

According to Uniform Curriculum Structure for Two-Year B Ed
Programme in WEST BENGAL following NCTE Regulations, 2014

Contemporary India and Education

SEMESTER-I • COURSE-1 (1.1.2)

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Syllabus

Semester-I • Course-II (1.1.2)

CONTEMPORARY INDIA AND EDUCATION

Theory : 50+50 Engagement with the field : 25 • Full Marks :125

1st Half : Education in Post-Independent India

Unit I : Educational provision in the Constitution of India :

- Fundamental Rights
- Directive Principles of State Policy
- Fundamental Duties
- Centre-State Relationship
- Language Issues

Unit II : Recommendations of various commissions after independence :

- Indian University Commission (1948-49)
- Secondary Education Commission (1952-53)
- Indian Education Commission (1964-66)
- National Policy of Education (1986,1992)

Unit III : Equalization and universalization of Elementary and Secondary education: Concept • Problems • Probable solutions • Views of Swami Vivekananda

Unit IV : Inequality, Discrimination and Marginalization in education:

Concept • Probable solutions

Unit V : National Values: Concept • Characteristics • Relevance in education

- Relation with international understanding.
- Views of Swami Vivekananda in case of the followings :
(a) Mass Education (b) Women Education (c) Technical and Vocational Education (d) Culture and Education

2nd Half : Policy Framework for Education in India

Unit I : Contemporary issues of education :

- Unemployment
- Poverty
- Population explosions
- Student unrest

Unit II : Policies on education :

- SSA
- RTE (2009)
- NCF (2005)
- NKC(2009)
- RMSA
- NCF-TE (2009)

Unit III : Monitoring agencies :

- UGC
- NAAC
- NCTE
- NUEPA
- NCERT
- IASE
- CTE
- SCERT
- DIET

Unit IV : Community participation and development :

- Women education
- Dalit education
- Tribal education
- Adult Education and continuing in education
- Distance and Open Education
- Government initiatives towards educational policies

Unit V : Educational Planning and Management :

- Educational Planning
- Institutional Planning
- Leadership
- Administrative structure of Secondary Education
- Quality Management
- Supervision

Engagement with Field / Practicum :

- Any one of the following :-
 - Study the impact of Right to Education Act on schools
 - Critical Analysis of Different Commission and Commissions on Education
 - Study of Educational Process in Private Schools
 - Planning and Implementation of Activities—
 - Eco-Club,
 - instructional material to inculcate values,
 - field visit to vocational institutes to make reports,
 - awareness development about population explosion in rural / slum areas,
 - creating awareness among SC/ST students about various schemes and scholarships available to them,
 - survey of schools to see the implementation of various incentives of government to equalize educational opportunities
 - Preparing a presentation on rich cultural heritage of India.

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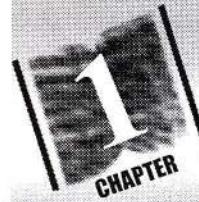
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e lot of CDM projects coming up in the various states of the
Madhya Pradesh, Andhra Pradesh, Sikkim and other parts of
n the expansion and relative importance given by Indian
can say that there has been rapid expansion of CDM project in
Steel and power are the main sector which has involved in the
covering almost 59% of total CDM projects.

n achieved in the area of Carbon credit. But still the best is yet to
s interesting to know is the active participation form Indian

First Half

**Education in
Post-Independent India**



EDUCATIONAL PROVISION IN THE CONSTITUTION OF INDIA

CONSTITUTION OF INDIA

Characteristics of the Constitution

- (1) Constitution is a legal concept.
- (2) It includes many norms, practices and customs in the administration, besides written or statutory laws. Constitution is meant by all written and statutory laws, customs and administrative norms and practices. But the Constitution is based on legalities.
- (3) Constitution is the fundamental and supreme law of the land. Necessary administrative laws are made in conformity with the Constitution.
- (4) Constitution determines the main structure and mode of composition of the government.
- (5) Different departments of the government, their composition, powers and functions and also relation between the government and the citizens are decided by the Constitution.
- (6) Constitution regulated the government.
- (7) Constitution directs who should be in possession of sovereign power within the state and how that sovereign power should be exercised.
- (8) Constitution reflects the character of the state.

Framing of India's Constitution

The Indian Constitution is created by the Constituent Assembly. Those who frame the Constitution on behalf of the people of the country are called a Constituent Assembly. An assembly is composed with some people as representatives of the country. This assembly framed a Constitution for the country and countrymen. This organisation is regarded as Constituent Assembly.

The Philosophy of the Constitution—the Preamble

The historic objective resolution was adopted by the Constituent Assembly on 22nd January 1947 and this resolution forms the very philosophy of our Constitution. This objective resolution is essentially... "something more than a resolution. It is a declaration, a firm resolve, a pledge, an undertaking and for all of us a dedication." The resolution is reflected in the Preamble to the Constitution of India as amended in 1976. It is as follows:

"We the People of India, having solemnly resolved to constitute India into Sovereign, Socialist, Secular, Democratic Republic and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith, and worship;

EQUALITY of status and of opportunity, and to promote among them all;

FRATERNITY assuring the dignity of the individual and the unity and integrity of the nation.

In our Constituent Assembly this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION."

In order to get an idea about the aims and aspirations embodied in our Constitution, the various expressions contained in the preamble as reproduced above must be studied.

Independent the sovereign: The words "We, the people of India adopt, enact and give to ourselves this constitution" thus declares that the ultimate sovereignty rests with the people of India and that the Constitution rests on their authority. The people of India through their elected representatives assembled in the sovereign Constituent Assembly which is responsible to determine the political destiny of the country.

Republic: The preamble declares that the people are the source of all authority under the Constitution and there is no subordination to any external authority. Since the making of the constitution in 1949 India became a republic by ceasing its Dominion status. On and from 26th January, 1950, with the coming of the Indian Constitution, the citizens of India ceased to have any allegiance to the Crown of England and the crown ceased to exercise any legal or constitutional authority over the Indians but India continued to

adhere to the Commonwealth of Nations unlike Ireland. However the decisions at Commonwealth conferences, any treaty with foreign power or declaration of war by any member of the Commonwealth will not be binding on India without her express consent. This voluntary linkage of India with the British Commonwealth does not affect her sovereignty to any extent. Pandit Jawaharlal Nehru remarked, "It is an agreement by free will to be terminated by free will."

India was in favour of promotion of world peace and it can be reiterated in Article 51 of the Constitution.

"The state shall endeavour to:

- (a) promote international peace and security;
- (b) maintain just and honourable relations between nations;
- (c) foster respect for international law and treaty obligations in the dealings of organised people with one another; and
- (d) encourage settlement of international disputes by arbitration."

The preamble upholds the ideal of fraternity which is not restricted within the national boundaries but extends universally; thus embracing the ideal of universal brotherhood. Pandit Nehru expressed this aptly. "The only possible, real object that we, in common with other nations, can have is the object of cooperating in building up some kind of a world structure, call it one world, call it what you like." Thus it is very clear that though India upholds the principle of sovereignty 'to manage her own affairs', the Constitution does not support isolationism. Indian sovereignty supports "one world", international peace and amity.

Democracy: The preamble envisages India as a 'democratic republic' not only politically but socially as well. It stands not only for a democratic form of government but also a democratic society along with the ideals of 'justice, liberty, equality and fraternity'.

Representative Democracy: Democracy, as a form of government which is envisaged in the preamble is a representative democracy where direct democratic methods are not applicable like 'referendum', 'initiative' nor 'recall' i.e. there are no agencies of direct control by the people. The people of India will exercise their sovereign rights through a parliament at the centre and legislatures at each state. The people's representatives will be selected on the basis of universal adult franchise to which the council of Ministers or the real executive shall be responsible. There shall be an elected

President at the Union and Governors nominated by the President at each state, however, they do not have any political function to perform without the advice of the council of Ministers. The real executives are collectively responsible to the people's representatives in the respective legislatures. All the citizens are considered to be equal while electing the representatives who are responsible for running the government.

Political Justice: The preamble to the Constitution of India upholds the ideal of democratic republic which means adoption of universal adult suffrage and the complete equality between men and women before law as well as in the political sphere. In other words, it ensures political justice by allowing every Indian citizen irrespective of proprietary or educational qualifications to participate in the political system. The entire adult population of the country is eligible to choose the members of the legislatures of the Union and of the State after every five years on the principle of 'one man one vote'. Equal opportunity has been provided to men and women irrespective of caste, creed and in the matter of government service as well as to the minorities.

Our Constitution stands for a democratic society which advocates 'Welfare State' which inspires the 'Directive principles of State Policy', without 'economic justice' 'political democracy' would have been incomplete. According to Dr. Radhakrishnan, "Poor people who wonder about, find no work, no wages and starve whose lives are a continual round of sore affliction and pinching poverty, cannot be proud of the Constitution or its law." Thus the Indian Constitution ensures both political democracy as well as social democracy.

Economic Justice: The Constitution ensures economic justice to all the people of India by multiplying the national wealth and resources and by means of equitable distribution of resources in society as envisaged in the Directive principles of State policy.

Liberty: The preamble to the Indian Constitution mentions about certain essential individual rights which are important for freedom of individuals. Part III of the Indian Constitution (Art-19.25.28) guarantees the right of 'freedom of thought, expression, belief, faith and worship'. These rights are justiciable in nature i.e. if these rights are violated, one can pursue the court of law. Thus the citizens can enforce their minimal rights.

Equality: The preamble to the Indian Constitution also ensure equality of status and opportunity for the best development of the people of India. The constitution stands against all sorts of discriminations by the state between citizens which are on the basis of religion, race, caste or creed, or sex or place of birth. Untouchability has been prohibited, titles and honours abolished, equal protection of law, [Art 14] and equal opportunity of employment under the state have been guaranteed.

Socialistic Society: The preamble ensured socialism [42nd Amendment] involving 'nationalization' of all means of production and the abolition of private property. However, the Indian Constitution puts checks on use of private property so that it serves the national interest including betterment of the condition of the poor. Thus it envisages 'mixed economy'.

Fraternity: Democracy will be meaningless without the ideal fraternity or spirit of brotherhood among all the sections of the population with diverse races, religion, language and cultures. This is achieved following the ideal of secularism. This means that the state protects all religions and does not recognise any particular religion as state religion.

Dignity of the Individual: The preamble also assures the dignity of the individual which further strengthens the ideal of fraternity. The Constitution achieves this object by guaranteeing equal fundamental rights to all the citizens of India.

Fundamental duties : Apart from exercising these rights the citizens of India are supposed to fulfil certain duties as well like 'upholding sovereignty, unity and integrity of the nation, to maintain secularism and the common brotherhood among fellow citizens.

From the above we can deduce that the philosophy of our Constitution has been reflected vividly in the Preamble. The political, social and economic ideals combined with equality and fraternity have ensured all communities to live in perfect harmony.

SALIENT FEATURES OF INDIAN CONSTITUTION

The Constitution of every country has some special features and intrinsic value. From these features its true character can be ascertained. In the perspective of these features comparative study can be made between the constitution of one country and those of the others. For these reasons prior to the reading of Constitution of

any country its features are taken up for discussion. As salient features of Indian Constitution the following are worth reading.

1. Largest Written Constitution of the World: Indian Constitution is written in detail. Compared with the Constitutions of other countries, the Indian Constitution is huge in size and subjects. The Indian Constitution is made of 395 Articles and 8 schedules. But later on new Articles were added to different parts of the Constitution; and inclusion and exclusion of some schedules were made through different constitutional amendments. As a result of repeated amendments the number of Articles and Schedules within the Constitution arithmetically rose upto 443 and 12 respectively at the end of 1993. But still now the last Articles is 395.)

There are reasons behind Indian Constitution becoming so voluminous.

- (a) This Constitution has elaborately delineated the mode of governance, powers, and functions of Central Government and all provincial Governments.
- (b) Besides pointing out the basic principles of administrative function, it made minute analysis of all other subjects.
- (c) In addition to Fundamental Rights, some Directive Principle and Fundamental Rights have also been included.
- (d) Some benefits for scheduled castes and scheduled tribes have been recorded in the Constitution.
- (e) There is elaborate discussion on local self-government and centre-state relation.
- (f) Indian Constitution includes important subjects of the Constitutions of different countries.

2. Supremacy of the Constitution: The supremacy of the Constitution has been established. The Indian Constitution is the fundamental and highest law of the land. It is the sole source of all the powers of the Government. It is above the Judiciary, the Executive and all other departments of the Government. The Supreme Court can set aside any anti-constitutional law made by the Government.

3. The preamble to the Constitution: The preamble is a very important feature of the Constitution. It has been made pursuant to the preamble to the American Constitution. The preamble at the beginning of the Indian Constitution clearly spells out its source, basis, fundamental principles, main aim and

objective. The preamble is the basic philosophy of Indian Constitution. The preamble is the preface or introduction to Indian Constitution.

4. Sovereign Socialist Secular Democratic Republic: In the preamble, India has been declared as a Sovereign Socialist Secular Democratic Republic. The two terms 'socialist' and 'secular' are new inclusions through 42nd amendment of the Constitution in 1976. That India is sovereign means to say that India is absolutely independent in internal affairs and free from external control in all respects. India's administrative system is secular in nature. The state of India does not patronise any particular religion. Indian system of governance is socialistic. There are Constitutional provisions for translating socialist ideals into reality. The peoples representatives elected on the basis of universal adult franchise govern the country. Hence the Indian system of governance is democratic. The President is at the top of the Executive. The office of the President is not hereditary but elective. Therefore, India is a republic. It is alleged that India is a member of the Commonwealth. Hence it has to swear allegiance to the Queen of England. This is contrary to the republican character of India. But this is not true. Membership of Commonwealth is optional. Any time India can come out of the Commonwealth. If it so decides or desires. In fact, India is a member of the Commonwealth in its own interests. In India the President is Head of the Executive. The administrative functions are carried out in his name. There is no mention of the British Queen anywhere in the Constitution. India independently formulates and executes its foreign policy. Hence India's membership in the Commonwealth is not detrimental to its republican character.

5. Federal System (Centre-State relationship): India's administrative system is federal in nature. But nowhere in the Constitution India has been called a federal state. Indian union grew up with 28 constituent states.

In conformity with the features of the federal government, powers have been distributed between central and state governments. Indian Constitution shows a unique procedure for distribution of powers. Powers have been distributed through different lists—the central list, the state list and the concurrent list. Authority of the centre over the subjects in the central list, authority of the state over the subjects in the state list and joint

authority of central and state over the subjects in the concurrent list have been established.

Administrative system in India has become centripetal due to the policy of distribution of powers. There are 97 essential subjects in the central list. The centre has been given unique powers of making laws on these subjects. The state has only 65 subjects. It needs mention in this context that after constitutional amendments (1976) virtually the number of subjects in the state list is only 61. Again, the central law gets priority in the subjects included into the concurrent list. In case the state law is not consistent with the central law, the inconsistent law will be invalidated. Again, in some particular cases, the central legislature can intervene in the subjects included in to the state list. Besides, the residual powers have been given to the centre concerning the subjects not within the three lists. In Indian Constitution, the centre has been distinctly given supremacy. According to the constitutional experts, Indian Constitution, thought federal in structure, is unitary in spirit. According to *Dr. B R Ambedkar*, it is quasi-federal.

6. Parliamentary System: In accordance with the British system, India has accepted Parliamentary system. In agreement with the features of Parliamentary system, there is President as the Head of Executive. He is the constitutional or nominal Executive-head. He is not vested with real power. Administrative functions are discharged by the cabinet under the leadership of the Prime Minister. The Cabinet is formed by the leaders of the largest party in the Parliament. The Cabinet has to remain collectively responsible to the Parliament, especially to the Lower House, for its functions concerning the governance of the country. In the event of the loss of confidence the Cabinet has to resign. For this collective responsibility this system of administration is called responsible administration. In India both in the centre and states Parliamentary system of governance has been introduced.

7. Fundamental Rights: In some cases instead of British model the American system of governance has been followed. Such a significant case in inclusion of fundamental rights in a separate chapter of the Constitution. From Article 12 to Article 35 in the third part of the Constitution the citizens are given the six categories of fundamental rights. These rights are: *(a) right to equality, (b) right to freedom, (c) right against exploitation, (d) right to religious freedom, (e) right concerning education and culture, (f) right to administrative redress.*

The written acknowledgement of these fundamental rights has ensured the individual freedom of the citizens. These rights are necessary conditions for development of the latent, inherent power of every citizen. These rights form the very basis of Indian democracy. Some conditions have been imposed on these rights so that they can be easily made accessible to the citizens. These rights cannot be enjoyed unconditionally. Unconditioned right is the other name for wantonness. In greater national interests these rights are conditioned by some rational restrictions. It is held these restrictions are undemocratic.

In the original constitution there are seven categories of fundamental rights. In the 44th Constitutional Amendment (1978) the right to property was excluded from the list of fundamental rights. The right to property has now been converted into just a legal right. So at present there are six categories of fundamental rights.

8. Directive Principles: Besides fundamental rights, there are some other principles included into the constitution. These are called Directive Principles of state policy in connection with the governance of the state. Pursuant to the Constituent of Ireland these principles have entered into the Indian Constitution. The Principles have been inserted into fourth part (Articles 36 to 51) of the Indian Constitution. The chief objective of these principles is to establish social and economic rights, such as right to work, right to assistance in one's dotage, ailment, infirmity, right to adequate livelihood etcetra. But Directive Principles are not enforceable by any court of law. For these reasons the principles are not entirely useless. The principles have public support behind them. No government can afford to ignore them. These Directive principles are protected rights.

9. The Supreme Court: One of the features of federal system in the presence of Federal Court. This court is established for settlement of probable disputes between the centre and the state. In accordance with the Constitution there is a federal court in India. It is the Supreme Court.

The Supreme Court is vested with the powers of interpreting the constitution, protecting the fundamental rights and settling the federal dispute etc.

10. Independence of Judiciary: There are constitutional provisions for judicial independence so that the judiciary can

independently and impartially execute its responsibility. The constitution has given the judiciary special prestige in regard to the appointment of judges, their tenure of service and perks and fringe benefits. But Indian Supreme Court does not enjoy the powers American Supreme Court. Only in some limited spheres the Indian Supreme Court can judge the legitimacy of laws made by the central and the state legislatures. But American Supreme Court is armed with greater power.

11. Sovereignty of Parliament: On the whole, Sovereignty of Parliament has been accepted in India. Indian Constitution is the fundamental and supreme law of the land. The Parliament can amend this Constitution. The Parliament is the final authority over the government and matters concerning financial affairs.

There is an attempt at striking a balance between principles of sovereignty of Parliament and supremacy of judiciary. A middle way has been sought between the two extremes—Parliamentary sovereignty of England and Judicial supremacy of America.

12. Secularism: One of the important features of Indian constitution is secularism. Secularism does not mean that there is no religion or religious freedom in India. India is secular in the sense that it does not recognise any particular religion as state religion. Everyone, irrespective of race, religion caste and sex is free to express any religious faith, practise or preach any religion. The state is absolutely neutral to religious affairs. But in greater public interests the state can impose some reasonable restrictions on this right. Religion has no role to play in defining relation between the state and the individual. The religious norms rites and practices cannot exert any influence on the functioning of the state. There cannot be any classification of men on religious grounds.

13. Indian Constitution partially flexible and partially rigid: The federal Constitution is rigid. But if the procedure for amendment becomes very complicated, the Constitution cannot play effective role, consistent with the spirit of the age and changed social perspective. Indian Constitution is federal but not fully rigid. Procedure for amendment of matters related to federal affairs has been made complicated in Indian Constitution in order to retain its federal character. For example, the Constitution is rigid in matters concerning the Supreme Court, the High Court, distribution of powers between the centre and states, the election of the President and so on. But in some cases there is no such complicated

procedure for Constitutional amendment. Procedure for amendment of Constitution in some cases is similar to the procedure for enactment of general laws. For these reason the Indian Constitution is partially flexible but largely rigid. The Constitution has struck a balance between rigidity of American constitution and flexibility of British Constitution. In matters concerning Constitutional amendment, the procedure of Indian Constitution is considered to be desirable. This is the mark of good Constitution.

14. Provision for Discriminatory Reservation in the Interest of the Backward Class of people: Communalism has been eradicated for realisation of the ideas of equality. But some special measures have been taken to protect the interests of the backward classes. These measures are called Provision for Discriminatory Reservation. The Constitution has given such directive in the interests of the scheduled castes and scheduled tribes. The significant measures include reservation of seats in the legislature, reservation of posts in the service and special financial assistance in education. The government can take special measures for administration of the areas inhabited by scheduled castes and scheduled tribes. It can take necessary steps for the welfare of those people. At first this provision for discriminatory reservation was made for ten years in the Constitution. But through repeated Constitutional amendments its term was extended upto 60 years. The discriminatory reservation will be in force upto 25th January, 2010. A bill regarding formation of special court for the minorities and the scheduled communities was passed in Rajiv Gandhi's regime in 1989. On the basis of this law and order was passed to set up courts in the districts in Viswanath Pratap's regime on 15th February, 1990.

15. Single Citizenship: Single Citizenship has been accepted in the Constitution. Unlike federal practice, dual citizenship has not been approved. All the Indians are citizens of Indian union. The citizenship of the Constituent states is not recognised in the Constitution. There is no provincial citizenship in India.

16. Fundamental Duties: One of the new features of the Indian Constitution is the mention of fundamental duties. In tune with the values of ancient India and the Constitutions of the socialists countries like China and former Soviet Union, 10 Fundamental Duties have been incorporated by 42nd amendment (1976). There are ten fundamental duties in Article 51A. Among

the significant ones are : to swear loyalty to the Constitution; to pay homage to the National Anthem and National Flag; to support and preserve the sovereignty, integrity and solidarity of India, to dedicate oneself to the defence of the country and national welfare service; to abandon practices detrimental to the honour of the women; to uphold the glorious tradition of composite culture of the nation; to shun violence; to take care of the national property.

In accordance with 86th Constitutional amendment in December, 2002 another fundamental duty was included into Article 51A of Part 4 of the constitution. As a result, the total number of fundamental duties rose up to eleven. According to the new inclusion of duty, there is a provision for importing education to every child at the age of 14. This is the fundamental duty of the parents and guardians. But there is no compulsion on performance of these duties.

17. Some special provisions for some states: After transfer of power all the native states theoretically gained freedom. 552 native states joined India. Most of them merged with the Constitution states and converted into inalienable parts of Indian union.

The former British ruled native states were annexed to the British-ruled provinces. It was not possible to make identical provisions for all of them. In the interests of some states some special provisions were made through Article 370 for Kashmir and Article 371 for the states like Assam, Manipur, Sikkim and Nagaland.

18. Universal Adult Franchise : Another important feature of Indian Constitution is universal adult franchise. In Article 326 of the Constitution, the franchise of the adults has been recognised. Irrespective of caste, religion, educational background, sex, the rich and the poor, everybody, not below the age of 21 years, has been given franchise. At present the age-limit has been brought down from 21 to 18.

19. Blending of Individualism and Socialism: Presence of Socialist ideas and rights in the midst of undividualistic rules and regulations forms the unique feature of Indian Constitution. India has embraced right to personal property, private enterprise and liberal democracy. At the same time it has recognised and implemented planned economy, public enterprise and socio-economic equality. The Indian Constitution attempts at a fusion of two contrary political ideologies.

20. Provision of Emergency: There is special provision for emergency situation in Indian Constitution. Normal administrative powers are not enough to cope with the state of emergency. So extraordinary powers are vested in Head of the Executive in a state of emergency. The President of India in such case is vested with three categories of emergency power. There is elaborate mention of these powers in the Article 352 to 360.

21. Ideals of World Peace: India has proclaimed the ideals of fraternity and world peace. In the Article 51 it has been said that India will work to promote international peace and security, maintain just and honourable relation among the nations, respect international laws and treaties and pursue settlement of international disputes through negotiation or mediation.

22. Combination of written and unwritten constitution: The Indian Constitution is the largest written constitution of the world. Even then, this Constitution is not fully written. As a matter of fact, no Constitution of the world can be fully written or fully unwritten. In the Indian Constitution, there are certain unwritten subjects. This Constitution lays emphasis on certain policies and principles pertaining to the government. International co-operations nomination of the governor, governors' meet, chief ministers meet and may such arrangement are significant unwritten parts of the Indian Constitution.

23. Derecognises the principle of separation of power: The Indian Constitution has not recognised the principle of separation of power. It has adopted the parliamentary form of government following the British Constitution set up. The Indian Constitution has more or less determined the functions of executive, legislature and the judicial departments but has not made any arrangements to separate these three divisions.

24. Linguistic arrangements: India is a multilingual country. Here about 1,652 types of languages are in use of all these language more than 1 lakh people speak in 22 types of languages. These twenty two languages are included in the eighth schedule of the constitution. The constitution makers were quite aware about the fact that the existence of so many languages do not go against the principle of national unity and integrity. In part XVII under articles 343 and 353 of the Indian constitution there are directions relating of Indian languages.

Educational Provision in the Constitution of India

Following articles have states certain aspects of education in the Indian constitution, viz.

Article-14: Equality before law.

Article-15: Prohibition of discrimination of grounds of religion, race, caste, sex or place of birth.

Article-16: Equality of opportunity in matters of Public Employment.

Article-28: Freedom as to the attendance at religious instruction or religious worship in certain educational institutions.

Article-29: Protection of interests of minorities.

Article-30: Right of minorities to establish and administer Educational Institutions.

Article-41: Right to work, to education and to public assistance in certain cases.

Article-45: Free and compulsory education for children.

Article-46: Promotion of educational and economic interests of scheduled castes, scheduled tribes and other weaker sections.

Article-337: Special provision with respect to educational grants for the benefit of Anglo-Indian Community.

Article-343: Official language of the Union—Hindi in Devnagari script. The form of numerals to be used for the official purposes of the union shall be the international form of Indian numerals.

Article-350A: Facilities for instruction in mother-tongue at primary stage

Article-351: Directive for the development of the Hindi language.

FUNDAMENTAL RIGHTS

Fundamental Rights is a charter of rights contained in the Constitution of India. It guarantees civil liberties such that all Indians can lead their lives in peace and harmony as citizens of India. These include individual rights common to most liberal democracies, such as equality before law, freedom of speech and expression, and peaceful assembly, freedom to practice religion, and the right to constitutional remedies for the protection of civil

rights by means of writs such as habeas corpus. Violation of these rights result in punishments as prescribed in the Indian Penal Code or other special laws, subject to discretion of the judiciary. The Fundamental Rights are defined as basic human freedoms that every Indian citizen has the right to enjoy for a proper and harmonious development of personality. These rights universally apply to all citizens, irrespective of race, place of birth, religion, caste or gender. Aliens (persons who are not citizens) are also considered in matters like equality before law. They are enforceable by the courts, subject to certain restrictions. The Rights have their origins in many sources, including England's Bill of Rights, the United States Bill of Rights and France's Declaration of the Rights of Man.

The nine fundamental rights recognized by the Indian constitution are:

1. **Right to equality:** Which includes equality before law, prohibition of discrimination on grounds of religion, race, caste, gender or place of birth, and equality of opportunity in matters of employment, abolition of untouchability and abolition of titles.
2. **Right to freedom:** Which includes speech and expression, assembly, association or union or cooperatives, movement, residence, and right to practice any profession or occupation (some of these rights are subject to security of the State, friendly relations with foreign countries, public order, decency or morality), right to life and liberty, right to education, protection in respect to conviction in offences and protection against arrest and detention in certain cases.
3. **Right against exploitation:** Which prohibits all forms of forced labour, child labour and traffic of human beings
4. **Right to freedom of religion:** Which includes freedom of conscience and free profession, practice, and propagation of religion, freedom to manage religious affairs, freedom from certain taxes and freedom from religious instructions in certain educational institutes.
5. **Cultural and Educational rights:** Preserve the right of any section of citizens to conserve their culture, language or script, and right of minorities to establish and administer educational institutions of their choice.

6. **Right to constitutional remedies:** Which is present for enforcement of Fundamental Rights.
7. **Right to life:** Which gives the right to live with human dignity. This includes rights such as right to education, health, shelter and basic amenities that the state shall provide.
8. **Right to education:** It is the latest addition to the fundamental rights.
9. **Right to Information:** RTI stands for Right To Information and has been given the status of a fundamental right under Article 19(1) of the Constitution.

Fundamental rights for Indians have also been aimed at overturning the inequalities of pre-independence social practices. Specifically, they have also been used to abolish untouchability and thus prohibit discrimination on the grounds of religion, race, caste, sex, or place of birth. They also forbid trafficking of human beings and forced labour. They also protect cultural and educational rights of ethnic and religious minorities by allowing them to preserve their languages and also establish and administer their own education institutions.

Significance and Characteristics

The fundamental rights were included in the constitution because they were considered essential for the development of the personality of every individual and to preserve human dignity. The writers of the constitution regarded democracy of no avail if civil liberties, like freedom of speech and religion were not recognised and protected by the State. According to them, "democracy" is, in essence, a government by opinion and therefore, the means of formulating public opinion should be secured to the people of a democratic nation. For this purpose, the constitution guaranteed to all the citizens of India the freedom of speech and expression and various other freedoms in the form of the fundamental rights.

All people, irrespective of race, religion, caste or sex, have been given the right to move the Supreme Court and the High Courts for the enforcement of their fundamental rights. It is not necessary that the aggrieved party has to be the one to do so. Poverty stricken people may not have the means to do so and therefore, in the public interest, anyone can commence litigation in the court on their behalf. This is known as "Public interest litigation". In some

cases, High Court judges have acted on their own on the basis of newspaper reports.

These fundamental rights help not only in protection but also the prevention of gross violations of human rights. They emphasise on the fundamental unity of India by guaranteeing to all citizens the access and use of the same facilities, irrespective of background. Some fundamental rights apply for persons of any nationality whereas others are available only to the citizens of India. The right to life and personal liberty is available to all people and so is the right to freedom of religion. On the other hand, freedoms of speech and expression and freedom to reside and settle in any part of the country are reserved to citizens alone, including non-resident Indian citizens. The right to equality in matters of public employment cannot be conferred to overseas citizens of India.

Fundamental rights primarily protect individuals from any arbitrary state actions, but some rights are enforceable against individuals. For instance, the Constitution abolishes untouchability and also prohibits beggar. These provisions act as a check both on state action as well as the action of private individuals. However, these rights are not absolute or uncontrolled and are subject to reasonable restrictions as necessary for the protection of general welfare. They can also be selectively curtailed. The Supreme Court has ruled that all provisions of the Constitution, including fundamental rights can be amended. However, the Parliament cannot alter the basic structure of the constitution. Features such as secularism and democracy fall under this category. Since the fundamental rights can be altered only by a constitutional amendment, their inclusion is a check not only on the executive branch but also on the Parliament and state legislatures.

A state of national emergency has an adverse effect on these rights. Under such a state, the rights conferred by Article 19 (freedoms of speech, assembly and movement, etc.) remain suspended. Hence, in such a situation, the legislature may make laws that go against the rights given in Article 19. Also, the President may by order suspend the right to move court for the enforcement of other rights as well.

Right to Equality

Right to equality is an important right provided for in Articles 14, 15, 16, 17 and 18 of the constitution. It is the principal foundation of all other rights and liberties, and guarantees the following:

● **Equality before law:** Article 14 of the constitution guarantees that all people shall be equally protected by the laws of the country. It means that the State will treat people in the same circumstances alike. This article also means that individuals, whether citizens of India or otherwise shall be treated differently if the circumstances are different.

● **Social equality and equal access to public areas:** Article 15 of the constitution states that no person shall be discriminated on the basis of religion, race, caste, sex or place of birth. Every person shall have equal access to public places like public parks, museums, wells, bathing ghats and temples etc. However, the State may make any special provision for women and children. Special provisions may be made for the advancements of any socially or educationally backward class or scheduled castes or scheduled tribes.

● **Equality in matters of public employment:** Article 16 of the constitution lays down that the State cannot discriminate against anyone in the matters of employment. All citizens can apply for government jobs. There are some exceptions. The Parliament may enact a law stating that certain jobs can be filled only by applicants who are domiciled in the area. This may be meant for posts that require knowledge of the locality and language of the area. The State may also reserve posts for members of backward classes, scheduled castes or scheduled tribes which are not adequately represented in the services under the State to bring up the weaker sections of the society. Also, there a law may be passed that requires that the holder of an office of any religious institution shall also be a person professing that particular religion. According to the Citizenship (Amendment) Bill, 2003, this right shall not be conferred to Overseas citizens of India.

● **Abolition of untouchability:** Article 17 of the constitution abolishes the practice of untouchability. Practice of untouchability is an offence and anyone doing so is punishable by law. The Untouchability Offences Act of 1955 (renamed to Protection of Civil Rights Act in 1976) provided penalties for preventing a person from entering a place of worship or from taking water from a tank or well.

● **Abolition of Titles:** Article 18 of the constitution prohibits the State from conferring any titles. Citizens of India cannot accept titles from a foreign State. The British government had created an

aristocratic class known as Rai Bahadurs and Khan Bahadurs in India—these titles were also abolished. However, Military and academic distinctions can be conferred on the citizens of India. The awards of Bharat Ratna and Padma Vibhushan cannot be used by the recipient as a title and do not, accordingly, come within the constitutional prohibition". The Supreme Court, on 15 December 1995, upheld the validity of such awards.

Right to Freedom

The Constitution of India contains the right to freedom, given in articles 19, 20, 21, 21A and 22, with the view of guaranteeing individual rights that were considered vital by the framers of the constitution. It is a cluster of four main laws. The right to freedom in Article 19 guarantees the following six freedoms:

1. **Freedom of speech and expression**, on which the State can impose reasonable restrictions in the interests of the sovereignty and integrity of India, the security of the State, friendly relations with foreign States, public order, decency or morality or in relation to contempt of court, defamation or incitement to an offence.

2. **Freedom to assemble peacefully without arms** on which the State can impose reasonable restrictions in the interest of public order and the sovereignty and integrity of India.

3. **The Freedom to form associations** or unions or co-operative societies on which the State can impose reasonable restrictions on this freedom in the interest of public order, morality and the sovereignty and integrity of India.

4. **Freedom to move** freely throughout the territory of India though reasonable restrictions can be imposed on this right in the interest of the general public, for example, restrictions may be imposed on movement and travelling, so as to control epidemics.

5. **Freedom to reside and settle** in any part of the territory of India, subject to reasonable restrictions by the State in the interest of the general public or for the protection of the scheduled tribes because certain safeguards as are envisaged here seem to be justified to protect indigenous and tribal peoples from exploitation and coercion. Article 370 restricts citizens from other Indian states and Kashmiri women who marry men from other states from purchasing land or property in Jammu & Kashmir.

6. **Freedom to practice any profession** or to carry on any occupation, trade or business on which the State may impose

reasonable restrictions in the interest of the general public. Thus, there is no right to carry on a business which is dangerous or immoral. Also, professional or technical qualifications may be prescribed for practising any profession or carrying on any trade.

7 Right to Elementary Education

The State shall provide free and compulsory education to all children of the age of six to fourteen years in such manner as the State may, by law, determine.

The constitution also imposes restrictions on these rights. The government restricts these freedoms in the interest of the independence, sovereignty and integrity of India. In the interest of morality and public order, the government can also impose restrictions. However, the right to life and personal liberty cannot be suspended. The six freedoms are also automatically suspended or have restrictions imposed on them during a state of emergency.

u Right Against Exploitation

Child labour and Begar is prohibited under Right against exploitation.

The right against exploitation, given in Articles 23 and 24, provides for two provisions, namely the abolition of trafficking in human beings and Begar (forced labour), and abolition of employment of children below the age of 14 years in dangerous jobs like factories, mines, etc. Child labour is considered a gross violation of the spirit and provisions of the constitution. Begar, practised in the past by landlords, has been declared a crime and is punishable by law. Trafficking in humans for the purpose of slave trade or prostitution is also prohibited by law. An exception is made in employment without payment for compulsory services for public purposes. Compulsory military conscription is covered by this provision.

5 Right to Freedom of Religion

Right to freedom of religion, covered in Articles 25, 26, 27 and 28, provides religious freedom to all citizens of India. The objective of this right is to sustain the principle of secularism in India. According to the Constitution, all religions are equal before the State and no religion shall be given preference over the other. Citizens are free to preach, practice and propagate any religion of their choice.

Religious communities can set up charitable institutions of their own. However, activities in such institutions that are not religious are performed according to the laws laid down by the government. Establishing a charitable institution can also be restricted in the interest of public order, morality and health. No person shall be compelled to pay taxes for the promotion of a particular religion. A State run institution cannot impart education that is pro-religion. Also, nothing in this article shall affect the operation of any existing law or prevent the State from making any further law regulating or restricting any economic, financial, political or other secular activity that may be associated with religious practice, or providing for social welfare and reform.

6 Right to Life

The constitution guarantees the right to life and personal liberty, which in turn cites specific provisions in which these rights are applied and enforced:

Protection with respect to conviction for offences is guaranteed in the right to life and personal liberty. According to Article 20, no one can be awarded punishment which is more than what the law of the land prescribes at that time. This legal axiom is based on the principle that no criminal law can be made retrospective, that is, for an act to become an offence, the essential condition is that it should have been an offence legally at the time of committing it. Moreover, no person accused of any offence shall be compelled to be a witness against himself. "Compulsion" in this article refers to what in law is called "Duress" (injury, beating or unlawful imprisonment to make a person do something that he does not want to do). This article is known as a safeguard against self incrimination. The other principle enshrined in this article is known as the principle of double jeopardy, that is, no person can be convicted twice for the same offence, which has been derived from Anglo Saxon law. This principle was first established in the Magna Carta.

Protection of life and personal liberty is also stated under right to life and personal liberty. Article 21 declares that no citizen can be denied his life and liberty except by law. This means that a person's life and personal liberty can be disputed only if that person has committed a crime. However, the right to life does not include the right to die and hence, suicide or an attempt thereof, is an offence. (Attempted suicide being interpreted as a crime has seen

many debates. The Supreme Court of India gave a landmark ruling in 1994. The court repealed section 309 of the Indian penal code, under which people attempting suicide could face prosecution and prison terms of up to one year. In 1996 however another Supreme Court ruling nullified the earlier one. "Personal liberty" includes all the freedoms which are not included in Article 19 (that is, the six freedoms). The right to travel abroad is also covered under "personal liberty" in Article 21.

In 2002, through the 86th Amendment Act, Article 21(A) was incorporated. It made the right to primary education part of the right to freedom, stating that the State would provide free and compulsory education to children from six to fourteen years of age. Six years after an amendment was made in the Indian Constitution, the union cabinet cleared the Right to Education Bill in 2008. It is now soon to be tabled in Parliament for approval before it makes a fundamental right of every child to get free and compulsory education.

Rights of a person arrested under ordinary circumstances is laid down in the right to life and personal liberty. No one can be arrested without being told the grounds for his arrest. If arrested, the person has the right to defend himself by a lawyer of his choice. Also an arrested citizen has to be brought before the nearest magistrate within 24 hours. The rights of a person arrested under ordinary circumstances are not available to an enemy alien. They are also not available to persons detained under the Preventive Detention Act. Under preventive detention, the government can imprison a person for a maximum of three months. It means that if the government feels that a person being at liberty can be a threat to the law and order or to the unity and integrity of the nation, it can detain or arrest that person to prevent him from doing this possible harm. After three months such a case is brought before an advisory board for review.

Cultural and Educational Rights

As India is a country of many languages, religions, and cultures, the Constitution provides special measures, in Articles 29 and 30, to protect the rights of the minorities. Any community that has a language and a script of its own has the right to conserve and develop it. No citizen can be discriminated against for admission in State or State aided institutions.

All minorities, religious or linguistic, can set up their own educational institutions to preserve and develop their own culture. In granting aid to institutions, the State cannot discriminate against any institution on the basis of the fact that it is administered by a minority institution. But the right to administer does not mean that the State cannot interfere in case of maladministration. In a precedent-setting judgement in 1980, the Supreme Court held that the State can certainly take regulatory measures to promote the efficiency and excellence of educational standards. It can also issue guidelines for ensuring the security of the services of the teachers or other employees of the institution. In another landmark judgement delivered on 31 October 2002, the Supreme Court ruled that in case of aided minority institutions offering professional courses, admission could be only through a common entrance test conducted by State or a university. Even an unaided minority institution ought not to ignore the merit of the students for admission.

Right to Constitutional Remedies

Right to constitutional remedies [Article 32 to 35] empowers the citizens to move a court of law in case of any denial of the fundamental rights. For instance, in case of imprisonment, the citizen can ask the court to see if it is according to the provisions of the law of the country. If the court finds that it is not, the person will have to be freed. This procedure of asking the courts to preserve or safeguard the citizens' fundamental rights can be done in various ways. The courts can issue various kinds of writs. These writs are habeas corpus, mandamus, prohibition, quo warranto and certiorari. When a national or state emergency is declared, this right is suspended by the central government.

Critical Analysis

The fundamental rights have been revised for many reasons. Political groups have demanded that the right to work, the right to economic assistance in case of unemployment, old age, and similar rights be enshrined as constitutional guarantees to address issues of poverty and economic insecurity, though these provisions have been enshrined in the Directive Principles of state policy. The right to freedom and personal liberty has a number of limiting clauses, and thus have been criticised for failing to check the sanctioning of powers often deemed "excessive". There is also the provision of preventive detention and suspension of fundamental rights in times

of Emergency. The provisions of acts like the Maintenance of Internal Security Act (MISA) and the National Security Act (NSA) are a means of countering the fundamental rights, because they sanction excessive powers with the aim of fighting internal and cross-border terrorism and political violence, without safeguards for civil rights. The phrases "security of State", "public order" and "morality" are of wide implication. People of alternate sexuality are criminalized in India with prison term up to 10 years. The meaning of phrases like "reasonable restrictions" and "the interest of public order" have not been explicitly stated in the constitution, and this ambiguity leads to unnecessary litigation. The freedom to assemble peaceably and without arms is exercised, but in some cases, these meetings are broken up by the police through the use of non-fatal methods.

"Freedom of press" has not been included in the right to freedom, which is necessary for formulating public opinion and to make freedom of expression more legitimate. Employment of child labour in hazardous job environments has been reduced, but their employment even in non-hazardous jobs, including their prevalent employment as domestic help violates the spirit and ideals of the constitution. More than 16.5 million children are employed and working in India. India was ranked 88 out of 159 in 2005, according to the degree to which corruption is perceived to exist among public officials and politicians worldwide. But in 2014, India has improved marginally to a rank of 85. The right to equality in matters regarding public employment shall not be conferred to overseas citizens of India, according to the Citizenship (Amendment) Bill, 2003.

As per Article 19 of Part 3 of the Indian constitution, the fundamental rights of people such as freedom of speech and expression, gathering peaceably without arms and forming associations or unions shall not effect the interests of the sovereignty and integrity of India but not unity of India. The words sovereignty and integrity are the qualities to be cultivated / emulated by Indian people as urged by the Indian constitution but not used related to territory of India. Article 1 of Part 1 of the Indian constitution, defines India (Bharat) as union of sovereign states. In nutshell, India is its people not its land as enshrined in its constitution.

Amendments

Changes to the fundamental rights require a constitutional amendment, which has to be passed by a special majority of both houses of Parliament. This means that an amendment requires the

approval of two-thirds of the members present and voting. However, the number of members voting should not be less than the simple majority of the house—whether the Lok Sabha or Rajya Sabha.

The right to education at elementary level has been made one of the fundamental rights under the Eighty-Sixth Amendment of 2002.

Right to Property

The Constitution originally provided for the right to property under Articles 19 and 31. Article 19 guaranteed to all citizens the right to acquire, hold and dispose of property. Article 31 provided that "no person shall be deprived of his property save by authority of law." It also provided that compensation would be paid to a person whose property has been taken for public purposes.

The provisions relating to the right to property were changed a number of times. The Forty-Fourth Amendment of 1978 deleted the right to property from the list of fundamental rights. A new provision, Article 300-A, was added to the constitution, which provided that "no person shall be deprived of his property save by authority of law". Thus if a legislature makes a law depriving a person of his property, there would be no obligation on the part of the State to pay anything as compensation. The aggrieved person shall have no right to move the court under Article 32. Thus, the right to property is no longer a fundamental right, though it is still a constitutional right. If the government appears to have acted unfairly, the action can be challenged in a court of law by citizens.

The liberalisation of the economy and the government's initiative to set up special economic zones has led to many protests by farmers and have led to calls for the reinstatement of the fundamental right to private property. The Supreme Court has sent a notice to the government questioning why the right should not be brought back but in 2010 the court rejected the PIL.

Right to Education

Article 21A—On 2 April 2010, India joined a group of few countries in the world, with a historic law making education a fundamental right of every child coming into force. Making elementary education an entitlement for children in the 6-14 age group, the Right of Children to Free and Compulsory Education Act will directly benefit children who do not go to school at present.

Prime Minister Manmohan Singh announced the operationalisation of the Act. Children, who had either dropped out of schools or never been to any educational institution, will get elementary education as it will be binding on the part of the local and State governments to ensure that all children in the 6-14 age group get schooling. As per the Act, private educational institutions should reserve 25 per cent seats for children from the weaker sections of society. The Centre and the States have agreed to share the financial burden in the ratio of 55:45, while the Finance Commission has given Rs.250 billion to the States for implementing the Act. The Centre has approved an outlay of Rs.150 billion for 2010-2011.

DIRECTIVE PRINCIPLES OF STATE POLICY

The Directive Principles of State Policy, embodied in Part IV of the Constitution, are directions given to the State to guide the establishment of an economic and social democracy, as proposed by the Preamble. They set forth the humanitarian and socialist instructions that were the aim of social revolution envisaged in India by the Constituent Assembly. The State is expected to keep these principles in mind while framing laws and policies, even though they are non-justiciable in nature. The Directive Principles may be classified under the following categories:

- Ideals that the State ought to strive towards achieving;
- Directions for the exercise of legislative and executive power;
- Rights of the citizens which the State must aim towards securing.

Despite being non-justiciable, the Directive Principles act as a check on the State; theorised as a yardstick in the hands of the electorate and the opposition to measure the performance of a government at the time of an election. **Article 37**, while stating that the Directive Principles are not enforceable in any court of law, declares them to be "fundamental to the governance of the country" and imposes an obligation on the State to apply them in matters of legislation. Thus, they serve to emphasise the welfare state model of the Constitution and emphasise the positive duty of the State to promote the welfare of the people by affirming social, economic and political justice, as well as to fight income inequality and ensure individual dignity, as mandated by Article 38.

Article 39 lays down certain principles of policy to be followed by the State, including providing an adequate means of livelihood for all citizens, equal pay for equal work for men and women, proper working conditions, reduction of the concentration of wealth and means of production from the hands of a few, and distribution of community resources to "subserve the common good". These clauses highlight the Constitutional objectives of building an egalitarian social order and establishing a welfare state, by bringing about a social revolution assisted by the State, and have been used to support the nationalisation of mineral resources as well as public utilities. Further, several legislations pertaining to agrarian reform and land tenure have been enacted by the federal and state governments, in order to ensure equitable distribution of land resources.

Articles 41-43 mandate the State to endeavour to secure to all citizens the right to work, a living wage, social security, maternity relief, and a decent standard of living. These provisions aim at establishing a socialist state as envisaged in the Preamble. **Article 43** also places upon the State the responsibility of promoting cottage industries, and the federal government has, in furtherance of this, established several Boards for the promotion of khadi, handlooms etc., in coordination with the state governments. **Article 39A** requires the State to provide free legal aid to ensure that opportunities for securing justice are available to all citizens irrespective of economic or other disabilities. **Article 43A** mandates the State to work towards securing the participation of workers in the management of industries. The State, under **Article 46**, is also mandated to promote the interests of and work for the economic uplift of the scheduled castes and scheduled tribes and protect them from discrimination and exploitation. Several enactments, including two Constitutional amendments, have been passed to give effect to this provision.

Article 44 encourages the State to secure a uniform civil code for all citizens, by eliminating discrepancies between various personal laws currently in force in the country. However, this has remained a "dead letter" despite numerous reminders from the Supreme Court to implement the provision. **Article 45** originally mandated the State to provide free and compulsory education to children between the ages of six and fourteen years, but after the 86th Amendment in 2002, this has been converted into a Fundamental Right and replaced by an obligation upon the State

to secure childhood care to all children below the age of six. **Article 47** commits the State to raise the standard of living and improve public health, and prohibit the consumption of intoxicating drinks and drugs injurious to health. As a consequence, partial or total prohibition has been introduced in several states, but financial constraints have prevented its full-fledged application. The State is also mandated by **Article 48** to organise agriculture and animal husbandry on modern and scientific lines by improving breeds and prohibiting slaughter of cattle. **Article 48A** mandates the State to protect the environment and safeguard the forests and wildlife of the country, while **Article 49** places an obligation upon the State to ensure the preservation of monuments and objects of national importance. **Article 50** requires the State to ensure the separation of judiciary from executive in public services, in order to ensure judicial independence, and federal legislation has been enacted to achieve this objective. The State, according to **Article 51**, must also strive for the promotion of international peace and security, and Parliament has been empowered under **Article 253** to make laws giving effect to international treaties.

FUNDAMENTAL DUTIES

The Fundamental Duties of citizens were added to the Constitution by the 42nd Amendment in 1976, upon the recommendations of the Swaran Singh Committee that was constituted by the government earlier that year. Originally ten in number, the Fundamental Duties were increased to eleven by the 86th Amendment in 2002, which added a duty on every parent or guardian to ensure that their child or ward was provided opportunities for education between the ages of six and fourteen years. The other Fundamental Duties obligate all citizens to respect the national symbols of India, including the Constitution, to cherish its heritage, preserve its composite culture and assist in its defence. They also obligate all Indians to promote the spirit of common brotherhood, protect the environment and public property, develop scientific temper, abjure violence, and strive towards excellence in all spheres of life. Citizens are morally obligated by the Constitution to perform these duties. However, like the Directive Principles, these are non-justifiable, without any legal sanction in case of their violation or non-compliance. There is reference to such duties in international instruments such as the Universal Declaration of

Human Rights and International Covenant on Civil and Political Rights, and Article 51A brings the Indian Constitution into conformity with these treaties.

The Fundamental Duties noted in the constitution are as follows:

It shall be the duty of every citizen of India—

- to abide by the Constitution and respect its ideals and institutions, the National Flag and the National Anthem;
- to cherish and follow the noble ideals which inspired our national struggle for freedom;
- to uphold and protect the sovereignty, unity and integrity of India;
- to defend the country and render national service when called upon to do so;
 - to promote harmony and the spirit of common brotherhood amongst all the people of India transcending religious, linguistic and regional or sectional diversities; to renounce practices derogatory to the dignity of women;
- to value and preserve the rich heritage of our composite culture;
- to protect and improve the natural environment including forests, lakes, rivers and wild life, and to have compassion for living creatures;
- to develop the scientific temper, humanism and the spirit of inquiry and reform;
- to safeguard public property and to abjure violence;
- to strive towards excellence in all spheres of individual and collective activity so that the nation constantly rises to higher levels of endeavour and achievement;
- who is a parent or guardian to provide opportunities for education to his child or ward, as the case may be, between the age of six and fourteen years.

Criticism and Analysis

Fewer children are now employed in hazardous environments, but their employment in non-hazardous jobs, prevalently as domestic help, violates the spirit of the constitution in the eyes of many critics and human rights advocates. More than 16.5 million children are in employment. India was ranked 88 out of 159 countries in 2005, according to the degree to which corruption is perceived to exist among public officials and politicians. The year 1990-1991 was

declared as the "Year of Social Justice" in the memory of B.R. Ambedkar. The government provides free textbooks to students belonging to scheduled castes and tribes pursuing medicine and engineering courses. During 2002-2003, a sum of Rs. 4.77 crore (47.7 million) was released for this purpose. In order to protect scheduled castes and tribes from discrimination, the government enacted the Scheduled Caste and Scheduled Tribe (Prevention of Atrocities) Act, 1989, prescribing severe punishments for such actions.

The Minimum Wages Act of 1948 empowers government to fix minimum wages for people working across the economic spectrum. The Consumer Protection Act of 1986 provides for the better protection of consumers. The Equal Remuneration Act of 1976 provides for equal pay for equal work for both men and women. The Sampoorna Grameen Rozgar Yojana (Universal Rural Employment Programme) was launched in 2001 to attain the objective of providing gainful employment for the rural poor. The programme was implemented through the Panchayati Raj institutions.

A system of elected village councils, known as Panchayati Raj covers almost all states and territories of India. One-third of the total number of seats have been reserved for women in Panchayats at every level; and in the case of Bihar, half the seats have been reserved for women. The judiciary has been separated from the executive "in all the states and territories except Jammu and Kashmir and Nagaland." India's foreign policy has been influenced by the Directive Principles. India supported the United Nations in peace-keeping activities, with the Indian Army having participated in 37 UN peace-keeping operations.

The implementation of a uniform civil code for all citizens has not been achieved owing to widespread opposition from various religious groups and political parties. The Shah Bano case (1985-86) provoked a political firestorm in India when the Supreme Court ruled that Shah Bano, a Muslim woman who had been divorced by her husband in 1978 was entitled to receive alimony from her former husband under Indian law applicable for all Indian women. This decision evoked outrage in the Muslim community, which sought the application of the Muslim personal law and in response the Parliament passed the Muslim Women (Protection of Rights on Divorce) Act, 1986 overturning the Supreme Court's verdict. This act provoked further outrage, as jurists, critics and politicians alleged that the fundamental right of equality for all citizens irrespective of

religion or gender was being jettisoned to preserve the interests of distinct religious communities. The verdict and the legislation remain a source of heated debate, with many citing the issue as a prime example of the poor implementation of Fundamental Rights.

Relationship between the Fundamental Rights, Directive Principles and Fundamental Duties

The Directive Principles have been used to uphold the Constitutional validity of legislations in case of a conflict with the Fundamental Rights. Article 31C, added by the 25th Amendment in 1971, provided that any law made to give effect to the Directive Principles in Article 39(b)-(c) would not be invalid on the grounds that they derogated from the Fundamental Rights conferred by Articles 14, 19 and 31. The application of this article was sought to be extended to all the Directive Principles by the 42nd Amendment in 1976, but the Supreme Court struck down the extension as void on the ground that it violated the basic structure of the Constitution. The Fundamental Rights and Directive Principles have also been used together in forming the basis of legislation for social welfare. The Supreme Court, after the judgement in the Kesavananda Bharati case, has adopted the view of the Fundamental Rights and Directive Principles being complementary to each other, each supplementing the other's role in aiming at the same goal of establishing a welfare state by means of social revolution. Similarly, the Supreme Court has used the Fundamental Duties to uphold the Constitutional validity of statutes which seeks to promote the objects laid out in the Fundamental Duties. These Duties have also been held to be obligatory for all citizens, subject to the State enforcing the same by means of a valid law. The Supreme Court has also issued directions to the State in this regard, with a view towards making the provisions effective and enabling a citizens to properly perform their duties.

CENTRE-STATE RELATIONSHIPS

Position of the States in Indian Union

In India, before the formation of the federation the States were not 'sovereign' entities.

As such, there was no need for safeguards to protect 'States'. On account of the exigencies of the situation, the Indian federation has acquired characteristics which are quite different from the American model.

- (i) The residuary powers under the Indian Constitution are assigned to the Union and not to the States. However, it may be noted that the Canadian Constitution does the same mode of distributing the powers cannot be considered as eroding the federal nature of the Constitution.
- (ii) Though there is a division of powers between the Union and the States, the Indian Constitution provides the Union with power to exercise control over the legislation as well as the administration of the States. Legislation by a State can be disallowed by the President, when reserved by the Governor for his consideration.
- The Governor is appointed by the President of the Union and holds office "during his pleasure". Again these ideas are found in the Canadian Constitution though not in the Constitution of the U.S.A.
- (iii) The Constitution of India lays down the Constitution of the Union as well as the States, and no State, except Jammu and Kashmir, has a right to determine its own (State) Constitution.
- (iv) When considering the amendment of the Constitution we find that except in a few specific matters affecting the federal structure, the States need not even be consulted in the matter of amendment of the Constitution. The bulk of the Constitution can be amended by a Bill in the Union Parliament being passed by a special majority.
- (v) In the case of the Indian Constitution, while the Union is indestructible, the States are not. It is possible for the Union Parliament to reorganise the States or to alter their boundaries by a simple majority in the ordinary process of legislation. The 'consent' of the State Legislature concerned is not required; the President has only to 'ascertain' the views of the Legislatures of the affected States. The ease with which the federal organisation may be reshaped by an ordinary legislation by the Union Parliament has been demonstrated by the enactment of the States Reorganisation Act, 1956. A large number of new States have, since, been formed.
- (iv) Under the Indian Constitution, there is no equality of representation of the States in the Council of States. Hence, the federal safeguard against the interests of the lesser States being overridden by the interests of the larger or more

populated States is absent under our Constitution. Its federal nature is further affected by having a nominated element of twelve members against 238 representatives of the States and Union Territories.

Distribution of Powers: Legislative, Administrative and Financial

Our Constitution is one of the very few that has gone into details regarding the relationship between the Union and the States. A total of 56 Articles from Article 245 to 300 in Part XI and XII are devoted to the State-Centre relations. Part XI (Articles 245-263) contains the legislative and administrative relations and Part XII (Articles 246-300) the financial relations.

By going into great details of the relations, the Constitution framers hope to minimize the conflicts between the centre and the states. By and large, the confrontations between the two have been minimal.

Legislative Relations (Articles 245-255)

From point of view of the territory over which the legislation can have effect, (the jurisdiction of a State Legislature is limited to the territory of that State.) But in the case of Parliament, it has power to legislate for the whole or any part of the territory of India i.e.

States, Union Territories or any other areas included for the time being in the territory of India. Parliament has the power of 'extraterritorial legislation' which means that laws made by the Union Parliament will govern not only persons and property within the territory of India, but also Indian subjects resident and their property situated anywhere in the world. Only some provisions for scheduled areas, to some extent, limit the territorial jurisdiction of Parliament.

Legislative Methods of the Union to Control over States

- (i) Previous sanction to introduce legislation in the State Legislature (Article 304).
- (ii) Assent to specified legislation which must be reserved for consideration [Article 31 A (1)].
- (iii) Instruction of President required for the Governor to make Ordinance relating to specified matters [Article 213(1)].
- (iv) Veto power in respect of other State Bills reserved by the Governor (Article 200).

The Three Lists

As for the subjects of legislation the Constitution has adopted, as if directly from the Government of India Act, 1935, a three-fold distribution of legislative powers between the Union and the States, a procedure which is not very common with federal constitutions elsewhere.

The Constitutions of the United States and Australia provided a single enumeration of powers-power of the Federal Legislature and placed the residuary powers in the hands of the States.

Canada provides for a double enumeration, dividing the legislative powers between the Federal and State legislatures. The Indian Constitution introduces a scheme of three-fold enumeration, namely, Federal, State and Concurrent.

List I includes all those subjects which are in the exclusive jurisdiction of Parliament.

List II consist of all the subjects which are under exclusive jurisdiction of the State Legislature, and

List III which is called the Concurrent List, consists of subjects on which both Parliament and the State legislatures can pass laws.

(i) Union List

List I, or the Union List, includes 99 items, including residuary powers, most of them related to matters which are exclusively within the jurisdiction of the Union. Subjects of national importance requiring uniform legislation for the country as a whole are inducted in the Union List.

The more important examples are defence, armed forces, arms and ammunition, atomic energy, foreign affairs, coinage, banking and insurance. Most of them are matters in which the State legislatures have no jurisdiction at all.

But, there are also items dealing with inter-state matters like inter-state trade and commerce regulation and development of inter-state rivers and river valleys, and inter-state migration, which have been placed under the jurisdiction of the Union Parliament.

Certain items in the Union List are of such a nature that they enable Parliament to assume a role in certain spheres in regard to subjects which are normally intended to be within the jurisdiction of the States; one such example is that of industries.

While assigned primarily to the State List; industries, the control of which by the Union is declared by a law of Parliament, to be

expedient in the public interest' are to be dealt with by parliamentary legislation alone. Parliament, by a mere declaration, can take over as many industries as it thinks fit.

It is under this provision that most of the big industries, like iron, steel and coal, have been taken over by Parliament under its jurisdiction. Similarly, while museums, public health, agriculture etc. come under State subject, certain institutions like the National Library and National Museum at New Delhi and the Victoria Memorial in Calcutta have been placed under the jurisdiction of Parliament on the basis of a plea that they are financed by the Government of India wholly or in part and declared by a law of Parliament to be institutions of national importance.

The university is a State subject but a number of universities have been declared as Central Universities and placed under the exclusive jurisdiction of Parliament. Elections and Audit, even at the State level, were considered matters of national importance. The Extensive nature of the Union List thus places enormous powers of legislation even over affairs exclusively under the control of the States in the hands of Parliament.

(ii) State List

List II or the State List, comprises 61 items or entries over which the State Legislature has exclusive power of legislation. The subject of local importance, where variations in law in response to local situations may be necessary, has been included in the State List.

Some subjects of vital importance in the list are State taxes and duties, police, administration of justice, local self-government, public health, agriculture, forests, fisheries, industries and minerals.

But, in spite of the exclusive legislative jurisdiction over these items having been given to the States, the Constitution, through certain reservations made in the Union List has given power to Parliament to take some of these items under its control. Subject to these restrictions, one might say, the States have full jurisdiction over items included in the State list.

(iii) Concurrent List

The inclusion of List III or the Concurrent List, in the Constitution gives a particular significance to the distribution of legislative power in the Indian federal scheme. The Concurrent List consists of 52 items, such as criminal law and procedure, civil procedure,

marriage, contracts, port trusts, welfare of labour, economic and social planning.

These subjects are obviously such as may at some time require legislations by Parliament and at other by a State Legislature. The provision of a Concurrent List has two distinct advantages.

In certain matters in which Parliament may not find it necessary or expedient to make laws, a State can take the initiative, and if other States follow and the matter assumes national importance, Parliament can intervene and bring about a uniform piece of legislation to cover the entire Union Territory.

Similarly, if a State finds it necessary to amplify a law enacted by Parliament on an item included in the Concurrent List in order to make it of a greater use of its own people, it can do so by making supplementary laws.

The items included in the Concurrent List can be broadly divided into two groups—those dealing with general laws and legal procedure, like criminal law, criminal procedure, marriage, divorce, property law, contracts etc, and those dealing with social welfare such as trade unions, social security, vocational and technical training of labour, legal, medical and other professions etc.; while the items coming under the first group are of primary importance to the Union Government, they have been left, by convention, to Parliament. In matters of social welfare, it is open to the State legislatures either to take the initiative in making laws or to enact laws which are supplementary to the Parliamentary laws.

Predominance of Union Law

In case of over-lapping of a matter between the three Lists, predominance has been given to the Union Legislature, as under the Government of India Act, 1935. Thus, the power of the State Legislature to legislate with respect to matters enumerated in the State List has been made subject to the power of the Union Parliament to legislate in respect of matters enumerated in the Union and Concurrent Lists, and the entries in the State List have to be interpreted accordingly.

In the Concurrent sphere, in case of repugnancy between a Union and a State law relating to the same subject, the former prevails. If however, the State law was reserved for the assent of the President and has received such assent, the State law may prevail notwithstanding such repugnance. But it would still be competent for Parliament to override such State law by subsequent legislation.

Residuary Powers

The Constitution vests the residuary power, i.e., the power to legislate with respect to any matter not enumerated in any one of the three Lists in the Union Legislature (Art. 248). It has been left to the courts to determine finally as to whether a particular matter falls under the residuary power or not.

It may be noted, however, that since the three lists attempt an exhaustive enumeration of all possible subjects of legislation, and courts generally have interpreted the sphere of the powers to be enumerated in a liberal way, the scope for the application of the residuary powers has remained considerably restricted.

Expansion of the Legislative Powers

Expansion of the Legislative Powers of the Union under Different Circumstances:

(a) In the National Interest: Parliament shall have the power to make laws with respect to any matter included in the State List for a temporary period, if the Council of States declares by a resolution of 2/3 of its members present and voting, that it is necessary in the national interest.

(b) Under the Proclamation of National or Financial Emergency: In this circumstance, Parliament shall have similar power to legislate with respect to State Subjects.

(c) By Agreement between States: If the Legislatures of two or more States resolve that it shall be lawful for Parliament to make laws with respect to any matters included in the State List relating to those States, Parliament shall have such power.

It shall also be open to any other State to adopt such Union legislation in relation to itself by a resolution passed on behalf of the State legislature. In short, this is an extension of the jurisdiction of the Union Parliament by consent of the Legislatures.

(d) To Implement Treaties: Parliament shall have the power to legislate with respect to any subject for the purpose of implementing treaties or international agreements and conventions.

(e) Under a Proclamation of Failure of Constitutional Machinery in the States: When such a Proclamation is made by the President, the President may declare that the powers of the Legislature of the State shall be exercisable by or under the authority of Parliament.

Administrative Relations (Articles 256-263)

(The distribution of executive powers between the Union and the States follows, in general, the pattern of distribution of the legislative powers.) The executive power of a State is treated as coextensive with its legislative powers, which means that the executive power of a State extends only to its territory and with respect to those subjects over which it has legislative competence.)

Looking at from the point of view of the Union Government, we can say that the Indian Constitution provides exclusive executive power to the Union over matters with respect to which Parliament has exclusive powers to make laws, (under List I of Schedule VII) and over the exercise of powers conferred upon it, under Article 73, by any treaty or agreement at the international level. On the other hand, the States have exclusive executive powers over matters included in List II.

In matters included in the Concurrent List (List III) the executive function ordinarily remains with the States, but in case the provisions of the Constitution or any law of Parliament confer such functions expressly upon the Union, the Union Government is empowered to go beyond giving directions to the State executive to execute a Central law relating to a Concurrent subject and take up the direct administration of Union law relating to any Concurrent subject.

In the result, the executive power relating to Concurrent subjects remains with the States, except in two cases—(a) Where a law of Parliament relating to such subject vests some executive functions specifically in the Union, e.g., the Land Acquisition Act, 1894; the Industrial Disputes Act, 1947 [Provision to Art. 73(1)].

So far as these functions specified in such Union Law are concerned, it is the Union and not the States which shall have the executive power while the rest of the executive power relating to the subjects shall remain with the States, (b) where the provisions of the Constitution itself vest some executive functions upon the Union.

Thus, (i) the executive power to implement any treaty or international agreement belongs exclusively to the Union; (ii) the Union has the power to give directions to the State Governments as regards the exercise of their executive power in certain matters.

The Constitution has devised techniques of control over the States by the Union to ensure that the State governments do not interfere with the legislative and executive of the Union.

During Emergency

In 'Emergencies' the government under the Indian Constitution will work as if it were a unitary government.

Some of the important Provisions during 'Emergency' are as under:

- (i) During a Proclamation of Emergency, the power of the Union to give directions extends to the giving of directions as to the manner in which the executive power of the State is to be exercised, relating to any matter [Article 353(a)]. (So as to bring the State Government under the complete control of the Union, without suspending it).
- (ii) Upon a Proclamation of failure of Constitutional machinery in a State, the President shall be entitled to assume to himself all or any of the executive powers of the State [Article 356(1)].

During a Proclamation of Financial Emergency

- (a) To observe canons of financial propriety, as may be specified in the directions [Article 360(3)].
- (b) To reduce the salaries and allowances of all or any class of persons serving in connection with the affairs of the Union including the Judges of the Supreme Court and High Courts [Article 360(4)(b)].
- (c) To require all Money Bills or other Financial Bills to be reserved for the consideration of the President after they are passed by the Legislature of the State [Article 360(4)].

Financial Relations Related to the Distribution of Revenue (Article 264-281)

Financial Relations

All feasible sources of taxation have been listed and allocated either to the Centre or to the States. These are as follows:

- (i) There are certain items of revenue in the State List which are levied, collected and appropriated by the States. For example, naval revenue etc.;
- (ii) There are certain-items of revenue in the Union List which are levied, collected and appropriated by the Union, e.g. Customs duties etc.;
- (iii) There are certain duties levied by the Union but collected and appropriated by the States. For example, stamp duties etc.;

- (iv) There are certain taxes levied and collected by the Union but assigned to the States e.g. succession and estate duties, taxes on railway fares and freights, etc;
- (v) There are certain taxes levied and collected by the Union and distributed between the Union and the States, e.g. excise duties etc.

Consolidated Funds and Public Accounts of India and of the States

Subject to the provisions of Article 267 and to the provisions of this Chapter with respect to the assignment of the whole or part of the net proceeds of certain taxes and duties to States, all revenues received by the Government of India, all loans raised by that Government by the issue of treasury bills, loans or ways and means advances and all moneys received by that Government in repayment of loans shall form one Consolidated Fund to be entitled "the Consolidated Fund of India", and all revenues received by the Government of a State, all loans raised by that Government by the issue of treasury bills, loans or ways and means advances and all moneys received by that Government in repayment of loans shall form one consolidated fund to be entitled "the Consolidated Fund of the State" [Article 266(1)].

All other public money received by or on behalf of the Government of India or the Government of a State shall be credited to the Public Account of India or the Public Account of the State, as the case may be (Article 266(2)).

No money out of the Consolidated Fund of India or the Consolidated Fund of a State shall be appropriated except in accordance with law and for the purposes and in the manner provided in this Constitution [Article 266(3)].

Contingency Fund

Parliament may by law establish a Contingency Fund in the nature of an impress to be entitled "the Contingency Fund of India" into which shall be paid, from time to time, such sums as may be determined by such law, and the said Fund shall be placed at the disposal of the President to enable advances to be made by him out of such Fund for the purposes of meeting unforeseen expenditure pending authorisation of such expenditure by Parliament by law under Article 115 or Article 116 [Article 267(1)].

The Legislature of a State may by law establish a Contingency Fund in the nature of an impress to be entitled "the Contingency Fund of the State" into which shall be paid from time to time such sums as may be determined by such law, and the said Fund shall be placed at the disposal of the Governor of the State to enable advances to be made by him out of such Fund for the purposes of meeting unforeseen expenditure pending authorisation of such expenditure by the Legislature of the State by law under Article 205 or Article 206 [Article 267(2)].

Finance Commission

Arts. 270, 273, 275 and 280 provide for the Constitution of a Finance Commission (at stated intervals) to recommend to the President certain measures relating to the distribution of financial resources between the Union and the States, for instance, percentage of the net proceeds of income-tax which should be assigned by the Union to the States and the manner in which the share to be assigned shall be distributed among to the States [Art. 280].

The Constitution of the Finance Commission is laid down in Art. 280, which has to be read with the Finance Commission (Miscellaneous Provisions) Act of 1951, which has supplemented the provisions of the Constitution. Briefly speaking, the Commission has to be reconstituted by the President, every five years.

The Chairman must be a person having 'experience in public affairs', and the other four members must be appointed from amongst the following

- (a) A High Court Judge or one qualified to be appointed as such;
- (b) A person having special knowledge of the finances and accounts of the Government;
- (c) A person having wide experience in financial matters, and administration;
- (d) A person having special knowledge of economics,
- (e) A person familiar with resources needed to augment the consolidated fund of a State to supplement the resources of the Panchayat, in the State.

It shall be the duty of the Commission to make recommendations to the President as to: (a) the distribution between the Union and the States of the net proceeds of taxes which are to be or may be, divided between them under this Chapter

and the allocation between the States of the respective shares of such proceeds; (b) the principles which should govern the grants-in-aid of revenues of the States out of the Consolidated Fund of India; (c) any other matter referred to the Commission by the President in the interests of sound finance.

The First Finance Commission was constituted in 1951, with Sri Neogy as the Chairman and it submitted its report in 1953.

Reforming Centre-State Relations

Some of the major recommendations made by different committees and teams are as under:

1. The Setalvad Study Team

The Setalvad Study Team had recommended the Constitution of an Inter-State Council composed of the Prime Minister and other central ministers holding key portfolios, Chief Ministers and others, invited or co-opted. It suggested measures to rationalize the relationship between the Finance Commission and the Planning Commission.

Besides, it recommended that the office of Governor be filled by a person having ability, objectivity and independence and the incumbent must regard himself as a creation of the Constitution and not as an errand boy of the Central Government

2. The Administrative Reforms Commission

The Administrative Reforms Commission noticed that the Central Government had even moved into the fields earmarked for the States under the Constitution and asked it to withdraw from such areas.

It recommended the setting up of an inter-State Council but made a novel suggestion about its composition. Instead of giving seats in this body to all the Chief Ministers, it wanted to have five representatives one each from the five zonal councils.

Much more importantly, the ARC highlighted the need for formulation of guidelines for governors in the exercise of their discretionary powers. This would ensure uniformity of action and eliminate all suspicions of partnership or arbitrariness.

The question whether a Chief Minister enjoys majority support or not should be tested on the floor of the Legislature and for this he should summon the Assembly when ever a doubt arises.

It also opined that when a ministry suffers a defeat in the Legislative Assembly on major policy issues and the outgoing chief minister advises the governor to dissolve the Assembly with a view to obtaining the verdict of the electorate, the governor should normally accept the advice.

3. Rajamannar Committee Report

The DMK government of Tamil Nadu appointed a Commission with a direction to suggest changes in the existing level of Union-State relations. Their terms of reference were to examine the entire question regarding the relationship that should exist between the Centre and the States in a federal set-up and to suggest amendments to the Constitution so as to "secure utmost autonomy to the States."

The Committee headed by *P V Rajamannar*, a retired Chief Justice of Madras High Court, presented its report on May 27, 1971. Some of the important recommendations of the Committee were:

- (i) The Committee recommended the transfer of several subjects from the Union and Concurrent Lists to the State List. It recommended that the 'residuary power of legislation and taxation' should be vested in the State Legislatures.
- (ii) An Inter-State Council comprising Chief Ministers of all the States or their nominees with the Prime Minister as its Chairman should be set up immediately.
- (iii) The Committee recommended the abolition of the existing Planning Commission and that its place must be taken by a statutory body, consisting of scientific, technical, agricultural and economic experts, to advise the States which should have their own Planning Boards.
- (iv) The Committee advocated deletion of those articles of the Constitution empowering the Centre to issue directives to the States and to take over the administration in a State. The Committee was also opposed to the emergency powers of the Central Government and recommended the deletion of Articles 356, 357 and 360.
- (v) The Committee recommended that every State should have equal representation in the Rajya Sabha, irrespective of population.
- (vi) The Governor should be appointed by the President in consultation with the State Cabinet or some other high power

body that might be set up for the purpose and once a person had held this office, he should not be appointed to any other office under the Government.

- (vii) On recruitment to the services, the Committee recommended that Article 312 should be so amended as to omit the provision of the creation of any new All-India cadre in future.
- (viii) The High Courts of States should be the highest courts for all matters falling within the jurisdiction of States.
- (ix) The Committee said that 'territorial integrity' of a State should not be interfered with in any manner except with the consent of the State concerned.
- (x) It recommended that the States should also get a share of the tax revenues from corporation tax, customs and export duties and tax on the capital value of assets and also excise duties.

4. Sarkaria Commission Report

In view of the various problems which impeded the growth of healthy relations between the Centre and the States, the Central Government set up a Commission in June 1983, under the Chairmanship of Justice R.S. Sarkaria mainly to suggest reforms for an equitable distribution of powers between the Union and the States. The Commission submitted its report in 1988.

Major Recommendations

- (i) Though the general recommendations tilt towards the Centre—advocating the unity and integrity of the nation, the Commission suggested that Article 258 (e.g. the Centre's right to confer authority to the States in certain matters) should be used liberally.
- (ii) Minimal use of Article 356 should be made and all the possibilities of formation of an alternative government must be explored before imposing President's Rule in the State. The State Assembly should not be dissolved unless the proclamation is approved by the Parliament.
- (iii) It favoured the formation of an Inter-Government Council consisting of the Prime Minister and the Chief Ministers of States to decide collectively on various issues that cause friction between the Centre and the States.
- (iv) It rejected the demand for the abolition of the office of Governor as well as his selection from a panel of names given by the State Governments. However, it suggested that

active politicians should not be appointed Governors.

When the State and the Centre are ruled by different political parties, the Governor should not belong to the ruling party at the Centre. Moreover, the retiring Governors should be debarred from accepting any office of profit.

- (v) It did not favour disbanding of All India Services in the interest of the country's integrity. Instead, it favoured addition of new All India Services.
- (vi) The three-language formula should be implemented in its true spirit in all the States in the interest of unity and integrity of the country.
- (vii) It made a strong plea for Inter-State Councils.
- (viii) The Judges of the High Courts should not be transferred without their consent.
- (ix) It did not favour any drastic changes in the basic scheme of division of taxes, but favoured the sharing of corporation tax and every of consignment tax.
- (x) It found the present division of functions between the Finance Commission and the Planning Commission as reasonable and favoured the continuance of the existing arrangement.

Bargaining Federalism: Emerging Trends

The end of one party rule in the Centre after the debacle of the Congress in 1996 has seen five national elections and governments in 1989, 1991, 1996, 1998 and 1999. In between 1996-97 the Central Government was run by the United Front made up of regional parties.

The regional leaders like Chandrababu Naidu, Karunanidhi, Mulayam Singh Yadav, G.K. Moopnar, Prafulla Kumar Mohanta emerged as the Prime Minister maker at the centre. With 24 allies, some of them volatile, Vajpayee has managed to run the coalition government successfully, because of bargaining.

The government's stability depended on its bargaining capacity coping with the diverse demands put up by the allies. The new emerging trend that is seen is that the regional parties forming the government in various provinces and they start the process of political bargaining with the coalition government at the centre.

This bargaining for sharing power at the Centre, apparently for the fulfillment of regional aspirations, was evident in the formation of the government after 1998, and 1999 elections.

Whether it was Mamta Banerjee wanting a Bengal Package, Telegu Desam Party wanting Central grants or the Lok Sabha speakership, or Miss Jayalalitha demanding waters from the Cauvery or Samata Party setting up a New Railway Zone in Bihar—all have tried to extract the maximum share of the spoils and to seek solutions of the problems in their respective states.

LANGUAGE ISSUES

The Language issues in India are the result of multi-lingual polity. Language problem is a very hot political question in India. India is divided into distinct linguistic regions. Naturally the person of every large linguistic region wants their language to be the national language or the lingua franca of India.

During the British rule, English was used as the official language of India. English also was issued as die medium of instruction particularly for higher education. English also became the language of inter-state communication in India.

There were objections against the continued use of English. Even after the continuous use as official language for nearly two hundred years, English did not take firm roots in India. It remained restricted to small circle of elites. Not more than 1% of Indians knew English at the time of independence, Besides, English being a foreign language, continued use of English affronted the sense of national dignity of independent India. Thus, objections to the continued use of English in independent India were almost universal. But there was no unanimity or consensus as to what Indian language should replace English as official language, medium of instruction and as medium of inter-state communication in India.

During the freedom movement, there was a consensus among national leaders that English should be replaced by an Indian Language as the national language of the country. But there could not any unanimity as to what language should be national language.

The Constituent Assembly, after a protracted debate resolved that Hindi in Devanagri script should be the official language of India. It should be noted that the Constituent Assembly was exactly equally divided into supporters and opponents of Hindi. Indeed it was only with the casting vote of the President of the Constituent Assembly, Dr. Rajendra Prasad, that Hindi was adopted as the official language of the country.

But it is one thing to declare Hindi as the official language of the Union. It is a totally different proposition to make Hindi acceptable to the Indian people at large. Undoubtedly Hindi is spoken by the single largest group of Indians. But Hindi is certainly not the language of the majority Indians nor can it claim to be the richest among the Indian languages. There was wide spread resistance to the adoption of Hindi as the official language. The resistance was particularly sharp in the southern region. The South looked upon imposition of Hindi, as the imperialism of the North. The constitutional provision that English shall continue side by side with Hindi, somewhat pacified the south.

Hindi is the spoken language for North Indian people. But, most people residing in South Indian states do not speak or understand Hindi. This gives rise to communication problem. A South-Indian and a North-Indian person finds it very hard to talk and communicate with each other because they don't understand each other's language of communication. Educated people who can speak and understand English breaks the barrier of language problem and able to talk freely with each other. English language has been helpful in bridging the gap between the Hindi and non-Hindi speaking people.

The constitution originally recognized 13 other languages besides Hindi as the national languages of India. Since the adoption of the constitution several other languages have come to be used as official languages in the states. Thus Nepali and Santhali are used in West Bengal besides Bengali. In Bihar Urdu is also used besides Hindi.

But as medium of instruction and as medium of inter-state communication between non-Hindi speaking states or between non-Hindi-speaking states and the centre, English still continues to be the predominant language. Even in courts particularly the higher courts such as the High Courts and the Supreme Court, English and not Hindi is used.

Considering these circumstances, one may conclude that there is no possibility of English being abolished as official language, as medium of instruction for higher education as medium of inter-state communication and as language of the courts, is deem indeed.

EXERCISE**Short-type Question:**

1. Mention the nature of Indian Constitution.
2. Write the causes of incorporating Fundamental Rights in the Constitution.
3. Discuss about Right to Equality recommended by Indian Constitution.
4. Mention the Right to Freedom what are explained in Indian Constitution.
5. What are the causes of not to come expected success in Implementation of Directive Principles.
6. Explain the significance of Directive Principles in Indian Constitution.
7. What are the Fundamental Duties? When its included in Indian Constitution?
8. Discuss the historical perspective of language problems in Education.

Essay-type Question:

1. Discuss the Educational provisions in Indian Constitution.
2. Explain the Fundamental Rights, what are mentioned in Indian Constitution under Section 12-35.
3. Discuss about Directive principles of State Policy what are mentioned in Indian Constitution under Section 38-51.
4. Discuss about the strategies and success of Implementation of Directive Principles.
5. Mention the issues of Central, State and Concurrent list what are explain under seventh schedule in Indian Constitution.



RECOMMENDATIONS OF VARIOUS COMMISSION AFTER INDEPENDENCE

INDIAN UNIVERSITY COMMISSION (1948-49)

Structure of Radhakrishnan 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 Benaras Hindu University and who became 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**'. In this commission many eminent personalities were members among whom were Indians and people from other countries. There were ten members in the commission.

In this commission we have two late presidents of India, **Dr. S Radhakrishnan** (the president of the commission) and

Dr. Zaqir Hussain and other important educationists like Dr. Laxmanaswamy Mudaliar, Dr. Tara Chand and the great scientist Dr. Meghnad Saha.

This commission wanted to discuss the problems in Universities from different angles like University administration teaching and teachers, religious education, examination, research work, curriculum and the greatest suggestion was in the establishment of Rural Universities in India.

In all these issues changes suggested were totally different from those in the pre-independence period and in such suggestions our age old traditional ideas on university education were taken into consideration.

Radhakrishnan 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 :

- (i) 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.
- (ii) 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.
- (iii) 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.
- (iv) 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.

- (v) The university should provide opportunities to acquire all kinds of knowledge.
- (vi) The university has to educate the mind and soul of the student in order that he may grow in wisdom.
- (vii) 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.
- (viii) The University has to make new discoveries and inventions and it has to develop new original ideas in order to make the society strong.
- (ix) The university has to instil moral values in the students while making them well disciplined.
- (x) The university has to develop the spirit of universal brotherhood and internationalism in the students.
- (xi) The universities have to provide leadership in politics, administration, education, industry and commerce.
- (xii) 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.
- (xiii) 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.
- (xiv) One of the main functions of universities is to bring about the spiritual development of students.
- (xv) 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.

- (xvi) Contents of education must accept the best of what the modern advancement has to offer without neglecting our cultural heritage from the past.
- (xvii) Education should discover the innate qualities of a person and develop them through training.
- (xviii) 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.

Main Recommendations of the University Education Commission

After having a discussion on the background and appointment of the commission as well as its basic recommendations on the aims and objectives of higher education, now we are going to discuss in detail the specific recommendations on the various aspects of the university education system in India.

Faculty in Universities/Standard or Condition of the Teachers

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:

- (i) 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;

- (ii) 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;
- (iii) That in order to divert students to different vocations after 10 to 12 years of schooling, a large number of occupational institutes be opened;
- (iv) That refresher courses be organized by the universities for high school and intermediate college teachers;
- (v) 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;
- (vi) 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;
- (vii) That lectures be carefully planned and supplemented by tutorials, library works and written exercises;
- (viii) That there be no prescribed text-books for any courses of study;
- (ix) 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;
- (x) 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.
- (xi) 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." (Report of Radhakrishnan Commission of 1948-49)

Standard of Intermediate Education

Intermediate course was to be there and it would prepare the students for the next step of education and according to this commission the students can do better in college and university education with the help of intermediate education as intermediate education is the preparatory slave for their future courses.

In each and every province a good number of intermediate colleges were to be established and in these colleges both academic and vocational courses were to be encouraged.

For better teaching and learning students at the intermediate, college and university level should be given library, laboratory and tutorial facilities.

Curriculum: Curriculum if necessary can be flexible and the work of preparing the curriculum should be mainly taken up by the university and secondary schools but in all types of curriculum, those should be proper correlation between academic and vocational studies.

Nature of curriculum should be such that can prepare or make shape to their personality formation and should be basic objective of any curriculum.

Post-Graduate Courses

Those who will be honours graduates, one year course would be enough to have masters degree and for pass graduates two years.

After post graduation most students should be encouraged to take up research work where they should work for minimum two years to have a PhD degree.

To have a PhD degree, oral or viva examination should be properly organized and students should properly qualify.

For science researchers special centres should be established where students can carry on their experimental works.

In science research study of modern science subjects should be highly encouraged.

Vocational Education / Professional Education

This commission suggested different types of vocational courses at the higher level.

1. Agriculture 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. This is important as agriculture is the main economy of India.

2. Commercial Education: 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. The subject accountancy should be specially mentioned both for practical and theoretical studies.

3. Engineering and Technology: 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.

Special centres, besides colleges and universities should be set up in the country which could impart such vocational courses.

Well trained teachers, to teach vocational subjects, were to be appointed as the curriculum would be flexible for such courses.

Workshop training was to be given to learners.

4. Legal Education: 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. Those who wanted to take up legal profession should know about constitutional, international, religious, administrative and social laws as was mentioned in the report.

5. Medical Education: 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. Research work was to be highly encouraged to know more about treatment and medicines.

Traditional types of treatment should be taken into consideration along with modern treatments.

Different medical centres were to be opened throughout the country for better medical education.

6. Business Education: The new Govt. of our country (who had just attained independence) needed some good businessmen and for this, special business education subjects were needed like business administration, public administration, industrial business education etc.

Religious Education

The University Education Commission 1948 who recommended religious education in the colleges that—

- (i) "all educational institution start work with a few minutes for silent meditation.
- (ii) That in the first year of the degree course the lives of great religious leaders like Gautama the Buddha, Confucius, Zarqaster, Socrates, Jesus, Sankara, Ramanuja, Madhava, Mohammad, Kabir, Naik, Gandhi be taught.
- (iii) That in the second year some selections of a universalistic character from the scriptures of the world be studied.
- (iv) That in the third year, the central problems of the philosophy of religion be considered." Age old traditional religious philosophies of different countries of the world were to be taught to the students.

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.

For children at the secondary level, three language second language studies (like Hindi or regional language) and English.

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.

- (i) The commission suggested the techniques in devising and constructing objective test for the class examination in colleges and universities.
- (ii) The Government should not insist on university degrees for the administrative services.
- (iii) 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.
- (iv) The standard of success at the various examinations should be uniform in all universities.
- (v) 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.
- (vi) The system of grace marks should be abolished.
- (vii) Viva-voce examination should be employed only for professional and post graduate degrees.
- (viii) 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.

Besides the formal exams, the student at higher should be given regular class work and tutorial work.

Appointment of Examiner

An examiner can be appointed for three years continuously after which there would be change.

Division of Marks

70% and above should be first class, 55% to 70% would be second class and 40% to 55% would mean third class.

Students' Activities and Welfare

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

- (i) The students should undergo thorough physical examination at the time of admission and at least once a year thereafter.
- (ii) All universities must have hospital and health service.
- (iii) Sanitary inspection of the campus buildings, hostels, dining rooms, kitchens and off-campus residences must be undertaken in a university.
- (iv) Competent staff should be provided for compulsory physical training and a regular time should be assigned for the purpose.
- (v) Social service should be encouraged and it should remain on a completely voluntary basis.
- (vi) All students should receive N.C.C. training.
- (vii) Students union should be free from the political motives and activities.
- (viii) 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.

- A great opportunity was to be given to girls in higher education as they did not get enough opportunity.
- Special subjects meeting women's habits should be introduced at the University level.
- Coeducation should be introduced.

Rural Universities and Colleges

Regarding Rural Universities and Colleges, the Commission said: "the general advancement of rural India will call for an ever increasing range and quality of skill and training. To supply these and to meet the requirement of an educated citizenship, a system of rural colleges and universities necessary". (Report of Radhakrishnan Commission)

- (i) A rural university should include a ring of small, resident under graduate colleges with specialized and university facilities in the centre.
- (ii) 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.
- (iii) Each college of about three hundred students should have separate teaching staff and facilities.
- (iv) 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.
- (v) 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.

This was a totally new suggestion. The rural universities though called rural are a total educational process for rural people. So, rural education will start with rural schools, rural colleges and ultimately rural Universities.

This rural education is very much needed to develop rural economy and it is said in the commission that the great difference maintained between rural and urban economy should be narrowed and this can be done with the help of rural universities. To establish such universities Radhakrishnan Commission took the ideas of Basic

Education of Gandhi and the idea of Rural Reconstruction which was started by Tagore at Sriniketan near Santiniketan.

The entire process of rural education should be very lively and work centric and based on real environmental situation. Higher education, in rural colleges and universities should be given but it should be very practical in nature.

In the rural universities and colleges both boys and girls can have education and in a particular rural university which would have a college under it, the number of students cannot exceed 2500.

In each and every rural university research facilities connected to rural problems should be highly encouraged.

Such rural university campus should be situated far away from the city in a calm and quiet atmosphere.

There should be one rural educational commission which would look after the requirements of different rural universities.

The hope of this commission was that their suggestion should be accepted by the Government and should be established.

Their hope was fulfilled to a certain extent when in 1956 National Council for Rural Higher Education was given national importance.

Certain special subjects were encouraged in rural education for college and university level which the members of the commission thought would meet the requirement of the rural people like Rural economics, Rural sociology, Community Development etc.

This national Council for Rural Higher Education suggested that throughout the country there should be institutes of rural education established and 14 rural institutes were set up. Those who will pass from these institutes should be given diploma and the course which they undergo to be would have a duration of three years.

Education in rural universities was to be more or less residential and the teachers and students would stay in the hostel.

Age old ideas from philosophy, literature, economy were highly considered in rural education.

Agricultural education was more or less given the greatest preference.

Though rural education was a good suggestion of the commission after a few years of formation of the commission, such concept of maintaining rural education did not remain in existence.

Financial Arrangement of Universities

- (i) Regarding the finance, co-ordination of facilities in special subjects, adoption of national policies, ensuring minimum standards of efficient administration and providing liaison between universities and national research laboratories and scientific surveys etc., the Central Government must have the responsibility towards the universities.
- (ii) Regarding finance, a University Grant Commission should be set up for allocating grants to the universities. The State should also take the responsibility for the financing of higher education.
- (iii) Grants should be given for higher education by the Govt. and even for rural education grants should be given.
- (iv) University finance was to be looked after by special committees and experts.
- (v) There should be rules and regulations through which the different colleges can have affiliation of the universities.

This was not a very significant suggestion and although this suggestion was mentioned, nothing was told in detail.

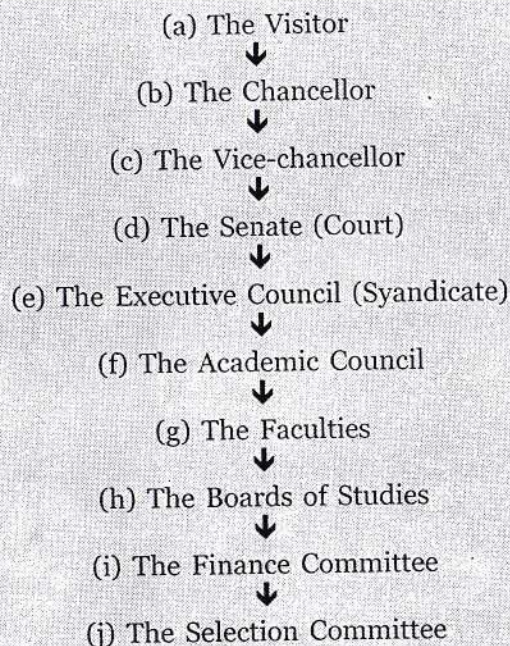
Administration of a University

The university Education Commission considered the regulations and control capacity of a university in the following ways:

- (i) The university education should be placed on the concurrent list.
- (ii) For the allocation of grants to the universities a Central Grants Commission should be established.
- (iii) There should be no university of the purely affiliating type.
- (iv) The governing bodies of the colleges should be properly constituted.
- (v) The aim of an affiliated college should be to develop into a unitary university and later into a federative one.

Schools → 4 college colleges → 1 univ.
 → 8 yrs elementary
 3 yrs. secondary (16)
 3 yrs. college
 2 yrs. P.G.

The organizational set-up of a university should be as follows:



Criticism Radhakrishnan Commission

Radhakrishnan Commission was a University education commission. So the major problems of universities were discussed and received appreciation.

Main reason for appreciation of this commission was due to the suggestion on Rural Universities. This was a totally new suggestion and was even not mentioned in the latest's Committee Report.

The suggestion on Rural Universities was not implemented properly.

The other suggestions were appreciated but certain critics demanded notifications on certain suggestions like those on religious education, percentage of marks, medium of instruction etc.

As a University Commission, Radhakrishnan Commission came to be known as a good commission.

SECONDARY EDUCATION COMMISSION (1952-53)

Structure of Mudaliar Commission

The Government of India set up, the Secondary Education Commission by Resolution dated 23rd September, 1952, under the Chairmanship of **Dr. A Lakshmanaswami Mudaliar**, the Vice-Chancellor of the Madras University. Therefore this commission is also known as Mudaliar Commission. The Commission was inaugurated on 6th October, 1952. It submitted its Report on June, 1953.

The president of this commission was **Dr. Laxmanaswamy Mudaliar**. This Mudaliar Commission is also called Secondary Education Commission. It changed the existing structure of education by abolishing the intermediate stage of education. It suggested that school education should continue upto class XI and after completing class XI, students should appear for higher secondary examination. In class IX the students have to select their streams and they should carry on for three years upto class XI. About 7 streams were suggested by Mudaliar Commission. The general major subjects should be learnt by the students upto class XI but later this principle was changed and it was decided that upto class X the students were to learn general subject and only in class XI there should be selection of stream and the students could take on subjects belonging to a particular stream. Thus according to the Mudaliar Commission, the students could get to study their own subjects from class IX and hence their performances would be better. So specialization would start from class IX onwards. This was the main idea behind Mudaliar Commission.

Need for Appointment of Secondary Education, 1952-53

1. No commission or committee appointed before dealt directly with secondary education problem. (The Indian education commission of 1882, University commission of 1902, the Sadler commission of 1917 and the university education commission 1948-49 all dealt with certain aspect of Secondary education.)
2. The secondary education that time had unilinear and predominantly academic character. (There was need for the diversification of the courses to supplement the basic education at the primary level.)
3. The secondary education prepares the teachers for the primary level and students for higher education level.

Educational Need of Democratic India—View of Mudaliar Commission

Firstly, India has recently achieved her political freedom and after careful consideration decided to transform itself into a secular democratic republic. This means that the educational system must make its contribution to the development of habits, attitudes and qualities of character which will enable her citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those tendencies which under the emergence of a broad national and secular outlook.

Secondly, though rich in potential resources, India is actually a poor country and so, one of her urgent problems is to improve productive efficiency to increase the national wealth and thereby to raise the standard of the people.

Thirdly, partly as a result of the oppressive and widespread poverty, there is a lack of serious education facilities and so most of the people cannot give attention to cultural developments. So there is a need for reorienting the educational system in such a way that will stimulate a cultural renaissance.

From the analysis of the dominant needs of the present situation, it is clear that we shall have to formulate our aims with reference to the following broad categories :

- The training of character to fit the students to participate creatively as citizens in the emerging democratic social order.
- The improvement of their practical and vocational efficiency so that they may play their part in building up the economic prosperity of their country.
- And the development of the letterway, artistic and cultural interests which are necessary for self expression and for the full development of human personality, without which a living national culture cannot come into existence.

Aims of Secondary Education Suggested by Mudaliar Commission

Developing of Democratic Citizenship

The secondary education which will be the end of all formal education for the majority of the citizens must assume the responsibility of providing the necessary training for this purpose.

(a) Clear thinking

- (i) A democrat to be effective must think clearly and be receptive to new ideas.
- (ii) He should have the understanding and the intellectual integrity to shift truth from falsehood, facts from propaganda and to reject the dangerous appeal of fanaticism and prejudice.
- (iii) He must develop a scientific attitude of mind to think objectively and base his conclusions on tested data.

(b) Receptive to new ideas: He should have an open mind receptive to new ideas. He should neither reject the old because it is old nor accept the new because it is new, but dispassionately examine both and courageously reject whatever arrests the forces of justice and progress.

(c) Clearness in speech and writing: This is an essential pre-requisite for successful giving is a democracy which is not based on force but on free discussion, persuasion and peaceful exchange of ideas.

(d) Education is the art of living us a community:

- (i) Individual is a social being.
- (ii) Development of the ability to live with others.
- (iii) Inculcations of values of Co-operation.
- (iv) Development of qualities necessary for living graciously, harmoniously and efficiently with ones fellowmen. Among the qualities which should be cultivated for this purpose are discipline, Co-operation, Social sensitiveness and tolerance.

(e) Passion for social justice: Development of sensitivity to social evils and exploitation which corrupts the grace of life.

(f) Development of tolerance: Essential to preserve the health and existence of democracy. For this it is essential to cultivate in the young generation an openness of mind and largeness of heart which would make them capable of entertaining and blending differences in ideas and behavior into a harmonious pattern.

(g) Development of true patriotism: True patriotism involves three things,

- (i) A sincere appreciation of the social and cultural achievements of ones country.
- (ii) A readiness to recognize its weaknesses frankly and to work for their eradication.

- (iii) An earnest resolve to serve it to the best of one's ability, harmonizing and subordinating individual interest to national interest.

Improvement of Vocational Efficiency

Through education we must try to increase the productive, technical & vocational efficiency of the students. This is not merely a matter of creating a new attitude to work but a realization that self fulfillment and national prosperity are only possible through work in which everybody must participate and every type of work has to be done perfectly. Side by side with the development of attitude, there is need to promote technical skill and efficiency at all stages of education. For this the trained technical experts should make schemes of industrial and technological advancements. In the past our education was very much theoretical in nature but now it has been realized that much emphasis should be given on technical works and hence curriculum has been diversified at the secondary stage so that a large number of students can get training in their various aptitudes and go for higher technical education. This can increase our national wealth and improve the general standard of living.

So it is summarised in the following manner:

- (a) Creating a new attitude that implies an appreciation of the dignity of all work however lowly.
- (b) Making students realize that self fulfillment and national prosperity are only possible through work in which every one must participate and a conviction that whenever a educated man take any piece of work in hand will try to complete it as efficiently and artistically as their powers permit.
- (c) Making attempts by all teachers to ensure that such an altitude on the part of students finds expression in every activity of the school. Like,
 - (i) Promotion of technical skills and efficiency at all stages of education so as to provide trained and efficient personnel to work out schemes of industrial and technological advancement.
 - (ii) Provision of diversified courses at secondary level such as agriculture, technical, commercial or other practical courses which will train their varied aptitudes.

Development of Personality

The function of secondary education is to develop the sources of creative energy among the students so that they can appreciate their cultural heritage to cultivate rich interests. So a place of honour should be given to subjects like art craft, music, dance and the development of their hobbies.

So it is summarised in the following manner:

- (a) Releasing the sources of creative energy with students so that they may be able to appreciate their cultural heritage.
- (b) Cultivating rich interest which they can pursue in their leisure and contribute in later life to the development of this heritage.

Education for Leadership

Secondary education in its ideology and approach should grow from the education that is being given at the mass level and should consequently be closely integrated with Basic Education. The ideas of productive work, the relationship between curriculum and community life must find a place in it. Moreover as a stage leading to higher education it may also be reasonably expected to develop the knowledge and skill and the mental habits required for independent work at the university level. But the integral unity of secondary education as well as the entire outlook of teachers and parents towards it has been seriously supported by the fact that they regard it as mainly a stepping stone to the university. It should also be remembered that for a large majority of students it marks the completion of their formal education and therefore it should be viewed primarily as a stage complete in itself with its own ends and special purposes. After completing secondary school/education, such students who do not propose to join college or technical institutions should be able to enter into various fields of life and fill the role of what may be called leadership at the intermediate level. The special function of the secondary school in the context is to train persons who will be able to assume the responsibility of leadership in the social, political, industrial or cultural fields. A secondary school also must make itself responsible for preparing its students to have vocational and civic efficiency and the qualities of character go with it so that they may be able to play their part competently in the improvement of national life.

So it is summarised in the following manner :

- (a) Education must train our students for discharging their duties efficiently.
- (b) They must be trained us art of leading and following others.
- (c) Our secondary education must train persons who will be able to assume the responsibility of leadership in the social, political, industrial or cultural fields in their own small groups of community or locality.
- (d) Inculcation of the following values : A deeper and cleaner understanding of social issues and greater technical efficiency.

Defects of the Existing System of Secondary Education

The Commission pointed out the following defects of the existing system of our Secondary Education :

- (i) First, the education given in our schools is isolated from life. The curriculum as formulated and as presented through the traditional methods of teachings does not give the students insight into the everyday world in which they are living.
- (ii) Secondly, it is narrow and one sided and it fails to train the whole personality of the student.
- (iii) Thirdly, too much importance has been given to English. Students who did not posses special linguistic ability were, therefore, greatly handicapped in their studies.
- (iv) Fourthly, the method of teaching generally practised failed to develop in the students their independence of thought and initiative in action.
- (v) Fifthly, the increase in size of the classes has considerably reduced personal contact between the teachers and the pupils. Thus the training of character and inculcation of proper discipline have been seriously undermined.
- (vi) Finally, the dead weight of the examination has tended to curb the teachers initiative, to stereotype the curriculum, to promote mechanical and lifeless methods of teaching, to discourage all spirit of experimentation and to place the stress on the wrong, or unimportant things on education.

Re-Organisation of Secondary Education

Regarding the organizational pattern of secondary education, the Secondary Education Commission recommended that secondary education should be a complete stage by itself. This stage of education is most important for the students in their preparation for life. To raise the standard of school education the Commission proposed the following organizational pattern:

- (i) The duration of secondary education should be 7 years. It should cover the age of group of 11-17.
- (ii) Under the new organizational structure secondary education should commence after 4 or 5 years of primary or junior basic education.
- (iii) The middle or senior basic or lower secondary stage should cover a period of 3 years.
- (iv) The higher secondary stage should cover 3 years.
- (v) The commission also suggested abolition of the present intermediate classes. The 12th class should be attached to the university and the 11th class should be added to the high school. Thus it pleaded for one year pre-university and 3 year degree courses.
- (vi) The commission recommended that technical schools should be started in large number and central technical institutes should be established in large cities.

Multi-purpose schools should be established, which would provide terminal courses in technology, commerce, agriculture, fine arts and home sciences. The object of theses institutions was to direct students into different walks of life at the end of the secondary course and this will reduce the pressure upon university entrance.

Curriculum in Secondary School

The Secondary Education Commission has discussed at length the secondary education curriculum. First it pointed out the defects of the existing curriculum, discussed in detail the principle of curriculum construction and finally the curriculum of different stages of secondary schools.

Defects of the Existing Curriculum

The Commission has pointed out the following defects in the existing curriculum :

- (i) The present curriculum is narrow.

- (ii) It is bookish and theoretical.
- (iii) It is overcrowded and does not provide rich and significant contents.
- (iv) There is no adequate provision for practical and other kinds of activities that should find place in any curriculum at this stage of education. Hence, the curriculum is not able to bring about the education of the whole personality of the child.
- (v) It does not cater to the various needs and capacities of the adolescents.
- (vi) Technical and vocational subjects are very much needed for India today, but the curriculum does not find room for these subjects.
- (vii) Curriculum is too much dominated by the examination.

Basic Principles of Curriculum Construction

The Secondary Education Commission has recommended some principles to be followed in the construction of curriculum.

- (i) **Principles of totality of experience:** According to the Secondary Education Commission, "The curriculum does not include only the academic subjects traditionally taught in the school but it includes the totality of experiences that a pupil receives through manifold activities that go in the school, in the classroom, library, laboratory, workshop, playground and in numerous informal contacts between teachers and pupils." All types of experiences in the school or planned by the school should be included in the curriculum.
- (ii) **Principles of variety and elasticity:** The Curriculum should be elastic and include varieties of subjects and activities to meet the needs of the various types of pupils. The curriculum should be adaptable to meet the needs and interests of the students.
- (iii) **Principles relating to community:** The curriculum should be related to the community. There should be community-oriented programmes in the curriculum so that a child can feel that he is an integral part of the local community. The curriculum should bring the child and the community closer.

- (iv) **Principle of training for leisure:** The Curriculum should be designed to train the students not only for work but also for leisure. For this purpose there should be a number of activities—social, aesthetic, sporting etc. which should be included in the curriculum. These activities will train the students to use their leisure time properly.
- (v) **Principle of integration and correlation:** The curriculum should not be merely a bundle of subjects and activities. The activities and subjects should be integrated and well-correlated. The curriculum should provide a 'broad field' units having direct bearing on life.

Curriculum of Different Stages of Secondary Schools

- (1) Curriculum for Middle Schools
- (2) Curriculum for High and Higher Secondary Schools.

The Commission has laid down the following different curriculum for these two stages in the secondary education.

Curriculum for Middle Schools: The Commission has recommended the inclusion of the following subjects.

- (a) English.
- (b) Social Studies.
- (c) General Science.
- (d) Mathematics.
- (e) Art and Music.
- (f) Craft.
- (g) Physical Education.

The Curriculum for High and Higher Secondary Schools: For this stage of education, the commission has suggested that there should be a diversified course.

- (A) Compulsory subjects or main subjects ; and
- (B) Optional subjects.

(A) Compulsory Subjects: The Compulsory subjects shall include the following :

1. **Mother tongue** or regional language or composite course of the mother tongue and a classical language.
2. **One other language** to be chosen from among the following:
 - (i) Hindi for those whose mother tongue is not Hindi.
 - (ii) Elementary English (for those who have not studied English in the middle stage).

(iii) Advanced English (for those who have studied English at the earlier stage).

(iv) A Modern Indian Language (other than Hindi).

(v) A modern foreign language (other than English).

(vi) A classical language.

3. Social studies, General course (for the first two years only).

4. General science, Including Mathematics—General course (for the first two years only).

5. One Craft to be chosen out of the list given below :

(i) Spinning and weaving

(ii) Wood Work;

(iii) Metal Work;

(iv) Gardening;

(v) Tailoring;

(vi) Typography;

(vii) Workshop Practice;

(viii) Sewing, Needle Work and Embroidery;

(ix) Modeling.

(B) Optional Subjects: Three subjects from one of the following groups :

Group-1 (Humanities)

(a) A classical language or a third language from **A (2)** not already taken;

(b) History;

(c) Geography;

(d) Elements of Economics and Civics;

(e) Elements of Psychology and Logic;

(f) Mathematics;

(g) Music;

(h) Domestic Science.

Group-2 (Sciences)

(a) Physics;

(b) Chemistry;

(c) Biology;

(d) Geography;

(e) Mathematics;

(f) Elements of Physiology and Hygiene; (not to be taken with Biology).

Group-3 (Technical)

(a) Applied Mathematics and Geometrical Engineering ;

(b) Applied Science;

(c) Elements of Mechanical Engineering;

(d) Elements of Electrical Engineering.

Group-4 (Commercial)

(a) Commercial Practice;

(b) Book-Keeping;

(c) Commercial Geography or Elements of Economics and Civics;

(d) Shorthand and Typewriting.

Group-5 (Agriculture)

(a) General Agriculture;

(b) Animal Husbandry;

(c) Horticulture and Gardening;

(d) Agricultural Chemistry and Botany.

Group-6 (Fine Arts)

(a) History of Art;

(b) Drawing and Designing;

(c) Painting;

(d) Modelling;

(e) Music;

(f) Dancing.

Group-7 (Home Science)

(a) Home Economics;

(b) Nutrition and Cookery;

(c) Mother Craft and Child Care;

(d) Household Management and Home Nursing.

Besides the above, a student may take as his option one additional subject from any of the above groups irrespective of whether or not he has chosen his other options from that particular group.

Division of Marks

- 200 marks for each elective subject i.e. total 600 for 3 subjects
- 200 marks for additional subject but there was no compulsion that 4th subject or additional subjects had to be taken. 60 marks were deducted from additional subject.

- 200 marks for each language subject i.e. total 400 for 2 languages, 100 marks each for social science, general science and mathematics i.e. total 300 for 3 subjects.

Concluding Note of Mudaliar Commission on Curriculum

We are aware that a new curriculum by itself, however good and carefully planned cannot transform the educational system and what is really needed is a new orientation and a new approach. Again a curriculum cannot be regarded as fixed for all times. It should be a matter of constant experimentation with a view to revising it from time to time, according to changing needs. So according to Mudaliar Commission, there is urgent need for curriculum research in our country and its arrangement should be made by training colleges.

Other Recommendations of Mudaliar Commission

Mudaliar Commission suggested that there should be a special type of ideal school for secondary education called Multi purpose schools.

On Examination Reforms

- In examinations, very modern methods were to be adopted.
- Objective type tests in exams were to be encouraged.
- The main aim of exams was not to be a memory test but should try to bring educational growth of learners.
- Throughout the year, the students should have internal exams.
- At the end of school education the students should go for public exam where the preparations for internal exams should help them.
- Internal exam to some extent would prevent wastage and stagnation.
- For each and every pupil an annual exam record should be maintained.

On Condition of Teachers

- All higher secondary teachers should be post graduates and properly trained.
- For this training, throughout the country uniform rules should be maintained.
- Uniform rules should also be maintained for recruitment of teachers.
- Regarding the appointment of teachers each school should also maintain a selection committee and the head of the institution should be the head of the committee.

- The teacher can have conformation of service after one year.
- There should be special committees which would look after the revision of pay scales.
- Financially the teachers should also enjoy triple benefit scheme under which three types of benefits be there, pension, provident fund and insurance.
- The teachers should also enjoy certain facilities other than financial like that their children should have free education.
- The teachers should enjoy loan facilities, leave allowance, some liberal leave rules and they will enjoy a special social status.
- Such facilities would be provided by certain special committees in the schools. But on getting such facilities, the teachers would have to accept one condition i.e. no private tuitions should be given by the teachers.

On Teachers Training

- Those teachers who want to teach in the primary level, who have just passed their school exams should receive training for 2 years.
- Graduate teachers (not post graduates) who want to teach in the middle and secondary school should have training for 1 year.
- Teachers at all levels should take up short refresher courses at intervals and in order to be better teachers they should also have M.Ed degree.

On Methods of Teaching for Secondary Level

- Methods of teaching should be rationalized and realistic situations of life should be accepted.
- Special methods of teaching like activity method, project method should be given preference.
- The methods of teaching should be highly dynamic in nature.
- In secondary schools group activities should be considered as a part of teaching.
- For each and every class of the secondary schools, there should be separate libraries called class libraries for student's help.
- There should be a special type of institution which will be called demonstration or experimental school. The schools will experiment with new methods of teaching.

On Education and Character Building

- Education should be for character building for which personal contact in between students and teachers will be highly helpful.
- Each and every school should have student self government which would maintain a code of conduct.
- The Self government would also help in character formation as through this body, the students would be able to express their grievances and this would lead to the idea of self expression.
- Extra curricular activities would be there in character building (it is the concept of extra-curricular not core-curricular activity)
- Religious instructions should also be given but it should be liberal and not made compulsory.

On Guidance and Counselling

- This work is neglected in our country. So it was suggested that trained guidance officers should give guidance.
- For career counselling, career masters should be appointed.
- Those children who need guidance should be sent to some special training centres.

Physical Welfare of the Students

- There should be regular medical checkups for the learners and there would be special medical treatment for special cases.
- The teachers also should have some preliminary knowledge about first-aid, personal health, sanitation.
- Physical activities should be highly encouraged and proper record of such activities should be maintained by the school.
- Each school should have separate physical education teachers.

On Educational Administration

- In each and every province, the ultimate head of secondary education should be the Director of Education. He can give advice to the education Minister of each and every province.
- With the central and state governments there should have committees which would discuss about the standard of secondary education.
- The education ministers should be the members of such committees.

- These committees should be controlled by a coordinating committee. There should be a Board of Secondary Education in each province which will have sub committees and such committees should be mainly concerned about secondary examinations.
- The Central Advisory Board of Education (CABE) should look after the educational problems on a voluntary basis and such Central Advisory Board would also have state advisory boards.
- In each and every province inspection system should be properly put to practice and the inspectors were to note whether the schools are properly registered with the government. The inspectors should also note whether the schools are maintaining proper standards and following the rules and regulations.
- The vacation and leave rules, the working hours should be uniform both in rural and urban areas in secondary schools.

On Vocational and Technical Education at the Secondary Level

For these, a sort of cess (tax) can be levied on the parents. This tax will be called Industrial Educational Cess. This tax can be levied for vocational education as certain expenditures were to be incurred by the schools for the vocational sources.

- The Central Govt. can give same lands to the provincial Governments free of cost to build up secondary schools.
- Though the provincial Governments have to do all types of functions on secondary education, the ultimate responsibility should be taken by the Central Govt.

INDIAN EDUCATION COMMISSION (1964-66)

Structure of Kothari Commission

In view of the important role of education in the national development and in building up a truly democratic society the Government considered it necessary to survey and examine the entire field of education in order to realise a well balanced, integrated and adequate system of national education capable of making a powerful contribution to all aspects of national life. To achieve these objectives speedily, the Government of India in October 1964, set up an Education Commission, under Resolution of July 14, 1964.

The Commission in particular was to advise the Government on the national pattern of education and on the general policies for the Development of education at all stages-ranging from the primary to post-graduate stage and in all its aspects besides examining a host of educational problems in their social and economic context. The Commission was, however, not to examine legal and medical education.

The Commission, under the chairmanship of Dr. D S Kothari, Chairman, University Grants Commission, consisted of sixteen members, eleven being Indians and five foreign experts. In addition, the Commission had the benefit of discussion with and advice of a number of internationally known consultants in the educational as well as scientific field.

The Kothari Commission is also known as Indian Education Commission. This Commission changed the Educational structure of Mudaliar Commission and it introduced the intermediate stage of Education.

The Commission began its task on October 2, 1964, and submitted its report on June 29, 1966 to the Union Education Minister.

The Commission set up 12 Task Forces and 7 Working Groups.

The 'Task Forces' were set up on the following:

- (i) School Education;
- (ii) Higher Education;
- (iii) Technical Education;
- (iv) Agricultural Education;
- (v) Adult Education;
- (vi) Science Education and Research;
- (vii) Teacher Training and Teacher Status;
- (viii) Student Welfare;
- (ix) New Techniques and Methods;
- (x) Manpower;
- (xi) Educational Administration and
- (xii) Educational Finance.

The 'Working Groups' were set up on the following

- (i) Women's Education;
- (ii) Education of Backward Classes;
- (iii) School Buildings;
- (iv) School Community Relations;
- (v) Statistics;
- (vi) Pre-Primary Education and
- (vii) School Curriculum.

According to Kothari Commission, From Class 1 to 10 the students were to go for general education. When they enter into intermediate level i.e. class XI they choose their streams and specialization would be from class XI to class XII (Two years) and after that they would go for degree education.

Kothari Commission was of opinion that a student of class IX was not mature enough to take his/her streams and subjects. He should complete his first stage of education with general studies and then pick up his/her subjects.

Kothari Commission, though changed the educational structure, emphasized on science and scientific, vocational and technical education which was similar with the Mudaliar Commission's concept.

Kothari Commission of the first time introduced the concept of work experience from which the subject, work Education was introduced in the secondary curriculum. This abolished craft centric education of Gandhi.

Need for the Appointment of Kothari Commission

1. Need for a comprehensive policy of education in spite number of education committees after independence, satisfactory progress would not be achieved.
2. Need for detailed study even though a good deal of expansion of education facilities took place, it was at the expense of quality.
3. Need to emphasize role of people in national development. To make people aware that they have a share in the national development along with the government.
4. Need for overview of educational development. To create more integration between various parts and consider it as a whole not as fragments.

5. Need for positive approach to the status of teacher. The teacher community had been neglected suffering many hardships requiring a positive approach to the problem.

Facts of Educational Resolution of Kothari Commission

1. Internal transformation to relate to the life needs and the aspirations of the people.
2. Qualitative improvement so that the standards achieved are adequate kept continually raising and become inter nationally comparable.
3. Expansion of educational facilities broadly on the basis of manpower needs with an accent on equalization of educational opportunities.

General Aims of Indian Education

India is on the move again with a promise of a new Renaissance in the making. After a long period of foreign rule she has emerged into freedom. Politically the land is free but economically this has a long way to go. For this during recent years great attempts have been taken towards industrialization and modernization. In the process of modernization, the most powerful is education based on science and technology. The one great lesson of the present age of science is that with determination and willingness, to put in hard work, prosperity is within the reach of any nation which has a stable and progressive govt. But India should not only be dominated by science because she has a long philosophical tradition. Areas of pride and deep faith for the noble ideas of peace and freedom, truth and compassion are now necessary. Moreover India has learnt about the industrialization of the west which also has brought great human spirit.

If we want to change on a grand scale, then the instrument is the natural system of education. The direct link among education, national prosperity and development exists only when the national system of education is properly organized from quality and quantity points of view.

So, on the basis of the concept, the following aims of education can be accepted for the total development of Indian education.

Aims of Education According to Kothari Commission

According to Kothari Commission the aims of Indian Education should be the following:

Education for Increasing Productivity

It includes the following aims—

- (a) Make science a basic component of education and culture.
- (b) Inter-oduling SUPW as an integral part of general education.
- (c) Vocationalisation education to meet the needs of the industry of agriculture.
- (d) Improving scientific and technological research and education at university level.

Education for an Accelerating Process of Modernization

It includes the following aims—

- (a) Adopting new methods of teaching
- (b) Proper development of instruct attitudes and values and building essential skills like independent study.
- (c) Educating people of all straits of society.
- (d) Emphasizing teaching of vocational subjects and science.
- (e) Establishing universities of excellence in the country.

Educating for Promoting Social and National Integration

It includes the following aims—

- (a) Introducing common school system of public education.
- (b) Developing all modern Indian language.
- (c) Taking steps to enrich Hindi as quickly as possible.
- (d) Encouraging and enabling students to participate in community living.

Education for Inculcation of National Values

It includes the following aims—

- (a) Introducing moral, social and spiritual values.
- (b) Providing syllabus giving information about religious of the world.
- (c) Encouraging students to meet in groups for silent meditation.
- (d) Presenting before students high ideas of social justice and social service.

So on the view of Kothari Commission we can summarise the aims of Indian Education are as follows:

- Education as an instrument of change.
- Education to be related to life's needs and aspirations of the people.

- Education to be related to productivity.
- Science as a basic component of education and culture.
- Education to be related to work experience.
- Education to be related to bookish analysis specially from the intermediate level.
- Improvement of scientific, technological education and research at university stage with special.
- Emphasis on agriculture and allied sciences.
- Education to be related to social and natural integration.
- Education as a channel of international communication.
- Education to promote national consciousness.
- Education for international understanding.
- Education to develop democratic values among people.
- Education for modernization.
- Education as an explosion of knowledge.
- Education for rapid social change.
- Education to develop social, moral and spiritual values.
- Secularism to be related to education.

School Curriculum According to Kothari Commission

The school curriculum is in a state of flex (change) all over the world today. In developing countries it is generally criticized as being outmoded and not properly designed to meet the needs of modern times. So there is widespread dissatisfaction with the curriculum which is due to many causes. Against the background of the striking curriculum developments that are taking place abroad, the school curriculum in India will be found to be very narrowly concerned and largely out of date. Our schools are mainly concerned with imparting knowledge and this is also carried out in a very dissatisfactory manner. So the curriculum is out of step with modern knowledge and out of tune with the life of the people.

Organization of the Curriculum for the First Ten Years of Schooling

For the first seven years of schooling, there should be an undifferentiated course of general education for all of those who continue education after class VII. An estimated 20% are expected to be provided with full time or part time vocational education. The remaining 80% will receive general education of forces like creative activities and work experience.

The subjects studied in classes V, VI, VII should continue at the lower secondary stage but science education should be given preference after this because of the advancement of scientific knowledge. Subjects like History, Geography and Civics should also be taught to the learners and as far as possible correlation should be maintained between these two groups of subjects. A third language Hindi or English or a Modern Indian language should be introduced on a compulsory basis. Work experience should be organized as far as possible in the workshops or in other productive units. Social service should be undertaken continuously for a fixed period every year and education in moral and spiritual values should be provided on a systematic basis.

After the Completion of the First 10 Years of Schooling Leading to High School Examination

The special interest and abilities of the students can be formed and with a good system of guidance and counselling they can be helped in the choice of their future career and educational course. An extensive and varied programme of vocational education should be provided at this stage. As in the existing higher secondary scheme, the primary object of the new diversification is to provide opportunities in the last two years of schooling for the development of the special academic interest of the students.

But there are two important differences between the old and the new schemes. The first is that since the two technical, commercial and agricultural courses, courses in fine arts and home science, will in future be studied in special vocational institutes but the present seven groups of elective subjects would be reduced to arts and sciences.

The second is that there will be no sharp destination even between these two categories and will be no streaming of subjects on the prevailing pattern in which a student is compelled to take his 3 elective subjects from one group with optional subjects from another. It will be seen that the changes proposed in the existing higher secondary scheme restrict the wide range of optional subjects at present permitted in classes IX, X & XI. They provide for greater freedom and elasticity in the grouping of subjects within the limited range in the new classes XI & XII.

Besides the 3 elective subjects, the students have to select two languages. This may include any modern Indian language, any

foreign language or any classical language. The whole question of higher secondary curriculum will have to be carefully examined and the details worked out by an expert body consisting of representatives of the universities, state boards of school education and the state departments of education.

Structure and Duration of Secondary Education

Structure and Duration and Programme for Lengthening the Duration:

The proposal that duration of the higher secondary course should be lengthened to 2 yrs through a phased programme of 20 yrs and it should be divided into two stages. The first stage, covering a period of 5 yrs, should be devoted in securing a better utilization of existing facilities and in making the needed preparation for a successful implementation of this important reform.

The second stage will cover a period of 15 yrs and the programme of extending the duration should begin in the 5th 5 years plan and should be completed by / at the end of the 7th 5 years plan.

These are 3 possible selections in the school or higher education in the next 5 yrs. These are qualitative improvement of general education, Vocationalization of secondary and higher education and extending the duration of the total period of general education.

But it is to be noted that the extension of the period won't lead to qualitative improvement. There are several other inputs which are necessary for raising standards. For example by motivating the students, through competence of the teachers, through better methods of teaching and evaluation, through improved text books, teaching materials and adequate equipments and other facilities. Qualitative improvement will result from the total effect of all these factors. If these are of the right kind, an increase in the duration will certainly add to the improvement in quality. But if they are not, the extension of the course by a year, may only mean, an increase in existing wastage.

Subject List

1. Any two languages including any modern Indian language, any modern foreign language or any classical language.

2. Any three subjects from the following list.

- An additional language.
- History.
- Geography.
- Economics.
- Logic.
- Psychology.
- Sociology.
- Art.
- Physics.
- Chemistry.
- Mathematics.
- Biology.
- Geology.
- Home science.
- Work Experience
- Art & Craft.
- Physical Education. and social service.
- Education in Moral & Spiritual values.

Science Education and Research

Science can transform human society and can create a very modern society. This science is the greatest intellectual enterprise of human civilization. According to experts the progress of any country depends on scientific developments and for this reason science education has to improve a lot.

Science Education

Science education of India is not very satisfactory as in many ways India cannot cope with the growing scientific development.

So far as science education is concerned, the curriculum including mathematics is very outdated. So a dynamic change is required in the science curriculum.

In any country, to develop science education, the greatest emphasis should be given to nature education i.e. students should understand nature.

To develop science education both from the qualitative and the quantitative point of view, research works have to be increased and besides the Government, the researches should take the main role in developing science education.

In the methods of teaching science, the science method should not be totally separated from the usual methods of teaching because the general students are much more acquainted with general methods. Also if simple methods are accepted India can have more science students and the students will not be nervous to take up science education.

For the overall development of science education in the country, the different centers are research centers, national laboratories,

science institutes etc. All these should have a good coordination among them and to maintain this coordination Government help is also needed.

For better science education in the country field works or experimental works should be given great importance.

Since India is vast, the help of local bodies or organization laboratories, libraries are very much needed to develop science education.

In order to encourage experimental work for science education, the laboratories should be well equipped and here the role of the Govt. is very important but the private agencies can also come forward to help in this matter.

To develop science education in the country industrial growth should also be considered, as science education should try to fulfil the industrial needs.

Not only in science but also in other branches of study, the nature of education should be scientific in nature. This also can indirectly help in the development of science education.

For science education or the graduate and post graduate levels special types of books called quality books must be written and published, Where explanation of scientific terms should be given so that many different types of students can take up science study.

On part of the Govt. there should be a special advisory board or body to give advice to the Govt. regarding the overall development of science education.

Very modern aim of science education is to develop creative thinking among learners. This is one of the motives of science education in India.

For proper science education mathematical concepts or ideas should be developed among learners because science always has to take the help of mathematics.

In science education, science is aimless and since there is no such limit, in science education at all stages the curriculum should be highly flexible and it should try to keep pace with changing needs and condition.

Those who want to be science teachers, besides their academic qualifications should possess a minimum concept of creative thinking and there should have a constant awareness among the teachers towards environment and surroundings. Thus the teachers

should have a dynamic character, they should try to change with situations.

In our country quantitative expansion is also required. So more science education centers should develop but these centers should not or cannot impart any science education which is totally separated from general education. So science education should always maintain a link with general studies.

Science education can bring economic development of the country and also contributes to the field of culture.

The modern science subjects should also be drawn to those who have learnt science for some years and in this connection for specialized science students environmental studies are important. Though we are to keep pace with modern scientific developments, the history of different braches of science should also be known to learners.

For advanced studies it is suggested that for better science education, workshop education should be highly encouraged. Workshop should be properly equipped. Workshop experts who can train students are also necessary. These workshop teachers can also become good science teachers in future.

In evaluating science students their practical works should be given more importance.

For those who are already employed, for them both Govt. & non Govt. enterprises should try and establish part time science institutes and special courses should be conducted by different education centers which would be crash courses during the vacations.

Summer science institutes must be established for science education. Actually some summer science institutes developed in India between 1963 & 66. The main programme of such institutes was to improve science education in schools and colleges.

The University Grants Commission (UGC) and inter University Board should take special interests in developing science education specially by the publication of proper science books, as according to experts even today good science books are important. Books should also be published on science terminology and a standing committee should be appointed which would take up this work. Also different professional bodies should also take up job of publishing books written by different authors who should take up a major role in this connection.

Scientific Research

According to experts and the Kothari Commission one of the main activities of any nation is to carry on scientific research. But the nature of research work should be according to the industrial set up of the country.

This sort of scientific research can also give us very good results in near and distant future and if nation devotes time for such researches, it would be a sort of investment.

In scientific researches Universities should play the main role but the drawback of the universities is that in most Universities in India, do not know how many types of research work can be conducted i.e. the knowledge of the universities is limited in the field of research.

In this respect the Kothari Commission said that the Universities should know of the different fields of research work. They should maintain a close link with well known Universities of the world which can supply such information.

Though the Universities are to play a main role in the field of research work, there is negligence on part of the universities regarding research work.

Research Functions of Universities (Supported by Kothari Commission)

To produce a number of research scholars.

To look after the performance of researchers, the researchers are also becoming teachers of science education and their teaching performances should be looked after by the universities.

The researchers should be motivated by the universities so that they should become teachers.

The researchers should also be given training to become experts in future or they have to become leaders in the academic or scientific world. This leadership training is to be imparted by the universities.

These researchers should have frequent consultation with different experts of the universities so that they can perform all sorts of their duties properly.

Universities are to take up a well planned research policy.

In all fields of research work, Universities are not to forget our tradition, history of science and our cultural heritage.

The universities are to carry on this work and should have constant discussion with the Govt. and also should maintain international contacts.

Both Kothari Commission and general opinion said that every university researcher should be a teacher and every University teacher should also become a researcher.

Though this has been said, it is found that for all teachers research work is not possible for many reasons. But if such teachers cannot participate in large scale work, they can participate in small scale research work.

Those students who want to be research scholars should start some sort of research activities from the under graduate level. Mainly meritorious students can be given such work by the universities and the college. For doing this work, the students should gain experience about research work by moving from one university to the other. This is called mobility of students which should be encouraged.

The students should arrange certain groups among them for research work which would be called groups research work. For this team spirit is highly needed and it can be called team research.

If research work can be carried out both individually and in groups, then a very healthy research atmosphere can be created in different universities.

According to both Kothari Commission and general opinion, there should have some relaxations in rules and regulations of PH.D enrollment, and then there can be a good number of research scholars.

According to Kothari Commission different departments of Mathematics should take up some special programmes which can help the school and college teachers in their teaching performances and this can be treated as a sort of research work. This sort of programme can also be called Programmed Learning.

According to Kothari Commission and general opinion the schools and the colleges with the help of UGC can appeal to have computers which can help the teachers. The universities also should have computers for all sorts of works including research work.

Along with computer work and programmes, laboratory work for researchers and science teachers is very important and for this the help of National laboratories can be received.

The different science departments of the universities and the academic institutions have heavy work loads. So these major departments should be divided into small departments and there can be division of work.

There should be certain departments which should look after whether proper equipments, apparatus are supplied to the different laboratories to carry on their works. Such departments need the help of staff administrators.

In our country today, we should give much more stress on research of applied sciences because in the modern world, applied research is becoming important day by day.

National Science Policy

The National Science Policy was suggested by the Kothari Commission and supported by general opinion.

According to Kothari Commission this National Science policy is needed in our country for the development of national economy.

For this science policy, the central Govt. should give advice on how to maintain and carry on the National Science Policy.

In the policy, the decision as to which subject of the science research should be given the first preference and then the second and third preferences should be decided. The selection according to the priorities was to be divided by the National Science Policy.

For maintaining the National Science Policy, certain economic problems can be seen and for that always Govt. help is needed. This advisory board that was to assist the central Govt. should have a clear knowledge of scientific needs of the country.

Such advisory boards should maintain close contact with certain departments like Atomic Energy Department, different research councils like the Council of Scientific and Industrial Research (CSIR), Indian Council of Agricultural Research, Indian Council of Medical Research etc.

The net result of maintaining such National Science Policy will be to create a very healthy scientific atmosphere throughout the country.

In this connection the last suggestion was to establish a Science Academy. This was a suggestion of Kothari Commission and general opinion.

According to Kothari Commission, in our country, this work of National Science Academy is done by National Institute of Sciences but we should have a separate body like Science Academy which should undertake such works not the National Institutes.

Kothari Commission also said that this Science Academy should also take into consideration many minor problems usually not discussed in India. All such problems are to be solved by Science Academy.

This Science Academy should maintain close contact with foreign countries and India should represent in international conferences on science education. This has to be settled by the science Academy.

Such international contacts which can be brought to science education can also help to maintain friendly relations with other countries which would be helpful politically, socially and economically.

Adult Education According to Kothari Commission

Adult Education programmes are very much needed in India for economic development and social transformation.

Adult illiterates, who cannot participate in the development of India, should be given proper education so that they can take part in the country's development. This lack of participation is very injurious to the country. So every adult illiterate is to be trained in such a way that they become proper citizens of the country.

To launch adult education programme, the Kothari Commission laid down certain specific objectives

- Abolition of illiteracy from the country
- To continue education or to help in continuation of education who have started education in time but given up for certain reasons. They can be called dropouts of society. For them the programmes are arranged so that they can continue their education.

Role of Universities Regarding Adult Education

Kothari Commission said that in adult education programme, universities should play a major role and both teachers and students of the universities should be part to launch adult education programmes.

Motivation of adult illiterates—Those adults who do not have full education, suffer from inferiority complex they also feel that their existence is useless. Their existence is inferior to those who have received education. The objective of Kothari Commission is to remove such attitudes by motivating them and this creating a positive attitude to life. These objectives should be achieved if we want to have proper education.

According to the Commission, adult education programme can have a double concept.

Firstly, to give education to adult learners just for the sake of giving academic knowledge to impart academic information.

Secondly, their knowledge should be based on activities i.e. it should be practical and should be functional in nature i.e. knowledge should be put to real use. So activity is encouraged for the learners.

If this is arranged then adult learners will develop interest to the national problems of the country. So such awareness can be created.

Ultimately a time will come when adult learners can take part in solving national problem indirectly if not directly.

Both for theoretical and practical studies, a special habit should develop among adult learners called auto education or self education. Thus the habit of educating by self is to be developed. This can expand their level of knowledge thus bringing self enrichment for the learners which will not only help the country but also help them.

Adult education courses should be arranged for those who are whole time workers. These courses, though definitely part time, should be highly vocational in nature as the works are attentive to vocational works. Therefore vocational study was to be emphasized.

For part time courses also, there would be two group of students; adults, without any education i.e. illiterates and those who are dropouts. For both these groups, common programmes can be launched.

Kothari Commission, after grouping the students also mentioned to deal with these two groups and how to give them education. This can be called a sort of method of teaching for adult learners as the usual methods cannot be applied for adult learners.

Those people who have received some education, for them the method of teaching is selective and this can be called selective

approach. It is selective in the sense that it is not common for all and this group can be consoled early and smooth education can be given to them.

There would be a mass approach for the totally illiterates. The initial stage of education is not very effective for no selective approach can be applied here.

How to Motivate Adult Learners?

The Kothari Commission suggested that both Govt. & non-Govt. agencies will have to come forward, specially the social service organization, to motivate the adult learners. This is because adult education is a voluntary activity and those who are giving voluntary social service, should come forward.

For getting more students, campaigning is needed to prepare the minds of the adult learners. From a proper mental health of the learners can be created and their involvement would be much easier. For such campaigning, Kothari Commission suggested to give responsibilities to the social, political and educational leaders as well as the universities.

After motivating the learners, the learners should come to education centers. The teachers who are Interested to teach should be properly prepared in the sense that they should undertake certain special training which should be different from the usual teacher's training courses.

How the teacher should deal with the adult students?

Besides the fixed curriculum, the teachers should also discuss practical problems of the adult learners and give suggestions to solve such problems. This is because of the adult learners cannot get their problem solved to a certain extent they could not be interested to study.

For adult education a strong administrative body is required. This body should also maintain a good inspection or supervision system. Supervision work is important to see how the progress is, the defects and problems are to be determined.

Lady Adult Illiteracy

In the backward areas those who are launching the adult education programme face different problems. The main way of solving the problems is to make people convinced that education is for all, irrespective of caste, creed, religion and sex.

For this type of education again campaigning is very important and it is suggested that for ladies, some crash courses can be arranged to receive knowledge in fixed time. Centers where the ladies would go for education, should appoint lady teachers and this is not because of superstition but to make them understand how they are suffering without education.

Again for campaigning, lady campaigners should be appointed in those areas where the ladies are not sent for education. These campaigning leaders are called village sisters.

Continuing Education

For continuing education, the Kothari Commission has divided the students into two groups according to their capabilities.

The first group includes those who do not need education on a wide scale or continuous help of the teachers is not needed. They can help themselves i.e. self help.

The second group includes those who are intellectually not upto the mark and hence cannot go for auto education. They need the help of the teachers and for these two groups two types of teachers should be appointed.

For both these groups of students, some sort of vocational study should be different. The universities should help both those groups.

Regarding curriculum, for those who can manage to study by themselves i.e. those who are not intellectually backward, some interesting, and modern, special subjects can be introduced. For the other group simple matters should be included in the curriculum.

The Kothari Commission said that there should be a central body in the country which will be known as, National Board of Adult Education. This board should have certain specific functions.

- The board should give advice to the Central and the State Govt. on all problems related to adult education.
- This board should try to publish different reading materials for adult learners.
- This should try to make teaching equipments for adult learners and should encourage different agencies to take part in adult education programmes.
- This board should also create certain agencies for adult education programmes.

- The board should coordinate the works of the Govt. and non-Govt. agencies and adult education.
- The board should make a review of the works done on adult education throughout the country at short intervals.
- The board should arrange wide scale investigation or survey work which will be a sort of research work on adult education.
- The board should make programmes on the basis of results of evaluation of adult education.

The Kothari Commission suggested that like the National Board, similar types of boards should be established at the provincial level, district level and village level.

These minor boards should have close contact with different cooperative societies, different organizations which conduct health education programmes, Agriculture societies and organizations which arrange community service. By having close co-operations with the above, these smaller boards should function.

For adult education, which is very much an Indian problem, international contact is not always needed but if necessary, on special occasions or special problems, international organizations can definitely take part in adult education programmes. But such planning and programming should be entirely be centered around Indian problems.

Teachers' Education According to Kothari Commission

After independence teacher's education has not been given proper importance though in various commission and committee reports suggestions have been underlined to improve teacher's education. But nothing has been specifically done to improve it.

- Teacher's education should be regarded as a major part of our academic education.
- The quality of teacher's training programmes should be according to the suggestions given by different experts.
- For better teachers' education, the training centers should have constant connection with different schools.
- The Kothari Commission has divided the trainees into two groups, pre-service trainees and in-service trainees. The pre service trainees are fresher and service trainees are students who have already become teachers.

- Those who are teachers, at short intervals should take up some short courses. This can help to improve their performance. In Kothari Commission Report this is called Continuing Professional education.
- To improve the quality of teachers training, some reorientation is needed—reorientation of subject knowledge of curriculum, of methods of teaching, of teaching performance of trainees and reorientation of special programmes and activities for the trainees.
- The trainees in their trainee centers should be provided with proper text books so that they develop their fundamental concepts of teaching.

Duration of the course: Both for primary and secondary schools the teacher's training course should be for two years and throughout the course it is suggested that the trainees should have constant contact with the teachers teaching at the training centers. These trainer teachers are called teacher educators.

- The examination procedure of the trainees should to revise and their overall performance throughout the year should be considered and this record of performances of each and every trainee should be maintained.
- Regarding the teaching practice of the trainees—the total time would be 8 weeks. Here first they should start teaching one particular student and than a group of students and than teach the whole class.
- For preparing the trainees it is suggested that there should be a very good synthesis between general and professional studies. Such many of curriculum should be at such a level that it can be included as apart of our National System of Education.
- Regarding the master degree in training—those who have academic post graduate qualification they can teach scientifically but a master degree in training should also be desirable in teacher's training.
- The number of trainees to be produced should try to keep pace with the necessities of the schools.
- Teacher educators who produce trainees should be desirably specialized in those subjects which can be directly linked to education like psychology and sociology.
- As far as possible, hostel accommodation should be provided to both the staff and the trainees.

In training centers, there should be proper libraries, laboratories and proper supply of audio visual aids and there should be a craft room where the trainees can do craft work.

- With each and every training center, there should be one experimental school or demonstration school. The purpose of such school is to make experiments with new methods of teaching.
- In each and every province, there should be one correspondence training center which will be maintained by the state institute of education.
- There should be evening courses for mainly the in service trainees or teachers. But such evening courses can also be taken up by pre-service trainees.
- In the rural and semi urban areas, training centers should be established near to the schools so that the trainees can go for teaching practice early.
- For teachers' education, research works are to be encouraged which will be undertaken both by general students and trainees.
- Seminars and discussions should be arranged at short intervals for the trainees.

Regarding financial arrangements, the central Govt. should have the greatest responsibility and the **Central Government should be assisted by UGC and NCERT.**

- There should be no tuition fees for students but stipends can be given to them.
- UGC and NCERT should jointly establish a committee for teachers education and that committee would be in the Central Govt. This committee should have certain functions.
- Development and establishment of more training centers throughout the country.
- Development of standards of the training centers.
- To coordinate the activities of teachers education through put the country i.e. committee should play the role of a coordinator.
- To give advice to the universities and state departments of education for better teaching programmes.
- To orient inspection in the training centers and in the universities for better teaching and improved standard.
- To look after the special programmes and activities of teacher educators and trainees.

- To give funds / money to the schools, training centers and to the universities to have all sorts of materials for teaching programmes.

Principal Recommendations of the Kothari Commission

Now let us discuss the principal recommendations of the Kothari Commission in details:

Education and National Objectives

Education and National Development : The most important and urgent reform needed in education is to relate 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 fivefold programme has been suggested:

- (a) Relating education to productivity ;
- (b) Strengthening social and national integration through educational programmes ;
- (c) Consolidation of democracy through education ;
- (d) Development of social, moral and spiritual values ; and
- (e) Modernisation of society through awakening of curiosity, development of attitudes and values and building up certain essential skills.

Now let us discuss the above five programmes in details:

(a) Education and Productivity: The following programmes are needed to relate productivity to education:

- (i) Science education should be an integral part of school education and ultimately become a part of all courses at University stage;
- (ii) Work experience to become an integral part of all education;
- (iii) Every effort should be made to orient work experience to, technology and industrialisation and the application of science to productive processes, including agriculture ; and
- (iv) Vocationalisation of secondary education and agricultural and technical education to be emphasized.

(b) Social and National Integration: The following steps have been suggested to strengthen national consciousness and unity:

- (i) 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;

- (ii) 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;
- (iii) Participation in programmes of community development and national reconstruction should be an integral part of all education from the primary to the undergraduate stage ;
- (iv) Continuance of N.C.C. on its present basis till the end of the Fourth Five Year Plan;
- (v) Development of an appropriate language policy for the education system;
- (vi) Adoption of regional language as the medium of instructions;
- (vii) Energetic action for production of books and literature, particularly scientific and technical, in regional languages. This should be the responsibility of universities—assisted by UGC.
- (viii) 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;
- (ix) Regional languages to be made language of administration for the regions concerned at the earliest possible time ;
- (x) Continuation of the promotion of the teaching and study of English right from the school stage. Special attention to be given to the study of Russian;
- (xi) 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;
- (xii) Combining two modern Indian languages at the B.A. and M.A. level; and Education Abstracts Section.
- (xiii) 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.

(c) Education for Democracy: The following programme has been suggested for consolidation of democracy:

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

- (ii) 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;
- (iii) 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 ; and
- (iv) 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.

(d) 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 Committees on Religious and Moral Instruction.

(e) Education and Modernisation: The following has been suggested in this regard:

- (i) 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
- (ii) Creation of an intelligentsia of adequate size and competence.

The Educational System: Structure and Standard

(1) Stages in Education and their Inter-relationship: In this regard the following has been suggested:

- (i) The new educational system should consist of—
 - (a) one to three years of pre-schools 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 general education or one to 3 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;

- (ii) Age of admission to Class I ordinary not to be less than 6;
- (iii) First public examination to come at the end of 10 years of schooling;
- (iv) Secondary schools should be of two types-high schools providing a ten-year course and higher secondary schools providing a course of 11 to 12 years;
- (v) New Higher Secondary course beginning in Class XI and XII to provide specialised subjects; and
- (vi) 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.

(2) Reorganisation of the University Stage: The following has been recommended in this respect

- (i) Duration of the first degree should not be less than three years and the duration of the second degree to be 2 or 3 years;
- (ii) Some universities should start graduate schools with 3 year Master Degree courses in certain subjects; and
- (iii) Three-year special courses for the first degree which begin at the end of the first year of the present 3-year degree 20 courses should be started in selected subjects and in selected institutions.

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

- (i) Instructional days in the year to be increased to about 39 weeks for schools and 36 weeks for colleges and pre-primary schools; and
- (ii) Standard calendar to be worked out by the Ministry of Education and the University Grants Commission in consultation with the State Governments and Universities respectively and other holidays to be cut down to 10 in a year.

Teacher Status

The Commission has emphasised that the most urgent need was to upgrade the remuneration of teachers substantially, particularly at the school stage, 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 school teachers belonging to the same category but working under different managements such as government, local bodies—private managements should be the same.

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 provision should be made for it. It further recommended :

- (i) In order to make the professional preparation of teacher's 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;
- (ii) The quality of the programme of teacher education should be improved;
- (iii) New professional courses should be developed to orientate headmasters, teachers educators and educational administrators to their special field of work;
- (iv) 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
- (v) Improvement of teacher education institutions and expansion of training facilities should be undertaken.

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:

- (i) 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 ;

- (ii) 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 text-books 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 ;
- (iii) 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;
- (iv) Special encouragement to the education of girls and the backward classes;
- (v) The reduction of imbalances in educational development between the different parts of the country—districts and States; and
- (vi) The development of a comparatively small but effective programme for the education of the handicapped children.

School Education Curriculum

(1) **Essentials of Curricular Improvement:** for the improvement and upgrading of school curricula, the following measures have been suggested:

- (i) Essentials of Curricular Improvement For the improvement taken by university Departments of Education, training, colleges, State Institutes of Education and Boards of School Education; (b) 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.
- (ii) 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;

- (iii) Advanced curricula should be prepared by State Boards of School Education in all subjects and introduced in a phased manner in schools which fulfil certain conditions of staff and facilities;
- (iv) The formation of Subject Teachers' Associations for the different school subjects will help to stimulate experimentation and in upgrading of curricula.

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

- (i) 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 :
- (ii) The modification of the language formula should be guided by the following principles:
 - (a) Hindi as the official language of the Union enjoys an importance next only to that of the mother tongue.
 - (b) A workable knowledge of English will continue to be an asset to student.
 - (c) 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 learnt.
 - (d) The most suitable stage for learning these languages is the lower secondary (Classes VIII-X).
 - (e) The introduction of two additional languages should be staggered.
 - (f) Hindi or English should be introduced at a point where there is greatest motivation and need.
 - (g) At no stage should the learning of four languages be made compulsory.

(3) Three Language Formula: The modified Three-Language Formula should include the following:

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

Educational Administration and Supervision

A sympathetic and imaginative system of supervision and administration is essential for initiating and accelerating educational reform. Educational administration should, therefore, be improved and strengthened through programmes like the following:

NATIONAL POLICY ON EDUCATION—1986, 1992

Introduction to the (NPE) 1986 and its POA for NEP—1992

The new policy on education, 1986 was approved by parliament in MAY 1986.

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 **Shri Rajiv Gandhi** was the prime minister of India. Again, a committee was set up under the chairmanship of **Shri 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.

Salient Features of National Policy on Education 1986

• *Common Educational Structure*

The national system of education envisages a common education structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of high school.

National Curricular Framework with a Common Core

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

• *Minimum Levels of Learning*

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

Priorities of Educational Reforms

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

• *Meaningful Partnership*

The Centre and States will make their partnership in the field of education meaningful.

Objectives of National Policy on Education 1986

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. According to the policy the objectives are as follows:

• *Education for All*

Illiteracy hampers national development. Therefore, it was necessary to provide educational facilities to all age groups irrespective of sex, caste of creed. This gives rise to following objectives—

- (i) To universalise elementary education.
- (ii) To prevent the possibility of adult illiteracy in the years by reducing the dropouts in schools.
- (iii) To accelerate non-formal education and make education reaches the remotest corner of the country.

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

- (a) Universal access and enrolment.
- (b) Universal retention of children up to 14 years of age and
- (c) 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.

Scientific and Technological Development

Scientific and technological development makes education more cost effective through educational technology. For this it is essential to—

- (i) Strengthen educational TV (ETV) and audio program capabilities and provide wider access to them.
- (ii) to improve science education in schools.
- (iii) Promote rural technology and appropriate technology to achieve economic development.
- (iv) develop scientific temper.
- (v) Acquaints students and teachers with the range of computer application and its potential as a learning medium.

Social and Cultural Development

For the program of an integrated society with a rich national culture and national character, the national objectives of socialism, secularism and preserving our cultural heritage have to achieve. So the objectives are—

- (i) To create awareness regarding our cultural heritage.
- (ii) To develop appreciation of diverse cultures of our country.
- (iii) To develop appreciation of the achievement of our national leaders.
- (iv) To promote values of national integration, secularism.
- (v) To remove barriers between various age groups, diverse cultures, socio economic groups and urban and rural community.
- (vi) To provide equal opportunities to all communities for education.
- (vii) To foster universal and eternal values oriented towards the integration of our country.
- (viii) To provide development of Indian languages.
- (ix) To promote rational outlook.

Human Resource Development

The first important step towards the economic, social, cultural and technological progress of the nation is through HRD. The objectives of education are as follows :

- (i) To create awareness in all citizens ability the rapid rate of population growth.
- (ii) To create awareness about increasing levels of pollution & the hazards of environment.
- (iii) To develop a sense of responsibility & commitment among the individual to the problems of nation.
- (iv) To develop healthy individuals capable of contributing to the social and economic development.
- (v) To make provisions for facilitating the basic minimum needs & have the maximum level of learning at all stages.
- (vi) Develop social and vocational skills and provide a broad based skill oriented vocational training that will equip the industries, agriculture and other professional organizations with a highly skilled workforce to establish linkage between vocational & professional education & needs of industry, agriculture and commerce.

- (vii) To develop positive attitudes to work co-operative activity & to life long learning & work culture has to be developed to have a dedicated committed work force.

Equalization of Opportunities

NPE'86 emphasizes the objectives of providing equal opportunity to all the sections of the society. The objectives are :

- (i) Equal opportunities to be given scheduled caste & tribes, backward classes and minorities for education, job opportunity & economic progress.
- (ii) The handicapped to be provided facilities for special institutions and where possible for integration into normal school.
- (iii) Empowerment of women to enable them to participate in national activities with this in view the equality & sex would bring thrust on NPE.

VARIOUS RECOMMENDATIONS OF NATIONAL POLICY OF EDUCATION AND ITS POA

After going through the basic objectives of NPE of 1986 and its modified policy in 1992, 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.
- (iii) Besides these, this policy also calls for drive for a substantial improvement of the primary schools and provision of support service.

- (iv) 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.
- (v) In the context of operational blackboard, the policy envisaged the following facilities that should be kept for implementing the operational blackboard.
- (a) two reasonably large rooms that are usable in all weather;
 - (b) necessary toys and games material;
 - (c) blackboards,
 - (d) maps,
 - (e) charts, and
 - (f) other learning materials.
- (vi) 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:

- (i) Programme to ensure access to secondary education being widened to cover unserved areas.
- (ii) Programme of consolidation in other areas.
- (iii) 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.

- (i) Consolidation and expansion of institutions
- (ii) Development of Autonomous colleges and departments
- (iii) Redesigning courses
- (iv) Training of teachers
- (v) Strengthening research
- (vi) Improvement in efficiency
- (vii) Creation of structures for co-operation at the state and national levels,
- (viii) 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:

- (i) The Indira Gandhi National Open University should initiate action for its academic programme.
- (ii) 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.
- (iii) 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.
- (iv) 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.

The new pattern of the Rural University will be consolidated and developed on the lines of Mahatma Gandhi's revolutionary ideas on education so as to take up the challenges of microplanning at grassroots levels for the transformation of rural areas. Institutions and programmes of Gandhian basic education will be supported. Substituted by Revised Policy Formulations.

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:

- (i) to gear the entire education system to plan a positive interventionist role in the empowerment of women,

- (ii) 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.
- (iii) 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 per cent 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:

- (i) 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.
- (ii) Educated and promising Scheduled Tribe youths should be encouraged and trained to take up teaching in tribal areas.
- (iii) Residential schools, including Ashram Schools, should be established on a large scale.
- (iv) 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.
- (v) Anganwadis, Non-formal and Adult Education Centres should be opened on a priority basis in areas predominantly inhabited by the Scheduled Tribes.

- (vi) 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.
- (vii) 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.
- (viii) 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.
- (ix) Recruitment of teachers from Scheduled Castes.
- (x) Recruitment of teachers from Scheduled Tribes.
- (xi) Provision of facilities for SC students in students' hostels at district headquarters, according to a phased programme.
- (xii) Location of school buildings, Balwadis and Adult Education Centres in such a way as to facilitate full participation of the Scheduled Castes.
- (xiii) The utilisation of Jawahar Rozgar Yojana resources so as to make substantial educational facilities available to the Scheduled Castes.
- (xiv) 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 taken in this regard:

- (i) 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.
- (ii) Special schools with hostels will be provided, as far as possible at district headquarters, for the severely handicapped children.
- (iii) Adequate arrangements will be made to give vocational training to the disabled.
- (iv) Teachers' training programmes will be reoriented, in particular for teachers of primary classes, to deal with the special difficulties of the handicapped children; and
- (v) 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:

- (i) Access to education of a comparable quality for all irrespective of caste, creed, location or sex.
- (ii) 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.
- (iii) Articulation of a national system of education with a common structure, national curricular framework which contains common core.
- (iv) Examination reforms and introduction of evaluation as an ongoing process in schools for the improvement of teaching and learning.
- (v) Development of culture specific curricular and instructional material for the tribal people and educationally deprived minority groups keeping in view their rich cultural identity.
- (vi) 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.
- (vii) 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.
- (viii) 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:

- (i) Public examinations will continue to be held only at the levels of classes X and XII,
- (ii) Decentralization of the operation involved in the conduct of examinations to make the system work more effectively.
- (iii) 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.
- (vi) 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.
- (vii) Students' performance will be indicated through letter grades, and assessment of overall performance will be on the basis of cumulative grade point average.
- (viii) 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—

- (i) Three-language formula, improvements in the linguistic competencies of students at the different stages of education,
- (ii) Provision of facilities for the study of English and other foreign languages, and
- (iii) Development of Hindi language as a link language etc.

Chapter-XXI: Cultural development

While 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 present.

National Policy of Education—1992

Now let us summarise the above mentioned recommendations suggested by National Policy of Education 1986 and its POA 1992:

You will appreciate that NPE of 1986 and POA 1992 are important policy documents adopted by the Government of India to bring about certain revolution and changes to the Indian Educational System. The basic formulations can be summed up as follows:

- (i) The National Policy of 1986 marked a significant step in the history of post independent India.
- (ii) The National Policy of Education of 1986 and Programme of Action of 1992 provided a significant formulation regarding the content and process of education.
- (iii) Emphasis was given on the values of secularism, socialism, democracy to be imbibed by the citizens of the country.
- (iv) Education must reduce the rural urban disparities and determined measures should be taken to promote diversification and dispersal of employment opportunities.
- (v) Emphasis was laid on adult education especially within the age group of 15 and 35 years.
- (vi) The Programme of Action (POA) 1992 aimed to fulfill the objective of universal enrolment and retention of children and successful completion of education upto 14 years.
- ✕(vii) POA also suggested decentralized planning and good management of primary education.
- (viii) NPE and POA gave due importance to improvement of education in educationally backward areas.
- (ix) The NPE and POA perceived the problem of women education in India and therefore stressed the need for equal opportunities for all.
- (x) The NPE and POA emphasized on the importance of technology and formulated policy regarding the utilizations of computer education in our country.
- ✕(xi) The policy and Programme stressed on the importance on non-formal and distance education modes to achieve the goal of universal education.
- (xii) The NPE and POA laid considerable stress on the need of value education and inculcation of proper perspective about the country's cultural traditions.

- (xiii) Both the Policy and Programme laid importance on higher education and research work.
- (xiv) Vocational education was given importance by the POA to increase individual competency and national productivity.
- (xv) It emphasized that teacher training facilities should be provided to eligible candidates in the teaching profession. It also suggested that the service conditions and salaries of teachers should be improved.

EXERCISE

Short-type Question:

1. Mention shortly aims of education according to Indian University Commission.
2. Write the recommendations of Indian University Commission about the Structure of University Education.
3. Write the recommendations of Indian University Commission about the curriculum of University Education.
4. Write the recommendations of Indian University Commission about reform of Examination.
5. Discuss the importance of Radhakrishnan commission in the history of Indian Education.
6. Discuss the recommendations of Secondary Education Commission about the Curriculum of Secondary Level.
7. What are the recommendation of Secondary Education Commission about the reforms of Examination.
8. Discuss the limitations of recommendations of Secondary Education Commission.
9. Indian Education Commission draw our attention on which problems in our Country?
10. Discuss the aims of education according to Indian Education Commission.
11. What are the recommendation of Indian Education Commission about Education Structure?
12. Write the objectives of School Complex.
13. Mention the recommendations of NPE-1986 about the education of Schedule caste and Schedule Tribe.
14. State the recommendations of NPE-1986 about the reorienting the Content and Process of Education.
15. What are mentioned in NPE-1986 about the Teacher and the Management of Education?

Essay-type Question:

1. Explain the aims of Education which are decided by Indian University Commission.
2. State the recommendations of Indian University Commission about Education Structure and Curriculum.
3. Explain the recommendations of Secondary Education Commission about aims, objectives and structure of Secondary Education.
4. Discuss the recommendations of Indian Education Commission (1964-66) about the objectives of Education in different stages.
5. Discuss the recommendations of Indian Education Commission about the education structure of different stages.
6. Discuss the recommendations of Indian Education Commission about the School Curriculum.
7. Write the recommendations of Indian Education about the reforms of Examination.
8. Discuss the comparative study of Kothari Commission and Mudaliar Commission.
9. Discuss the recommendations of National Policy of Education (1986) about the Education for Equality.
10. Discuss the recommendations of NPE-1986 about reorganisation of Education at different stages.
11. Discuss the importance of different areas which were mentioned in POA-1992.