationally backward section and minorities. In the context of operational blackboard, the policy envisaged the following facilities that should be kept for implementing the operational blackboard. -(i) two reasonably large rooms that are usable in all weather; (ii) necessary toys and games material; (iii) blackboards, (iv) maps, (v) charts, and (vi) other learning materials. Modern technological tools-such as solar packs for provision of power in non-formal education centres, audio-visual aids, radio-cassette players should be used to improve the learning environment of non-formal education centres, as well as to enhance the quality of non-formal education.

Chapter- III. Secondary Education and Navodaya Vidyalayas: Regarding Secondary education, the National Policy of Education of 1986 implied extension of the school system in the unserved areas consolidating the existing facilities and providing special arrangements for the gifted children and high achievers. The arrangements should require:

- Programme to ensure access to secondary education being widened to cover unserved areas.
- Programme of consolidation in other areas;
- Programme of setting up Navodaya Vidyalayas.

Besides these, as a short term measure the State Government should be persuaded to open secondary schools in unserved areas taking blocks as a unit having a lower ratio than 1:2:5 duly considering the present distance of habitation from the nearest secondary school and population in the unserved habitation.

Chapter-IV. Vocationalisation of Education: From classes 1 to 5, Socially Useful Productive Work/ Work Experience creates an integral part of the curriculum in many states. At the middle stage, the work experience programme should aim at developing confidence and sufficient psycho-motor skills to students through certain occupational training courses.

Chapter-V. Higher Education: The National Policy of Education of 1986 and its revised policy which is known as Programme of Action of 1992 had laid importance on higher education, particularly on graduate, post-graduate and research work. It suggested that Autonomous Colleges should be established according to UGC directives. Technical institutes like medical, engineering, agriculture universities etc. should be set up and development of Vocational skill was to be stressed upon.

Followings are the necessary strategies that should be kept up for improving the innovations in higher education.

1. Consolidation and expansion of institutions
2. Development of Autonomous colleges and departments
3. Redesigning courses
4. Training of teachers
5. Strengthening research
6. Improvement in efficiency
7. Creation of structures for co-operation at the state and national levels,
8. Mobility.

Besides these, the AICTE (All India Council of Teacher Education) had laid down norms and standards for diploma, degree and Post Graduate courses in the various fields. Guidelines were laid down for admission to technical institutions on merit to be followed by all concerned. The National Technical Manpower Information System had been set up by the Government of India with a view to generating strong data base in order to monitor the supply and utilization of engineering and technical manpower at the national and individual state level so as to ensure a planned development of technical education.

Chapter VI. Open University and Distance Education: Open University and distance education have been designed to promote the accessibility of education at higher stage as well as making higher education as flexible as is required by the learners. The Central Open University which is known as Indira Gandhi National Open University has been assigned the responsibility to coordinate the distance learning system in the country and determine its standards in order to develop and strengthen the Open University system. The National Policy of Education and its Revised Policy have to develop some conditions relating to the Open University system and distance mode of learning which are as follows:

- The Indira Gandhi National Open University should initiate action for its academic programme.
- The courses should be structured on a modular pattern with the facility for the accumulation of the credits. Provision will be made for transfer of the credits from the formal to the non-formal system and the vice-versa.
- Standards should be prescribed to determine the minimum level of learning at every stage of education and criteria will be evolved to objectively assess this level of attainment so that the opportunities should be provided to all including housewives, agricultural and industrial workers and professionals to continue their education.
- State Governments should ensure that Open Universities will be established after very careful planning and requiring available resources and facilities.

Chapter VII. Rural Universities and Institutes: The National Policy of Education of 1986 and its Revised Policy of 1992 envisaged that the rural universities and institutions should be developed in rural areas after studying the needs of such pattern of educational institutions in rural communities as well as also strengthening the programme of Gandhian

Basic Education.

Chapter VIII. Technical and Management Education: Regarding the Technical and Management Education system, the policy stated that technical and management education system should be clustered with reference to the interrelated objectives, priorities and programmes of the key functional areas like development of human resource development spectrum with great potentials for adding values to products and services and for contributing to the national economy and improving quality of life of the people.

Chapter IX. Making the system work: The National Policy of Education and its Revised Policy which is known as Programme of Action referred to the necessity of introducing discipline into the present system of education. It had also been referred to by the NPE and POA that the teacher's accountability towards the profession should be developed on behalf of improving the students' service and the behaviour of the students should be promoted in accordance with acceptable norms; and also better facilities for the educational institutions should be ensured in order to derive the performance of the institutions.

Chapter X. De-linking of Degrees from Jobs and Manpower Planning: The National Policy of Education and its revised policy envisaged that some job-oriented degree courses as well as skill oriented courses should be made for promoting human capital in the state as well as in the nation.

Chapter XI. Research and Development: In National Policy of Education and POA, the stress was laid on research as an essential component of higher education because of its role in creating new knowledge and insights imparting innovations and dynamism to the educational process.

Chapter XII. Women Education: The N.P.E. and POA laid stress on the problems of universalization of elementary education as, in essence, the problem of the girl child and on the increasing participation of girls at all stages of education, particularly in streams like sciences, vocational, technical and commerce education. The POA also stressed the need for reorienting the education system to promote the women's equality in education. It advocated the need for institutional mechanism to ensure that gender sensitivity be reflected in the implementation of all national programmes. The national education system should play a positive role in the empowerment of women and contribute towards the development of new values through redesigned curricula and text books with women's studies being promoted as part of the various courses. Followings were the main strategies to promote women education by the NPE and POA as:

- to gear the entire education system to plan a positive interventionist role in the empowerment of women,
- to promote women's studies as a part of various courses and to encourage the educational institutions to take up active programme to further women's development.

- To create dynamic managerial structure to cope with the targets envisaged.

Chapter XIII. Education of Scheduled Castes and Scheduled Tribes, and backward

Sections: The priorities should be accorded to opening primary schools in tribal areas, scheduled caste areas and backwards areas, according to the NPE and POA. Besides these, cent percent enrolment of SC/ST children in the age group of 6-11 ensuring their retention in school leading to satisfactory completion of the primary stage of education or its equivalent through the non-formal stream has to be achieved by 1990. At least 75 percent of the children in the age group of 11-14 will have to be enrolled and retained in school leading to satisfactory completion of class VIII according to the NPE and POA. Followings were some of the recommendations of the policy related to the Scheduled tribes, Scheduled caste and backward sections as:

- The socio-cultural milieu of the STs had its distinctive characteristics including, in many cases, their own spoken languages. This underlines the need to develop the curricula and devise Instructional materials in tribal languages at the initial stages, with arrangements for switching over to the regional language.
- Educated and promising Scheduled Tribe youths should be encouraged and trained to take up teaching in tribal areas.
- Residential schools, including Ashram Schools, should be established on a large scale.
- Incentive schemes should be formulated for the Scheduled Tribes, keeping in view their special needs and life styles. Scholarships for higher education should be emphasized for technical, professional and para-professional courses. Special remedial courses and other programmes to remove psycho-social impediments should be emphasized to improve their performance in various courses.
- Anganwadis, Non-formal and Adult Education Centres should be opened on a priority basis in areas predominantly inhabited by the Scheduled Tribes.
- The curriculum at all stages of education should be designed to create an awareness of the rich cultural identity of the tribal people and also of their enormous creative talent.
- Pre-matric Scholarship scheme for children of Scheduled caste whose families were engaged in occupations such as scavenging, flaying and tanning to be made applicable from Class I onwards. All children of such families, regardless of incomes, should be covered by this scheme and time-bound programmes targeted on them should be undertaken;
- Constant micro-planning and verification should be ensured in the context of enrolment, retention and successful completion of courses by SC students, and provision of remedial courses should be provided in order to improve their prospects for further education and employment.
- Recruitment of teachers from Scheduled Castes;
- Recruitment of teachers from Scheduled Tribes;
- Provision of facilities for SC students in students' hostels at district headquarters, according to a phased programme;

- Location of school buildings, Balwadis and Adult Education Centres in such a way as to facilitate full participation of the Scheduled Castes;
- The utilisation of Jawahar Rozgar Yojana resources so as to make substantial educational facilities available to the Scheduled Castes;
- Suitable incentives should be provided to all the educationally backward sections of the society, particularly in the rural areas. Hill and desert districts, remote and inaccessible areas and islands should be provided with adequate institutional infrastructure.

Chapter XIV. Minorities Education: Article 29 and Article 30 of the Constitution guarantee the right of minorities to conserve the language, script and culture and to establish and administer educational institutions of their choice whether based on religion or language. The NPE and POA had addressed the problems of the minorities. As the minority groups are educationally deprived or backward, therefore greater attention should be paid to their education of these groups in the interest of equality and justice. Simultaneously, objectivity should be reflected in the preparation of textbooks. In all school activities and all possible measures should be taken to promote an integration based on the appreciation of the common national goals and ideals, in conformity with the core curriculum.

Chapter XV. Education of the Handicapped: The NPE and POA proposed to stipulate that the education of the children with locomotor handicap and other mild handicaps should be same and common as the normal children. The objective should be to integrate the physically and mentally handicapped with the general community as equal partners, to prepare them for normal growth and to enable them to face life with courage and confidence. The following measures have to be taken in this regard:

- Wherever it is feasible, the education of the children with motor handicaps and other mild handicaps will be common with in the education of the normal children.
- Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children
- Adequate arrangements will be made to give vocational training to the disabled.
- Teachers' training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and
- Voluntary effort for the education of the disabled will be encouraged in every possible manner.

Chapter XVI. Adult Education: The NPE and POA envisaged that adult education would be a means for reducing economic, social and gender disparities. The whole nation had pledged itself, through the National Literacy Mission, to the eradication of illiteracy, particularly in the age group of 15-35 through various means, with special emphasis on total literacy campaigns. The Central and State Governments, political parties and their mass organisations, the mass media and educational institutions, teachers, students, youth, voluntary agencies, social activist groups, and employers, must reinforce their commitment

to mass literacy campaigns, which include literacy and functional knowledge and skills, and awareness among learners about the socio-economic reality and the possibility to change it. The National Literacy Mission should be geared to the national goals such as alleviation of poverty, national integration, environmental conservation, observance of the small family norm, promotion of women's equality, universalisation of primary education, basic health-care, etc. It should also facilitate energisation of the cultural creativity of the people and their active participation in development processes.

Chapter XVII. Content and Process of School Education: Regarding the content and process of school education, NPE and POA made the followings points:

- Access to education of a comparable quality for all irrespective of caste, creed, location or sex.
- Introduction to the norms of minimum levels of learning for different stages and provision of threshold facilities so that learning becomes a more enjoyable experience even for the slow learners.
- Articulation of a national system of education with a common structure, national curricular framework which contains common core.
- Examination reforms and introduction of evaluation as an ongoing process in schools for the improvement of teaching and learning.
- Development of culture specific curricular and instructional material for the tribal people and educationally deprived minority groups keeping in view their rich cultural identity.
- Overhauling of the system of teacher education and strengthening that of the technical and resource support structures, including the establishment of District Institutes of Education and Training.
- Decentralization of educational administration, creation of a spirit of autonomy for educational institutions with greater role assigned to the institutional heads and development of professionalism among teachers.
- Promotion of non-governmental and voluntary efforts and people's participation for giving impetus to innovative ideas and practices and mobilization of resources.

Chapter XVIII. Evaluation Process and Examination Reforms: The Policy visualized integration of the assessment of performance with the process of learning and teaching, and utilizing the process of evaluation to bring about qualitative change in education. In order to ensure the student's performance, the assessment methods must be valid and reliable. The following short term measures had been proposed by the NPE and POA;

- Public examinations will continue to be held only at the levels of classes X and XII,
- Decentralization of the operation involved in the conduct of examinations to make the system work more effectively.
- School boards in certain States have set up a number of sub centres to decentralize the conduct of examinations. Adoption of similar measures by other States will be

pursued.

- At the university level continuous institutional evaluation will be introduced at the post graduate level, to begin with, in unitary universities, deemed universities and autonomous colleges.
- Students' performance will be indicated through letter grades, and assessment of overall performance will be on the basis of cumulative grade point average.
- Modifications in the qualifying recruitments for admission in the universities and colleges will be examined to accelerate the process of change in the level of examinations.

Chapter XIX. Youth and Sports: The NPE and POA stressed the following formulation (i) integration of sports and physical education in the learning process and evaluation of performance and (ii) involvement of youth in national and social development and sports and games etc. particularly, through educational institutions at the level of higher learning.

Chapter XX. Language Development: The NPE and POA elaborately discussed about the concept of language development and emphasized the adoption of regional languages as the media of instruction at the university stage. Regarding language development, the NPE and POA discussed and proposed many efforts and initiatives such as implementation of Three- language formula, improvements in the linguistic competencies of students at the different stages of education, Provision of facilities fore the study of English and other foreign languages, and Development of Hindi language as a link language etc.

Chapter XXI. Cultural development: While the formulating the national policy, the basic emphasis was given to interlinking education with culture. By interlinking education and culture, the stress was given in the development of child's personality, particularly in terms of helping the child to discover his inner talent and to express it creatively.

Chapter XXII. Media and Educational Technology: The NPE and POA emphasized that in order to avoid structural dualism, modern educational technology should be reached out to the most distant areas and to the deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability.

Chapter XXIII. Teacher and their Training: The new programmes of teacher-education should emphasize need to continuing education and also the need for teachers to meet the thrusts envisaged in this Policy District Institutes of Education and Training (DIET) should be established with the capability to organize pre-service and in-service courses for elementary school teachers and for the personnel working in non-formal and adult education. As DIETs get established, sub-standard institutions should be phased out. Selected Secondary Teacher Training Colleges should be upgraded to complement the work of the State Councils of Educational Research and Training. The National Council of Teacher Education should be provided the necessary resources and capability to accredit institutions of teacher-education and to provide guidance regarding curricula and methods. Networking arrangements should be created between institutions of teacher education and university departments of education.

Chapter XXIV. Management Education: According to the NPE and POA, educational planning should be linked to manpower planning. For this, such mechanism should be set up that can link the need based requirement of the society with what it has at

4. UNESCO COMMISSION ON HIGHER EDUCATION: JACQUES DELORS REPORT

In May 2000 he was appointed president of the CERC (Conseil de l'emploi , des revenus et de la cohésion sociale) until July 2009. Jacques Delors was president of the European Commission from 1985 to 1995. He had previously been minister of finance in France. In October 1996, Jacques Delors founded the research institute Notre Europe and is today its founding president. Jacques Delors started his career at the Banque de France in 1945. He worked there until 1962, and was a member of the Economic and Social Council.

He became head of the social affairs department of the General Planning Committee until 1969 before being appointed General Secretary for Permanent Training and Social Promotion (1969-1973). He was a member of Prime Minister Jacques Chaban-Delmas's cabinet (1969-1972), then associate professor at the University of Paris-Dauphine (1974-1979) and director of the research centre 'Work and Society'. He was elected as a Member of the European Parliament in 1979 and chaired the Economic and Monetary Affairs Committee until May 1981. From May 1981 to July 1984, he was Minister of Economics and Finance.

On the eve of the twenty-first century, intense thought and discussion is being devoted to the future of human society. Education, on which human progress depends to such a large extent, has not escaped scrutiny. What is it doing today to prepare the active citizens of tomorrow ? November 1991 the General Conference invited the Director-General 'to convene an international commission to reflect on education and learning for the twenty-first century'. Federico Mayor requested Jacques Delors to chair the Commission , with a group of 14 other persons from all over the world and from varied cultural and professional backgrounds.

The International Commission on Education for the Twenty-First Century formally established at the beginning of 1993, with a wide-ranging mandate 'to study and reflect on the challenges facing education in the coming years, and to formulate suggestions and recommendations in the form of a report that (could) serve as an agenda for renewal and action for policy-makers and officials at the highest levels.' Financed by UNESCO and working with the assistance of a secretariat provided by the Organization, the Commission was able to draw on the Organization's valuable resources and international experience and on an impressive mass of information, but was completely independent in carrying out its work and in preparing its recommendations.

The first and certainly the chief difficulty confronting the Commission in carrying out its mandate concerned the vast diversity of educational situations, philosophies of education, and indeed practicalities of educational provision and organization. Related to the difficulties raised by diversity was the sheer quantity of information available, and the impossibility for the Commission of digesting more than a small proportion of it in the course of its work. Thus, selection was necessary to determine what was vital in looking at the future, bearing in mind both geopolitical, economic, social and cultural trends, and potential roles of education policies.

Realizing of course that no choice could please everyone, and on the basis of documentation assembled at both national and international levels, we decided to concentrate on a central theme that could be of relevance all over the world, namely, the way in which education can cultivate the creative potential of each individual, and at the same time contribute to promoting cohesion in an increasingly globalized society. Admittedly everyday reality varies radically from one continent and one country to another. But over and above such diversity, which should never be overlooked, there remains a general view of the importance of education.

Much has been written about how learning takes place, and what circumstances favour different kinds of learning; a great deal is also known about the consequences, for individuals and society, of decisions concerning the organization of school and higher education systems . There is abundant research and evidence concerning the content of formal and non-formal education; and indicators are available, even if inadequate, to evaluate the policies followed. However, the Commission observed early on that effective choices , both individual and societal, are often based on principles that should be examined and taken into account in any study of this kind. It is therefore not surprising that the Commission decided to explain its approach by referring to certain principles, in particular, those underlying the basic objectives of education policy.

In the first part of its report the Commission seeks to identify the main trends influencing education: bearing in mind economic growth and the aim of sustainable development; the transition from individual membership of a society to democratic participation; the relationship between the grass-roots community and world society. The second part of the report lays emphasis on the imperative of quality in education and the concurrent need to satisfy the immense demand for education throughout the world . Resting on four main pillars - learning to know, learning to do, learning to be, and learning to live together- the learning process should be designed so as to enable every individual to develop by making the very most of his or her abilities. The concept of education can then be enlarged in time and in the social space to embrace that of learning throughout life.

In the third part of its report the Commission draws conclusions for educational processes from both the overall analysis and the central theme of learning throughout life, which is the key for equality of opportunity. The first teachers of a child, normally, are its parents ; throughout youth and adulthood, learning takes place in a variety of forms: at school , in community life, the family, leisure pursuits, associations and civic life. This increasingly complex reality must be taken into account by all the actors in society in building on the four pillars of the learning process. There is, needless to say, a growing influence of information technologies that must be considered.

By way of conclusion Considering the many challenges that the future holds in store, education appears to be an indispensable tool in humankind's attempt to attain the ideals of peace, freedom and social justice. As it concludes its work, the Commission states its belief that education plays a fundamental role in personal and social development. The Commission does not see education as a miracle cure or as the magic key to a world in which all ideals will be attained . In its view, education is nevertheless one of the principal means available to foster a deeper and more harmonious form of human development and thereby reduce poverty, exclusion , ignorance, oppression and war.

Looking ahead Some remarkable scientific discoveries and breakthroughs have been made during the last twenty-five years. Many countries have ceased to be underdeveloped and are emerging ; standards of living have continued to rise, albeit at paces that differ considerably from country to country. Despite this, the prevailing mood of disenchantment forms a sharp contrast with the hopes born in the years just after the Second World War.

Overcoming the tensions There is the tension between the global and the local: people need to become world citizens , without losing their roots, while continuing to play an active part in the life of their nation and their local community. Another tension exists between the universal and the individual: culture is steadily being globalized, but as yet only partially. The tension between tradition and modernity is part of the same problem: how is it possible to adapt without turning one's back on the past, how can one acquire independence in complementarity with the free development of others, and how can one master scientific progress? Long-term and short-term considerations have always been in conflict A further source of tension exists between, on the one hand, the need for competition, and on the other, the concern for equality of opportunity. Lastly, there is the age-old tension between the spiritual and the material.

Designing and Building O ur Common F uture The Commission wishes to stress this point, at a time when serious doubts are being expressed about the opportunities opened up by education. The Commission in no way undervalues the central role of intellectual endeavour and innovation, at a moment when the endogenous processes that make it possible to accumulate knowledge, to incorporate new discoveries and to apply them in different areas of human activity, from those related to health and the environment to the production of goods and services, are effecting a transition to a knowledge-driven society. The Commission is also aware of the contribution that education must make to economic and social development. The Commission believes that valid responses to the problems of mismatch between supply and demand on the labour market can come from a more flexible system that allows greater curricular diversity and builds bridges between different types of education, or offers sandwich course or job release schemes. the Commission discussed the need to advance towards 'a learning society '.

Learning throughout life: the heartbeat of society: Learning throughout life: the heartbeat of society The concept of learning throughout life is one of the keys to the twenty-first century. It goes beyond the traditional distinction between initial schooling and continuing education. It meets the challenges posed by a rapidly changing world.

Four pillars that it has proposed and described as the foundations of education:

Four pillars that it has proposed and described as the foundations of education .

Learning to live together - by developing an understanding of others and their history, traditions and spirituality .

Learning to know - Bearing in mind the rapid changes brought about by scientific progress and the new forms of economic and social activity, the emphasis has to be on combining a sufficiently broad general education with the possibility of in-depth work on a selected number of subjects.

Learning to do: Learning to do - learning to practise a profession or trade, people need to develop the ability to face a variety of situations , often unforeseeable , and to work in teams, a feature of educational methods that does not at present receive enough attention.

L earning to be - everyone will need to exercise greater independence and judgement combined with a stronger sense of personal responsibility for the attainment of common goals. Education should therefore constantly adapt to changes in society, but it must not fail to pass on the attainments, foundations and benefits of human experience, either.

The stages and bridges of learning: a fresh approach:

The stages and bridges of learning: a fresh approach The Commission did not intend to convey the idea that by a qualitative leap one could avoid reflecting on the different levels of education. It wished to urge a review of the role of secondary education, and to examine issues emerging from changes in higher education, particularly the development of mass higher education. Learning throughout life permits a re-ordering of the sequences and of education, easier passage from one stage to another and recognition of the value of each.

Basic learning needs produced in 1990 at the Jomtien Conference on Education for All.:

Basic learning needs produced in 1990 at the Jomtien Conference on Education for All. Essential learning tools (such as literacy, oral expression, numeracy and problem solving) and the basic learning content (such as knowledge, skills, values and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The teacher-pupil relationship, the learning available in children's local communities, and an effective use of modern communications media (where they exist) can in concert make a contribution to the personal and intellectual development of each pupil. The 'three Rs' - reading, writing and arithmetic - get their full due.

Education is also a social experience through which children learn about themselves, develop interpersonal skills and acquire basic knowledge and skills:

Education is also a social experience through which children learn about themselves, develop interpersonal skills and acquire basic knowledge and skills.

Two observations, which the Commission sees as important at this age: Two observations, which the Commission sees as important at this age Basic education should be provided worldwide Basic education is of course an issue in all countries, including the industrialised ones.

Secondary schools: Secondary schools demand for expansion and diversification of secondary education, leading to rapid growth in enrolments and overcrowded curricula. Types of secondary education both conventional education which focuses more on abstraction and conceptualisation - and approaches that combine school and job experience in a way that brings out additional abilities and inclinations.

Other types of higher education institutions:

Other types of higher education institutions highly selective set up to provide specifically

targeted , quality professional and vocational training - as scientific establishments and centres of learning, leading to theoretical or applied research or teaching; - as establishments offering professional qualification, combining high level academic knowledge and skill development, with courses and content continually tailored to the needs of the economy; - as one of the main crossroads for learning throughout life, opening the way to adults who wish to return to education, either to adapt and develop their knowledge or to satisfy their taste for learning in all areas of cultural life; - as leading partners in international co-operation, favouring exchanges of teachers and students, and promoting dissemination of first-class teaching through international professorships.

Getting the reform strategies right: Getting the reform strategies right it stresses the fact that reforms one after another cancel out each other past failures show that many reformers adopt an approach that is either too radical or too theoretical

Three main actors contribute to the success of educational reforms:: Three main actors contribute to the success of educational reforms: The local community, including parents, school heads and teachers; The public authorities; The international community. Local community participation in assessing needs by means of a dialogue with the public authorities and groups concerned in society is a first, essential stage in broadening access to education and improving its quality. dialogue by way of the media, community discussions, parent education and training, and on-the job teacher training , usually arouses greater awareness, develops judgement and helps build local capacities.

Commission stresses the great advantages of prudent decentralisation in helping to increase responsibility and the ability to innovate at the school level no reform can succeed without the co-operative and active participation of the teachers Fully aware of classroom practicalities today the permanence of values, the challenges of future demands , preparing the future, and review of the duties of teachers and society

Broadening international co-operation in the global village: Broadening international co-operation in the global village The Commission noted the growing need, in the political and economic spheres , to resort to international action as a way of finding satisfactory solutions to problems that have a global dimension, if for no other reason than the growing interdependence so often emphasised. It also regretted the inadequacy of results and stressed the need for reform of international institutions to make their action more effective.

The Commission framed a number of recommendations concerning: The Commission framed a number of recommendations concerning: a policy of strong encouragement for the education of girls and women, following on the recommendations of the Beijing Conference held in September 1 9 9 5 ; the allocation of a minimum percentage of development aid (a quarter of the total) to fund education: this adjustment in favour of education should also apply to international funding institutions, first and foremost the World Bank, which already has an important role; the further development of debt-for-education swaps to offset the adverse effects on State education expenditure of adjustment policies and policies for reducing internal and external deficits; the widespread introduction of the new technologies of the 'information society' in all countries, to prevent the growth of yet another gap between rich countries and poor countries; enlisting the outstanding potential of non-governmental organisations, naturally including grass-

roots initiatives, which can provide valuable support to co-operation in education.

5. NATIONAL KNOWLEDGE COMMISSION

The National Knowledge Commission is a high-level advisory body to the Prime Minister of India, with the objective of transforming India into a knowledge society. On 13th June, 2005, the Prime Minister of India, Dr. Manmohan Singh, constituted the NKC, as a think-tank charged with considering possible policy that might sharpen India's comparative advantage in the knowledge-intensive service sectors

AREAS OF FOCUS

It covers sectors ranging from education to e-governance in the five focus areas of the knowledge paradigm:

1. Access easy access to knowledge
2. Concepts all levels and forms of education
3. Creation effective creation of knowledge
4. Applications of knowledge systems
5. Services like e-governance

1. ACCESS TO KNOWLEDGE

Literacy- Some of the issues under consideration of National Knowledge Commission are:

1. Re-evaluation of the National Literacy Mission
2. Multi-pronged approach for literacy initiatives like use of ICT in literacy programmes or computer enabled learning
3. Material development and training
4. New ideas in terms of innovative concepts and initiatives in literacy
5. Equivalence with formal and non-formal educational system

Language

English language, is perhaps becoming the most important determinant of access to higher education, employment possibilities and social opportunities. School leavers who are not adequately trained in English as a language are always at a handicap in the world of higher education. And those who do not know English well enough, find it exceedingly difficult to compete for a place in our premier educational institutions. This disadvantage is accentuated further in the world of work, not only in professional occupations but also in white-collar occupations. NKC is trying to overcome this problem .

Translation

Some of the issues under consideration of National Knowledge Commission are:

1. Development of translation as an industry
2. Promotion of printed as well as virtual publications

3. Translate pedagogic materials and providing quality training for translation
4. Projection of Indian languages and other literatures in South Asia
5. Establishing a storehouse of information on translation

Libraries

- Some of the issues under consideration of National Knowledge Commission are:
- institutional framework of libraries;
- networking;
- education, training and research;
- modernization and computerization of libraries;
- maintenance of private and personal collections and
- staff requirements to meet changing needs.

Networks

- National Knowledge Commission undertook a project to explore the possibility of establishing an efficient and cost effective network design to interconnect all Universities, R&D institutions, S&T institutions; Health service facilities, Agriculture research and extension institutions and Libraries in the country with an access speed of at least 100 Mbps.

Portals

- NKC has adopted the following procedure for setting up of public portals on certain key sectors:
- Identification of champion/lead organization/s.
- Submission of proposal on architecture of the portal by the champion organization/s for consideration of the Commission.
- Identification of stakeholders and partners and setting up of framework for portal management.
- Development of content.
- Launch of Portal

2. CONCEPTS

Different areas and forms are covered by NKC like

- School Education
- Vocational Education
- Higher Education
- Medical Education
- Legal Education
- Management Education
- Engineering Education
- Open and Distance Education

3. CREATION

- a. Science and Technology

- b. Some of the issues under consideration of National Knowledge Commission are:
- c. Identifying and removing hurdles in obtaining funding for research
- d. Identifying some of the major unsolved problems in S&T, where India can play a significant leadership role
- e. Identifying and setting up of studies on futuristic interdisciplinary areas in S&T
- f. Envisaging the use of S&T as a crucial tool for development and facilitating the use of S&T to solving problems of the poor and the underprivileged

Intellectual Property Rights (IPRs)

- g. Key systemic issues in this regard are:
- h. clearly defined contractual rights and obligations enshrined in the law;
- i. respect for law;
- j. development of effective legal systems for enforcement;
- k. availability of accurate and detailed ready-to-use IPR information; opportunity for continual training of IPR professionals across sectors;
- l. creation and development of modern infrastructure, including human resources in the various IPR offices;
- m. harmonization and streamlining of administrative procedures of the different IPR offices and perhaps most significantly,
- n. the development of a vibrant IPR culture in the processes of knowledge creation, application and dissemination, all of which are connected with market demand and rewards.

Innovation

- o. The National Knowledge Commission envisages a national innovation system, where entrepreneurship at the local and national levels is encouraged, and inter-disciplinary studies in S&T are undertaken in order to encourage new approaches and methodologies.

Entrepreneurship

- p. The National Knowledge Commission aims to explore the part played by Entrepreneurship in India's economic growth and competitiveness, and in generating opportunities for wealth creation and social good.

4. APPLICATION

Traditional Knowledge

- a. The NKC is looking at the following aspects of traditional knowledge:
- b. The principles and basic premises that should govern the documentation and use of our traditional knowledge - that is, our creative, cultural and

- legacy industries.
- c. Plant-based drug formulations of which we have over 40,000 that have come to us through the Ayurveda, Unani, Siddha, Tibetan (all documented) and the non-documented tribal systems of medicine.
 - d. Traditional agricultural practices of which 4502 have been documented by the ICAR in a series of volumes, with 86 having been validated and 38 cross-validated till December 2005.
 - e. Our culinary traditions which use some 150 documented vegetables for which nutritional and other information is available, and an equal number of fruits.
 - f. Culture-specific tourism, for example, through identification of tribal art centres, promoting authentic local performing arts, and making use of the unusual sites and practices that we have in our country.
 - g. Traditional water harvesting practices which have been well-documented, for example in a book brought out by CSE, New Delhi.
 - h. Our traditional products, services and art forms that are not included above.

Agriculture: National Knowledge commission to promote the application of knowledge in agriculture and enhance farm incomes and productivity on a sustainable basis.

5. SERVICES

- a. e-Governance
- b. Some of the benefits of e-Governance include:
- c. Reducing the cost and improving the reach and quality of public services.
- d. Reducing transaction costs and transaction times.
- e. Empowering citizens and increasing transparency
- f. Re-engineering of processes for greater efficiency and productivity.

E-Governance

- g. KNC highlight the need to:
- h. Re-engineer government processes first, to change our basic governance pattern for simplicity, transparency, productivity and efficiency.
- i. Select 10 to 20 important services that make a critical difference, simplify them and offer them as web-based services.
- j. Develop common standards and deploy common platform/infrastructure for e-governance.
- k. Begin all new national programmes (like Bharat Nirman, Rural Employment Guarantee Scheme, etc.) with well-engineered e-governance implementation and web interface.

