



University Grants Commission
Bahadur Shah Zafar Marg
New Delhi-110 002

F. No. UGC/DEB/ 2013
Dated 14.10.2013

The Registrar/Director
Of all the Indian Universities
(Deemed, State, Central Universities/
Institutions of National importance)

Subject: Equivalence of Degrees awarded by Open and Distance Learning
(ODL) Institutions at par with Conventional Universities/ Institutions

Sir/ Madam,

There are a number of Open and Distance Learning Institutions (ODLs) in the country offering Degree/ Diploma/Certificate programmes through the mode of non formal education. These comprise Open Universities, Distance Education Institutions (either single mode or dual mode) of Central Universities, State Universities, Deemed to be Universities, Institutions of National Importance or any other Institution of Higher learning recognized by Central/State/Statutory Council/Societies registered under the Society Registration Act 1860.

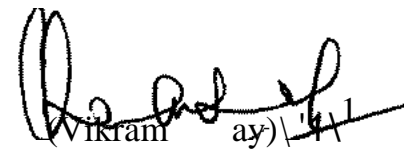
2. A circular was earlier issued vide UGC letter F1 No- 52/2000(CPP-II) dated May 05, 2004 (**copy enclosed**) mentioning that Degrees/Diplomas / Certificates/ awarded by the Open Universities in conformity with the UGC notification of degrees be treated as equivalent to corresponding awards of the traditional Universities in the country.

3. Attention is also invited to UGC circular No F1-25/93(CPP-II) dated 28th July 1993 (**copy enclosed**) for recognition of degrees and diplomas as well as transfer of credit for courses successfully completed by students between the two types of universities so that the mobility of students from Open University stream to traditional universities/ institutions is ensured without any difficulty.

4. The Government of India, in exercise of its power conferred under section 20(1) of UGC Act 1956, issued directions dated 29th December 2012 entrusting UGC with the responsibility of regulating higher education programme in open and distance learning (ODL) mode. Consequently, Universities/ Institutions desirous of offering any programme through distance mode would require recognition of UGC.

5. As you are aware, the Government of India has envisaged a greater role for the Open and the Distance Education System. The envisioned role may be fulfilled by recognizing and treating the Degrees / Diplomas/ Certificates awarded through distance mode at par with the degrees obtained through the formal system of education. Open and Distance Education System in the country is contributing a lot in expansion of Higher Education and for achieving target of GER, without compromising on quality. Non recognition/ non equivalence of degrees of ODL institutions for the purpose of promotion/ employment and pursuing higher education may prove a deterrent to many learners and will ultimately defeat the purpose of Open and Distance Education.

6. Accordingly, the Degrees/ Diplomas/ Certificates awarded for programmes conducted by the ODL institutions, recognized by DEC (erstwhile) and UGC, in conformity with UGC Notification on specification of Degrees should be treated as equivalent to the corresponding awards of the Degree/Diploma/Certificate of the traditional Universities/ institutions in the country.



Director(Admn)

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Encl: As above

Copy to:

1. Secretary, Government of India, Ministry of Human Resource Development, Department of Higher Education, Shastri Bhawan, New Delhi-110 001.
2. Secretary, All Indian Council for Technical Education, *ih* Floor, Chandra Lok Building, Janpath, New Delhi.
3. Secretary, Association of Indian Universities, AIU House, 16 Comrade Indrajit Gupta Marg (Kotla Marg), New Delhi-11 0002.



TAMIL NADU GOVERNMENT GAZETTE EXTRAORDINARY PUBLISHED BY AUTHORITY.

596]

MADRAS, WEDNESDAY, DECEMBER 13, 1995
[KARTHIGAI 27, YUVA, THIRUVALLUVAR AANDU—2026

Part IV — Section 2

Tamil Nadu Acts and Ordinances.

The following Act of the Tamil Nadu Legislative Assembly received the assent of the President on the 21st November 1995 and is hereby published for general information :—

ACT No. 33 OF 1995.

An Act to amend and consolidate the law relating to, and to make better provisions for, compulsory elementary education in the State of Tamil Nadu.

WHEREAS under Article 45 of the Constitution of India, the State shall endeavour to provide, within a period of ten years from the commencement of the Constitution, for free and compulsory education for all children until they complete the age of fourteen years ;

AND WHEREAS a policy decision has been taken by the Government of Tamil Nadu to provide compulsory elementary education for all children of school age in this State;

AND WHEREAS to give effect to that policy decision, it is necessary to make elementary education compulsory for all such children ;

AND WHEREAS it is also necessary to make it obligatory on the part of every parent or guardian of a child to cause the child to attend to an elementary school ;

BE it enacted by the Legislative Assembly of the State of Tamil Nadu in the Forty-fifth Year of the Republic of India as follows :—

1. (1) This Act may be called the Tamil Nadu Compulsory Elementary Education Act, 1994.

Short title,
extent and
commencement.

(2) It extends to the whole of the State of Tamil Nadu.

(3) It shall come into force on such date as the Government may, by notification, appoint and different dates may be appointed for different provisions of this Act.

Definitions.

2. In this Act, unless the context otherwise requires,—

(1) "attendance at an elementary school" means presence for instruction at an elementary school for such number of days, and on such days in a year, and at such time or times on each day of attendance, as may be prescribed ;

(2) "competent authority" means the competent authority appointed by the Government under section 6 ;

(3) "elementary education" means education in such subjects and upto such standard as may be prescribed ;

(4) "elementary school" means a school recognised as an elementary school by the competent authority and includes any elementary school in existence on the date of commencement of this Act which has been recognised as such by the Director of Elementary Education or by any authority of the Education Department ;

(5) "Government" means the State Government ;

(6) "guardian" means any person to whom the care, nurture or custody of any child falls by law or by natural right or by recognised usage, or who has accepted or assumed the care, nurture or custody of any child or to whom the care, nurture or custody of any child has been entrusted by any lawful authority ;

(7) "parent" means the father or mother of a child and includes an adopted father or mother ;

(8) "school age" in relation to a child means such age as may be prescribed ;

(9) "year" means the academic year commencing on the 1st day of June.

Elementary education to be compulsory.

3. (1) Subject to the provisions of this Act, elementary education shall be compulsory for every child of school age.

(2) For giving effect to the provisions of sub-section (1), the Government shall provide such number of elementary schools in the State with trained teachers, as may be considered necessary.

Duty of every parent or guardian of a child of school age.

4. It shall be the duty of every parent or guardian of a child of school age to cause such child to attend an elementary school.

Exemptions.

5. Attendance at an elementary school for a child of school age shall not be compulsory—

(1) if there is no elementary school within such distance, as may be notified by the Government, from the residence of such child ;

(2) if such child is prevented from attending an elementary school by reason of sickness, infirmity or such other cause as may be prescribed ;

(3) if such child is attending any unrecognised school provided that the education imparted therein is declared to be satisfactory by the competent authority ;

(4) if such child is imparted education in such other manner as may be declared to be satisfactory by the competent authority ;

(5) if such child has already been imparted education in an elementary school or otherwise, upto the standard prescribed for elementary education ; or

(6) if such child is exempt from attendance on any other ground as may be prescribed.

6. (1) The Government may, by notification, appoint any officer of the Education department, not below the rank of District Educational Officer, to be competent authority for the purpose of carrying into effect the provisions of this Act and the rules made thereunder and different competent authorities may be appointed for different areas. Competent authority.

(2) The competent authority shall exercise such powers and perform such other functions as may be prescribed.

7. Every parent or guardian of a child of school age who fails to discharge his duty under section 4 shall be punishable with fine which may extend to one hundred rupees. Penalty.

8. No court shall take cognizance of an offence punishable under this Act except on a complaint in writing made by an officer authorised by the Government in this behalf by general or special order. Cognizance of offences.

Act
of 1860.

9. The competent authority appointed under section 6 and the officer authorised under section 8 shall be deemed to be public servants within the meaning of section 21 of the Indian Penal Code. Competent authority, etc. to be public servants.

10. The Government may, in the public interest, by order, direct the competent authority to make an enquiry or to take appropriate proceedings under this Act in any case specified in the order, and the competent authority shall report to the Government the result of the enquiry made or the proceedings taken by him within such period as may be prescribed. Power of Government to give directions.

11. No suit, prosecution or other legal proceedings shall lie against the Government or an officer of the Government, for anything which is in good faith done or intended to be done in pursuance of this Act or any rule or order made thereunder. Protection of action taken, in good faith.

12. (1) The Government may make rules to carry out all or any of the purposes of this Act. Power to make rules.

(2) Every rule or order made under this Act shall, as soon as possible, after it is made, be placed on the Table of the Legislative Assembly and if, before the expiry of the session in which it is so placed or the next session, the Assembly makes any modification in any such rule or order, or the Assembly decides that the rule or order should not be made, the rule or order shall thereafter have effect only in such modified form or be of no effect, as the case may be, so, however, that any such modification, or annulment shall be without prejudice to the validity of anything previously done under that rule or order.

13. If any difficulty arises in giving effect to the provisions of this Act, the Government may, as occasion requires by order published in the Tamil Nadu Government Gazette, make such provisions, not inconsistent with the provisions of this Act, as appear to them to be necessary or expedient for removing the difficulty. Power to remove difficulties.

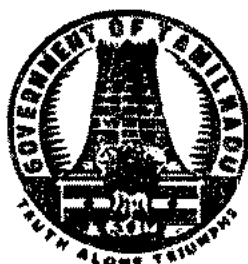
Provided that no order shall be made after the expiry of a period of two years from the date of commencement of this Act.

Tamil Nadu Act
of 1920.

16. The Tamil Nadu Elementary Education Act, 1920 is hereby repealed. Repeal.

(By order of the Governor)

M. MUNIRAMAN,
Secretary to Government,
Law Department.



TAMIL NADU GOVERNMENT GAZETTE EXTRAORDINARY

PUBLISHED BY AUTHORITY

No. 501J

CHENNAI, MONDAY, OCTOBER 6, 1997

Purattasi 20, Isvara, Thiruvalluvar Aandu—2028

Part IV — Section 2 Tamil Nadu Acts and Ordinances.

The following Act of the Tamil Nadu Legislative Assembly received the assent of the President on the 1st October 1997 and is hereby published for general information :—

ACT No. 49 OF 1997

An Act to amend the Tamil Nadu Compulsory Elementary Education Act, 1994.

BE it enacted by the Legislative Assembly of the State of Tamil Nadu in the Forty-eighth Year of the Republic of India as follows :—

1. (1) This Act may be called the Tamil Nadu Compulsory Elementary Education (Amendment) Act, 1997.

Short title
and
commencement.

(2) It shall come into force on such date as the State Government may, by notification, appoint.

Tamil Nadu
Act 33 of
1995.

2. In the Tamil Nadu Compulsory Elementary Education Act, 1994 (hereinafter after referred to as the principal Act), in section 5, clause (1) shall be omitted.

Amendment
of section 5.

3. For section 16 of the principal Act, the following section shall be substituted, namely:—

Substitution
of section 16.

Tamil Nadu
Act VIII of
1920.

“16. (1) The Tamil Nadu Elementary Education Act, 1920 (hereinafter in this section referred to as the said Act), except sections 32, 33, 34, 35, 36, 37, 38, 39 and 40 and the rules made thereunder is hereby repealed.

Repeal and
saving.

(2) The levy, rates, assessment and realisation of education tax and Government contribution to the elementary education fund in respect of municipalities shall be determined in accordance with the provisions of sections 32, 33, 34, 35, 36, 37, 38, 39 and 40 of the said Act, as if the said sections shall be deemed to always have been incorporated in this Act.”

(By Order of the Governor.)

A. K. RAJAN,
Secretary to Government,
Law Department.

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NATIONAL POLICY ON EDUCATION 1986

(As modified in 1992)

with

National Policy on Education, 1968



**Government of India
Department of Education
Ministry of Human Resource Development
New Delhi
1998**

STATEMENT BY SHRI ARJUN SINGH, SECRETARY OF HUMAN RESOURCE
DEVELOPMENT REGARDING RECOMMENDATIONS TO THE NATIONAL
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POLICY ON EDUCATION, 1968

Statement made by Minister of Human
Resource Development

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STATEMENT BY SHRI ARJUN SINGH, MINISTER OF HUMAN RESOURCE DEVELOPMENT REGARDING MODIFICATIONS TO THE NATIONAL POLICY ON EDUCATION (NPE) 1986

The National Policy on Education (NPE) was adopted by Parliament in May 1986. A committee was set up under the chairmanship of Acharya Ramamurti in May 1990 to review NPE and to make recommendations for its modifications. That Committee submitted its report in December 1990. At the request of the Central Advisory Board of Education (CABE) a committee was set up in July 1991 under the chairmanship of Shri N. Janardhana Reddy, Chief Minister of Andhra Pradesh, to consider modifications in NPE taking into consideration the report of the Ramamurti Committee and other relevant developments having a bearing on the Policy, and to make recommendations regarding modifications to be made in the NPE. This Committee submitted its report in January 1992. The report of the Committee was considered by the CABE in its meeting held on 5-6 May, 1992. While broadly endorsing the NPE, CABE has recommended a few changes in the Policy.

The NPE has stood the test of time. Based on an in-depth review of the whole gamut of educational situation and formulated on the basis of a national consensus, it enunciated a comprehensive framework to guide the development of education in its entirety. That framework continues to be of relevance. However, the developments during the last few years and experience in the implementation of the Policy have necessitated certain modifications. The modifications required have been specified in the paper "National Policy on Education, 1986 - Revised Policy Formulations" laid on the Table of the House. I also lay on the Table of the House the report of the CABE Committee on Policy.

(7 May 1992)

NATIONAL POLICY ON EDUCATION

(WITH MODIFICATIONS UNDERTAKEN IN 1992)

PART - I

INTRODUCTORY

1.1 Education has continued to evolve, diversify and extend its reach and coverage since the dawn of human history. Every country develops its system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. There are moments in history when a new direction has to be given to an age-old process. That moment is today.

1.2 The country has reached a stage in its economic and technical development when a major effort must be made to derive the maximum benefit from the assets already created and to ensure that the fruits of change reach all sections. Education is the highway to that goal.

1.3 With this aim in view, the Government of India announced in January 1985 that a new Education Policy would be formulated for the country. A comprehensive appraisal of the existing educational scene was made followed by a countrywide debate. The views and suggestions received from different quarters were carefully studied.

THE 1968 EDUCATION POLICY AND AFTER

1.4 The National Policy of 1968 marked a significant step in the history of education in post-Independence India. It 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 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.

1.5 Since the adoption of the 1968 Policy, there has been considerable expansion in educational facilities all over the country at all levels. More than 90 per cent of the country's rural habitations now have schooling facilities within a radius of one kilometre. There has been sizeable augmentation of facilities at other stages also.

1.6 Perhaps the most notable development has been the acceptance of a common structure of education throughout the Country and the introduction of the 10+2+3 system by most States. In the school curricula, in addition to laying down a common scheme of studies for boys and girls, science and mathematics were incorporated as compulsory subjects and work experience assigned a place of importance.

1.7 A beginning was also made in restructuring of courses at the undergraduate level. Centres of Advanced Studies were set up for post-graduate education and research. And we have been able to meet our requirements of educated manpower.

1.8 While these achievements are impressive by themselves, the general formulations incorporated in the 1968 Policy did not, however, get translated into a detailed strategy of implementation, accompanied by the assignment of specific responsibilities and financial and organisational support. As a result, problems of access, quality, quantity, utility and financial outlay, accumulated over the years, have now assumed such massive proportions that they must be tackled with the utmost urgency.

1.9 Education in India stands at the crossroads today. Neither normal linear expansion nor the existing pace and nature of improvement can meet the needs of the situation.

1.10 In the Indian way of thinking, a human being is a positive asset and a precious national resource, which needs to be cherished, nurtured and developed with tenderness, and care, coupled with dynamism. Each individual's growth presents a different range of problems and requirements, at every stage from the womb to the tomb. The catalytic action of Education in this complex and dynamic growth process needs to be planned meticulously and executed with great sensitivity.

1.11 India's political and social life is passing through a phase, which poses the danger of erosion to long-accepted values. The goals of secularism, socialism, democracy and professional ethics are coming under increasing strain.

1.12 The rural areas, with poor infrastructure and social services, will not get the benefit of trained and educated youth, unless rural-urban disparities are reduced and determined measures are taken to promote diversification and dispersal of employment opportunities.

1.13 The growth of our population needs to be brought down significantly over the coming decades. The largest single factor that could help achieve this is the spread of literacy and education among women.

1.14 Life in the coming decades is likely to bring new tensions together with unprecedented opportunities. To enable the people to benefit in the new environment will require new designs of human resource development. The coming generations should have the ability to internalise new ideas constantly and creatively. They have to be imbued with a strong commitment to humane values and to social justice. All this implies better education.

1.15 Besides, a variety of new challenges and social needs make it imperative for the Government to formulate and implement a new Education Policy for the country. Nothing short of this will meet the situation.

PART II

THE ESSENCE AND ROLE OF EDUCATION

2.1 In our national perception, education is essentially for all. This is fundamental to our all-round development, material and spiritual.

2.2 Education has an acculturating role. It refines sensitivities and perceptions that contribute to national cohesion, a scientific temper and independence of mind and spirit -- thus furthering the goals of socialism, secularism and democracy enshrined in our Constitution.

2.3 Education develops manpower for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of national self-reliance.

2.4 In sum, Education is a unique investment in the present and the future. This cardinal principle is the key to the National Policy on Education.

PART III

NATIONAL SYSTEM OF EDUCATION

3.1 The Constitution embodies the principles on which the National System of Education is conceived of.

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

3.3 [The National System of Education envisages a common educational structure. The 10+2+3 structure has now been accepted in all parts of the country. Regarding the further break-up of the first 10 years efforts will be made to move towards an elementary system comprising 5 years of primary education and 3 years of upper primary, followed by 2 years of High School. Efforts will also be made to have the +2 stage accepted as a part of school education throughout the country]*.

3.4 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 will cut across subject areas and will be designed to promote values such as India's common cultural heritage, egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of the scientific temper. All educational programmes will be carried on in strict conformity with secular values.

* Substituted by Revised Policy Formulations

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

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

3.7 Minimum levels of learning will be laid down for each stage of education. Steps will also be taken to foster among students an understanding of the diverse cultural and social systems of the people living in different parts of the country. Besides the promotion of the link language, programmes will also be launched to increase substantially the translation of books from one language to another and to publish multi-lingual dictionaries and glossaries. The young will be encouraged to undertake the rediscovery of India, each in his own image and perception.

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

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

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

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

3.12 [The institutions which will be strengthened to play an important role in giving shape to the National System of Education are the University Grants Commission, the All India Council of Technical Education, the Indian Council of Agricultural Research and the Indian Medical Council. Integrated planning will be instituted among all these bodies so as to establish functional linkages and reinforce programmes of research and post graduate education. These, together with the National Council of Education Research and Training, the National Institute of Educational Planning and Administration, the National Council of Teacher Education and the National Institute of Adult Education will be involved in implementing the Education Policy]. *

A MEANINGFUL PARTNERSHIP

3.13 The Constitutional Amendment of 1976, which includes Education in the Concurrent List, was a far-reaching step whose implications--substantive, financial and administrative--require a new sharing of responsibility between the Union Government and the States in respect of this vital area of national life. While the role and responsibility of the States in regard to education will remain essentially unchanged, the Union Government would accept a larger responsibility to reinforce the national and integrative character of education, to maintain quality and standards (including those of the teaching profession at all levels), to study and monitor the educational requirements of the country as a whole in regard to manpower for development, to cater to the needs of research and advanced study, to look after the international aspects of education, culture and Human Resource Development and, in general, to promote excellence at all levels of the educational pyramid throughout the country. Concurrence signifies a partnership, which is at once meaningful and challenging; the National Policy will be oriented towards giving effect to it in letter and spirit.

PART IV

EDUCATION FOR EQUALITY

DISPARITIES

4.1 The new Policy will lay special emphasis on the removal of disparities and to equalise educational opportunity by attending to the specific needs of those who have been denied equality so far.

* Substituted by Revised Policy Formulations

EDUCATION FOR WOMEN'S EQUALITY

4.2 Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions of the past, there will be a well-conceived edge in favour of women. The National Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, textbooks, the training and orientation of teachers, decision-makers and administrators, and the active involvement of educational institutions. This will be an act of faith and social engineering. Women's studies will be promoted as a part of various courses and educational Institutions encouraged to take up active programmes to further women's development.

4.3 The removal of women's illiteracy and obstacles inhibiting their access to, and retention in, elementary education will receive overriding priority, through provision of special support services, setting of time targets, and effective monitoring. Major emphasis will be laid on women's participation in vocational, technical and professional education at different levels. The policy of non-discrimination will be pursued vigorously to eliminate sex stereo-typing in vocational and professional courses and to promote women's participation in non-traditional occupations, as well as in existing and emergent technologies.

THE EDUCATION OF SCHEDULED CASTES

4.4 The central focus in the SCs' educational development is their equalisation with the non-SC population at all stages and levels of education, in all areas and in all the four dimensions - rural male, rural female, urban male and urban female.

4.5 The measures contemplated for this purpose include:

- i) Incentives to indigent families to send their children to school regularly till they reach the age of 14;
- ii) Pre-matric Scholarship scheme for children of families 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, will be covered by this scheme and time-bound programmes targeted on them will be undertaken;

- iii) Constant micro-planning and verification to ensure that the enrolment, retention and successful completion of courses by SC students do not fall at any stage, and provision of remedial courses to improve their prospects for further education and employment.
- iv) Recruitment of teachers from Scheduled Castes;
- v) Provision of facilities for SC students in students' hostels at district headquarters, according to a phased programme;
- vi) Location of school buildings, Balwadis and Adult Education Centres in such a way as to facilitate full participation of the Scheduled Castes;
- vii) [The utilisation of Jawahar Rozgar Yojana resources so as to make substantial educational facilities available to the Scheduled Castes; and]*
- viii) Constant innovation in finding new methods to increase the participation of the Scheduled Castes in the educational process.

THE EDUCATION OF SCHEDULED TRIBES

4.6 The following measures will be taken urgently to bring the Scheduled Tribes on par with others: -

- i) [Priority will be accorded to opening primary schools in tribal areas. The construction of school buildings will be undertaken in these areas on a priority basis under the normal funds for education, as well as under the Jawahar Rozgar Yojana, Tribal Welfare schemes, etc.]*
- ii) The socio-cultural milieu of the STs has 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.

* Substituted by Revised Policy Formulations

- iii) Educated and promising Scheduled Tribe youths will be encouraged and trained to take up teaching in tribal areas.
- iv) Residential schools, including Ashram Schools, will be established on a large scale.
- v) Incentive schemes will be formulated for the Scheduled Tribes, keeping in view their special needs and life styles. Scholarships for higher education will emphasise technical, professional and para-professional courses. Special remedial courses and other programmes to remove psycho-social impediments will be provided to improve their performance in various courses.
- vi) Anganwadis, Non-formal and Adult Education Centres will be opened on a priority basis in areas predominantly inhabited by the Scheduled Tribes.
- vii) The curriculum at all stages of education will be designed to create an awareness of the rich cultural identity of the tribal people as also of their enormous creative talent.

OTHER EDUCATIONALLY BACKWARD SECTIONS AND AREAS

4.7 Suitable incentives will be provided to all educationally backward sections of society, particularly in the rural areas. Hill and desert districts, remote and inaccessible areas and islands will be provided adequate institutional infrastructure.

MINORITIES

4.8 Some minority groups are educationally deprived or backward. Greater attention will be paid to the education of these groups in the interests of equality and social justice. This will naturally include the Constitutional guarantees given to them to establish and administer their own educational institutions, and protection to their languages and culture. Simultaneously, objectivity will be reflected in the preparation of textbooks and in all school activities, and all possible measures will be taken to promote an integration based on appreciation of common national goals and ideals, in conformity with the core curriculum.

HANDICAPPED

4.9 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 will be taken in this regard:

- i) Wherever it is feasible, the education of children with motor handicaps and other mild handicaps will be common with that of others.
- 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.

ADULT EDUCATION

4.10 Our ancient scriptures define education as that which liberates-- i.e., provides the instruments for liberation from ignorance and oppression. In the modern world, it would naturally include the ability to read and write, since that is the main instrument of learning. Hence the crucial importance of adult education, including adult literacy.

4.11 [The whole nation has pledged itself, through the National Literacy Mission, to the eradication of illiteracy, particularly in the 15-35 age group 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]. *

4.12 [Since involvement of the participants of the literacy campaigns in the development programmes is of crucial importance, the National Literacy Mission will 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 will also facilitate energisation of the cultural creativity of the people and their active participation in development processes]. *

4.13 [Comprehensive programmes of post-literacy and continuing education will be provided for neo-literates and youth who have received primary education with a view to enabling them to retain and upgrade their literacy skills, and to harness it for the improvement of their living and working condition. These programmes would include:

- (a) establishment of continuing education centres of diverse kind to enable adults to continue their education of their choice;
- (b) workers' education through the employers, trade unions and government;
- (c) wider promotion of books, libraries and reading rooms;
- (d) use of radio, TV and films -- as mass as well as group learning media;
- (e) creation of learners' groups and organisations; and
- (f) programmes of distance learning.]*

4.14 [A critical development issue today is the continuous upgradation of skills so as to produce manpower resources of the kind and the number required by the society. Special emphasis will, therefore, be laid on organisation of employment/self-employment oriented, and need and interest based vocational and skill training programmes]. *

* Substituted by Revised Policy Formulations

REORGANISATION OF EDUCATION AT DIFFERENT STAGES

EARLY CHILDHOOD CARE & EDUCATION

5.1 The National Policy on Children specially emphasises investment in the development of young child, particularly children from sections of the population in which first generation learners predominate.

5.2 Recognising the holistic nature of child development, viz., nutrition, health and social, mental, physical, moral and emotional development, Early Childhood Care and Education (ECCE) will receive high priority and be suitably integrated with the Integrated Child Development Services programme, wherever possible. Day-care centres will be provided as a support service for universalisation of primary education, to enable girls engaged in taking care of siblings to attend school and as a support service for working women belonging to poorer sections.

5.3 Programmes of ECCE will be child-oriented, focused around play and the individuality of the child. Formal methods and introduction of the 3 R's will be discouraged at this stage. The local community will be fully involved in these programmes.

5.4 A full integration of child care and pre-primary education will be brought about, both as a feeder and a strengthening factor for primary education and for human resource development in general. In continuation of this stage, the School Health Programme will be strengthened.

ELEMENTARY EDUCATION

5.5 [The new thrust in elementary education will emphasise three aspects: (i) universal access and enrolment, (ii) universal retention of children upto 14 years of age; and (iii) a substantial improvement in the quality of education to enable all children to achieve essential levels of learning]*.

* Substituted by Revised Policy Formulations

CHILD-CENTRED APPROACH

5.6 A warm, welcoming and encouraging approach, in which all concerned share a solicitude for the needs of the child, is the best motivation for the child to attend school and learn. A child-centred and activity-based process of learning should be adopted at the primary stage. First generation learners should be allowed to set their own pace and be given supplementary remedial instruction. As the child grows, the component of cognitive learning will be increased and skills organised through practice. The policy of non-detention at the primary stage will be retained, making evaluation as disaggregated as feasible. Corporal punishment will be firmly excluded from the educational system and school timings as well as vacations adjusted to the convenience of children.

SCHOOL FACILITIES

5.7 [Provision will be made of essential facilities in primary schools. The scope of Operation Blackboard will be enlarged to provide three reasonably large rooms that are usable in all weather, and black boards, maps, charts, toys, other necessary learning aids and school library. At least three teachers should work in every school, the number increasing, as early as possible, to one teacher per class. At least 50 per cent of teachers recruited in future should be women. The Operation Blackboard will be extended to upper primary stage also. Construction of school buildings will be a priority charge on JRY funds]*.

NON-FORMAL EDUCATION

5.8 [The Non-formal Education Programme, meant for school dropouts, for children from habitations without schools, working children and girls who cannot attend whole-day schools, will be strengthened and enlarged]*

5.9 [Modern technological aids will be used to improve the learning environment of NFE Centres. Talented and dedicated young men and women from the local community will be chosen to serve as instructors, and particular attention paid to their training. All necessary measures will be taken to ensure that the quality of non-formal education is comparable with the formal education. Steps will be taken to facilitate lateral entry into the formal system of children passing out of the non-formal system]. *

* Substituted by Revised Policy Formulations

5.10 Effective steps will be taken to provide a framework for the curriculum on the lines of the national core curriculum, but based on the needs of the learners and related to the local environment. Learning material of high quality will be developed and provided free of charge to all pupils. NFE programmes will provide participatory learning environment, and activities such as games and sports, cultural programmes, excursions, etc.

5.11 [The Government will take over-all responsibility for this vital sector. Voluntary agencies and Panchayati Raj institutions will take much of the responsibility of running NFE programmes. The provision of funds to these agencies will be adequate and timely].*

A RESOLVE

5.12 [The New Education Policy will give the highest priority to solving the problem of children dropping out of school and will adopt an array of meticulously formulated strategies based on micro-planning, and applied at the grass roots level all over the country, to ensure children's retention at school. This effort will be fully co-ordinated with the network of non-formal education. It shall be ensured that free and compulsory education of satisfactory quality is provided to all children upto 14 years of age before we enter the twenty-first century. A national mission will be launched for the achievement of this goal].*

SECONDARY EDUCATION

5.13 [Secondary education begins to expose students to the differentiated roles of science, the humanities and social sciences. This is also an appropriate stage to provide children with a sense of history and national perspective and give them opportunities to understand their constitutional duties and rights as citizens. Access to secondary education will be widened with emphasis on enrolment of girls, SCs and STs, particularly in science, commerce and vocational streams. Boards of Secondary Education will be reorganised and vested with autonomy so that their ability to improve the quality of secondary education is enhanced. Effort will be made to provide computer literacy in as many secondary level institutions as possible so that the children are equipped with necessary computer skills to be effective in the emerging technological world. A proper understanding of the work ethos and of the values of a humane and composite culture

* Substituted by Revised Policy Formulations

will be brought about through appropriately formulated curricula. Vocationalisation through specialised institutions or through the refashioning of secondary education will, at this stage, provide valuable manpower for economic growth].*

5.14 It is universally accepted that children with special talent or aptitude should be provided opportunities to proceed at a faster pace, by making good quality education available to them, irrespective of their capacity to pay for it.

5.15 [Pace-setting residential schools, Navodaya Vidyalayas, intended to serve this purpose have been established in most parts of the country on a given pattern, but with full scope for innovation and experimentation. Their broad aim will continue to be to serve the objective of excellence coupled with equity and social justice (with reservation for the rural areas, SCs and STs), to promote national integration by providing opportunities to talented children from different parts of the country, to live and learn together, to develop their full potential, and, most importantly, to become catalysts of a nation-wide programme of school improvement.]*

VOCATIONALISATION

5.16 [The introduction of systematic, well planned and rigorously implemented programmes of vocational education is crucial in the proposed educational reorganisation. These elements are meant to develop a healthy attitude amongst students towards work and life, to enhance individual employability, to reduce the mis-match between the demand and supply of skilled manpower, and to provide an alternative for those intending to pursue higher education without particular interest or purpose. Efforts will be made to provide children at the higher secondary level with generic vocational courses which cut across several occupational fields and which are not occupation specific].*

5.17 [Vocational Education will also be a distinct stream, intended to prepare students for identified occupations spanning several areas of activity. These courses will ordinarily be provided after the secondary stage, but keeping the scheme flexible, they may also be made available after class VIII].*

* Substituted by Revised Policy Formulations

5.18 Health planning and health service management should optimally interlock with the education and training of appropriate categories of health manpower through health-related vocational courses. Health education at the primary and middle levels will ensure the commitment of the individual to family and community health, and lead to health-related vocational courses at the +2 stage of higher secondary education. Efforts will be made to devise similar vocational courses based on Agriculture, Marketing, Social Services, etc. An emphasis in vocational education will also be on development of attitudes, knowledge, and skills for entrepreneurship and self-employment.

5.19 The establishment of vocational courses or institutions will be the responsibility of the Government as well as employers in the public and private sectors; the Government will, however, take special steps to cater to the needs of women, rural and tribal students and the deprived sections of society. Appropriate programmes will also be started for the handicapped.

5.20 Graduates of vocational courses will be given opportunities, under predetermined conditions, for professional growth, career improvement and lateral entry into courses of general, technical and professional education through appropriate bridge courses.

5.21 Non-formal, flexible and need-based vocational programmes will also be made available to neoliterates, youth who have completed primary education, school drop-outs, persons engaged in work and unemployed or partially employed persons. Special attention in this regard will be given to women.

5.22 Tertiary level courses will be organised for the young who graduate from the higher secondary courses of the academic stream and may also require vocational courses.

5.23 [It is proposed that vocational courses cover 10 per cent of higher secondary students by 1995 and 25 per cent by 2000. Steps will be taken to see that a substantial majority of the products of vocational courses are employed or become self-employed. Review of the courses offered would be regularly undertaken. Government will also review its recruitment policy to encourage diversification at the secondary level.]*

*Substituted by Revised Policy Formulations

HIGHER EDUCATION

5.24 Higher education provides people with an opportunity to reflect on the critical social, economic, cultural, moral and spiritual issues facing humanity. It contributes to national development through dissemination of specialised knowledge and skills. It is therefore a crucial factor for survival. Being at the apex of the educational pyramid, it has also a key role in producing teachers for the education system.

5.25 In the context of the unprecedented explosion of knowledge, higher education has to become dynamic as never before, constantly entering uncharted areas.

5.26 There are around 150 universities and about 5,000 colleges in India today. In view of the need to effect an all round improvement in the institutions, it is proposed that, in the near future, the main emphasis will be on the consolidation of, and expansion of facilities in, the existing institutions.

5.27 Urgent steps will be taken to protect the system from degradation.

5.28 In view of mixed experiences with the system of affiliation, autonomous colleges will be helped to develop in large numbers until the affiliating system is replaced by a freer and more creative association of universities with colleges. Similarly, the creation of autonomous departments within universities on a selective basis will be encouraged. Autonomy and freedom will be accompanied by accountability.

5.29 Courses and programmes will be redesigned to meet the demands of specialisation better. Special emphasis will be laid on linguistic competence. There will be increasing flexibility in the combination of courses.

5.30 State level planning and co-ordination of higher education will be done through Councils of Higher Education. The UGC and these Councils will develop coordinative methods to keep a watch on standards.

5.31 Provision will be made for minimum facilities and admission will be regulated according to capacity. A major effort will be directed towards the transformation of teaching methods. Audio-visual aids and electronic equipment will be introduced; development of science and technology curricula and material, research, and teacher orientation will receive attention. This will require

preparation of teachers at the beginning of the service as well as continuing education thereafter. Teachers' performance will be systematically assessed. All posts will be filled on the basis of merit.

5.32 Research in the universities will be provided enhanced support and steps will be taken to ensure its high quality. Suitable mechanisms will be set up by the UGC for co-ordinating research in the universities, particularly in thrust areas of science and technology, with research undertaken by other agencies. An effort will be made to encourage the setting up of national research facilities within the university system, with proper forms of autonomous management.

5.33 [Research in Indology, the humanities and social sciences will receive adequate support. To fulfil the need for the synthesis of knowledge, inter-disciplinary research will be encouraged. Efforts will be made to delve into India's ancient fund of knowledge and to relate it to contemporary reality. This effort will imply the development of facilities for the intensive study of Sanskrit and other classical languages. An autonomous Commission will be established to foster and improve teaching, study and research in Sanskrit and other classical languages.]*

5.34 In the interest of greater co-ordination and consistency in policy, sharing of facilities and developing inter-disciplinary research, a national body covering higher education in general, agricultural, medical, technical, legal and other professional fields will be set up.

OPEN UNIVERSITY AND DISTANCE LEARNING

5.35 [The open learning system has been initiated in order to augment opportunities for higher education, as an instrument of democratising education and to make it a lifelong process. The flexibility and innovativeness of the open learning system are particularly suited to the diverse requirements of the citizens of our country, including those who had joined the vocational stream.]*

5.36 [The Indira Gandhi National Open University, established in 1985 in fulfilment of these objectives, will be strengthened. It would also provide support to establishment of open universities in the States]*.

* Substituted by Revised Policy Formulations

- 5.37 [The National Open School will be strengthened and open learning facilities extended in a phased manner at the secondary level in all parts of the country].*

DELINKING DEGREES FROM JOBS

inventions ~~of~~ *The extant* ~~existing~~ *National Policy on Education* ~~that~~

5.38 A beginning will be made in de-linking degrees from jobs in selected areas. *The policy* ~~however~~

5.39 The proposal cannot be applied to occupation-specific courses like Engineering, Medicine, Law, Teaching, etc. Similarly, the services of specialists with academic qualifications in the humanities, social sciences, sciences, etc. will continue to be required in various job positions.

5.40 De-linking will be applied in services for which a university degree need not be a necessary qualification. Its implementation will lead to a re-fashioning of job-specific courses and afford greater justice to those candidates who, despite being equipped for a given job, are unable to get it because of an unnecessary preference for graduate candidates.

5.41 [Concomitant with de-linking, an appropriate machinery, such as National Evaluation Organisation, will be established to conduct tests on a voluntary basis to determine the suitability of candidates for specific jobs, to pave the way for the emergence of norms of comparable competencies across the nation, and to bring about an over-all improvement in testing and measurement.]*

RURAL UNIVERSITY

5.42 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 micro-planning at grassroots levels for the transformation of rural areas. Institutions and programmes of Gandhian basic education will be supported.

* Substituted by Revised Policy Formulations

PART VI

TECHNICAL AND MANAGEMENT EDUCATION

6.1 Although the two streams of technical and management education are functioning separately, it is essential to look at them together, in view of their close relationship and complementary concerns. The reorganisation of Technical and Management Education should take into account the anticipated scenario by the turn of the century, with specific reference to the likely changes in the economy, social environment, production and management processes, the rapid expansion of knowledge and the great advances in science and technology.

6.2 The infrastructure and services sectors as well as the unorganised rural sector also need a greater induction of improved technologies and a supply of technical and managerial manpower. This will be attended to by the Government.

6.3 In order to improve the situation regarding manpower information, the recently set up Technical Manpower Information System will be further developed and strengthened.

6.4 Continuing education, covering established as well as emerging technologies, will be promoted.

6.5 As computers have become important and ubiquitous tools, a minimal exposure to computers and a training in their use will form part of professional education. Programmes of computer literacy will be organised on wide scale from the school stage.

6.6 In view of the present rigid entry requirements to formal courses restricting the access of a large segment of people to technical and managerial education, programmes through a distance-learning process, including use of the mass media will be offered. Technical and management education programmes, including education in polytechnics, will also be on a flexible modular pattern based on credits, with provision for multi-point entry. A strong guidance and counselling service will be provided.

6.7 In order to increase the relevance of management education, particularly in the non-corporate and under-managed sectors, the management education system will study and document the Indian experience and create a body of knowledge and specific educational programmes suited to these sectors.

6.8 Appropriate formal and non-formal programmes of technical education will be devised for the benefit of women, the economically and socially weaker sections, and the physically handicapped.

6.9 The emphasis of vocational education and its expansion will need a large number of teachers and professionals in vocational education, educational technology, curriculum development, etc. Programmes will be started to meet this demand.

6.10 To encourage students to consider "self-employment" as a career option, training in entrepreneurship will be provided through modular or optional courses, in degree or diploma programmes.

6.11 In order to meet the continuing needs of updating curriculum, renewal should systematically phase out obsolescence and introduce new technologies of disciplines.

INSTITUTIONAL THRUSTS

6.12 [Some polytechnics in the rural areas have started training weaker groups in those areas for productive occupations through a system of community polytechnics. The community polytechnic system will be appropriately strengthened to increase its quality and coverage.]*

INNOVATION, RESEARCH AND DEVELOPMENT

6.13 Research as a means of renovation and renewal of educational processes will be undertaken by all higher technical institutions. It will primarily aim at producing quality manpower capable of taking up R&D functions. Research for development will focus on improving present technologies, developing new indigenous ones and enhancing production and productivity. A suitable system for watching and forecasting technology will be set up.

* Substituted by Revised Policy Formulations

6.14 The scope for co-operation, collaboration and networking relationships between institutions at various levels and with the user systems will be utilised. Proper maintenance and an attitude of innovation and improvement will be promoted systematically.

PROMOTING EFFICIENCY AND EFFECTIVENESS AT ALL LEVELS

6.15 As technical and management education is expensive, the following major steps will be taken for cost-effectiveness and to promote excellence:

- i) High priority will be given to modernisation and removal of obsolescence. However, modernisation will be undertaken to enhance functional efficiency and not for its own sake or as a status symbol.
- ii) Institutions will be encouraged to generate resources using their capacities to provide services to the community and industry. They will be equipped with up-to-date learning resources, library and computer facilities.
- iii) Adequate hostel accommodation will be provided, specially for girls. Facilities for sports, creative work and cultural activities will be expanded.
- iv) More effective procedures will be adopted in the recruitment of staff. Career opportunities, service conditions, consultancy norms and other perquisites will be improved.
- v) Teachers will have multiple roles to perform: teaching, research, development of learning resource material, extension and managing the institution. Initial and in-service training will be made mandatory for faculty members and adequate training reserves will be provided. Staff Development Programmes will be integrated at the State, and co-ordinated at Regional and National levels.
- vi) The curricula of technical and management programmes will be targeted on current as well as the projected needs of industry or user systems. Active interaction between technical or management institutions and industry will be promoted in programme planning and implementation, exchange of personnel, training facilities and resources, research and consultancy and other areas of mutual interest.

- vii) Excellence in performance of institutions and individuals will be recognised and rewarded. The emergence of substandard and mediocre institutions will be checked. A climate conducive to excellence and innovation will be promoted with full involvement of the faculty.
- viii) Select institutions will be awarded academic, administrative and financial autonomy of varying degrees, building in safeguards with respect to accountability.
- ix) Networking systems will have to be established between technical education and industry, R&D organisations, programmes of rural and community development, and with other sectors of education with complementary characteristics.

MANAGEMENT FUNCTIONS AND CHANGE

6.16 In view of the likely emergence of changes in management systems and the need to equip students with the ability to cope with them, effective mechanisms will be devised to understand the nature and direction of change *per se* and to develop the important skill of managing change.

6.17 In view of the integrated nature of the task, the Ministry of Human Resource Development will co-ordinate the balanced development of engineering, vocational and management education as well as the education of technicians and craftsmen.

6.18 Professional societies will be encouraged and enabled to perform their due role in the advancement of technical and management education.

6.19 [The All India Council for Technical Education, which has been given statutory status, will be responsible for planning, formulation and the maintenance of norms and standards, accreditation, funding of priority areas, monitoring and evaluation, maintaining parity of certification and awards and ensuring the co-ordinated and integrated development of technical and management education. Mandatory periodic evaluation will be carried out by a duly constituted Accreditation Board. The Council will be strengthened and it will function in a decentralised manner with greater involvement of State governments and technical institutions of good quality.]*

* Substituted by Revised Policy Formulations

6.20 In the interests of maintaining standards and for several other valid reasons, the commercialisation of technical and professional education will be curbed. An alternative system will be devised to involve private and voluntary effort in this sector of education, in conformity with accepted norms and goals.

PART VII

MAKING THE SYSTEM WORK

7.1 It is obvious that these and many other new tasks of education cannot be performed in a state of disorder. Education needs to be managed in an atmosphere of utmost intellectual rigour, seriousness of purpose and, at the same time, of freedom essential for innovation and creativity. While far-reaching changes will have to be incorporated in the quality and range of education, the process of introducing discipline into the system will have to be started, here and now, in what exists.

7.2 The country has placed boundless trust in the educational system. The people have a right to expect concrete results. The first task is to make it work. All teachers should teach and all students study.

7.3 The strategy in this behalf will consist of -

- a) better deal to teachers with greater accountability;
- b) provision of improved students' services and insistence on observance of acceptable norms of behaviour;
- c) provision of better facilities to institutions; and
- d) creation of a system of performance appraisals of institutions according to standards and norms set at the National or State levels.

PART VIII

REORIENTING THE CONTENT AND PROCESS OF EDUCATION

THE CULTURAL PERSPECTIVE

8.1 The existing schism between the formal system of education and the country's rich and varied cultural traditions need to be bridged. The preoccupation with modern technologies cannot be allowed to sever our new generations from the roots in India's history and culture. De-culturisation, de-humanisation and alienation must be avoided at all costs. Education can and must bring about the fine synthesis between change-oriented technologies and the country's continuity of cultural tradition.

8.2 The curricula and processes of education will be enriched by cultural content in as many manifestations as possible. Children will be enabled to develop sensitivity to beauty, harmony and refinement. Resource persons in the community, irrespective of their formal educational qualifications, will be invited to contribute to the cultural enrichment of education, employing both the literate and oral traditions of communication. To sustain and carry forward the cultural tradition, the role of old masters, who train pupils through traditional modes will be supported and recognised.

8.3 Linkages will be established between the university system and institutions of higher learning in art, archaeology, oriental studies, etc. Due attention will also be paid to the specialised disciplines of Fine Arts, Museology, Folklore, etc. Teaching, training and research in these disciplines will be strengthened so as to replenish specialised manpower in them.

VALUE EDUCATION

8.4 The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.

8.5 In our culturally plural society, education should foster universal and eternal values, oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism.

8.6 Apart from this combative role, value education has a profound positive content, based on our heritage, national and universal goals and perceptions. It should lay primary emphasis on this aspect.

LANGUAGES

8.7 The Education Policy of 1968 had examined the question of the development of languages in great detail; its essential provisions can hardly be improved upon and are as relevant today as before. The implementation of this part of the 1968 Policy has, however, been uneven. The Policy will be implemented more energetically and purposefully.

BOOKS AND LIBRARIES

8.8 The availability of books at low prices is indispensable for people's education. Effort will be made to secure easy accessibility to books for all segments of the population. Measures will be taken to improve the quality of books, promote the reading habit and encourage creative writing. Authors' interests will be protected. Good translations of foreign books into Indian languages will be supported. Special attention will be paid to the production of quality of books for children, including text books and work books.

8.9 Together with the development of books, a nation-wide movement for the improvement of existing libraries and the establishment of new ones will be taken up. Provision will be made in all educational institutions for library facilities and the status of librarians improved.

MEDIA AND EDUCATIONAL TECHNOLOGY

8.10 Modern communication technologies have the potential to bypass several stages and sequences in the process of development encountered in earlier decades. Both the constraints of time and distance at once become manageable. In order to avoid structural dualism, modern

educational technology must reach out to the most distant areas and the most deprived sections of beneficiaries simultaneously with the areas of comparative affluence and ready availability.

8.11 Educational technology will be employed in the spread of useful information, the training and re-training of teachers, to improve quality, sharpen awareness of art and culture, inculcate abiding values, etc., both in the formal and non-formal sectors. Maximum use will be made of the available infrastructure. In villages without electricity, batteries or solar packs will be used to run the programme.

8.12 The generation of relevant and culturally compatible educational programmes will form an important component of educational technology, and all available resources in the country will be utilised for this purpose.

8.13 The media have a profound influence on the minds of children as well as adults; some of them tend to encourage consumerism, violence, etc., and have a deleterious effect. Radio and T.V. programmes, which clearly militate against proper educational objectives, will be prevented. Steps will be taken to discourage such trends in films and other media also. An active movement will be started to promote the production of children's films of high quality and usefulness.

WORK EXPERIENCE

8.14 Work experience, viewed as purposive and meaningful manual work, organised as an integral part of the learning process and resulting in either goods or services useful to the community, is considered as an essential component at all stages of education, to be provided through well-structured and graded programmes. It would comprise activities in accord with the interests, abilities and needs of students, the level of skills and knowledge to be upgraded with the stages of education. This experience would be helpful on his entry into the workforce. Pre-vocational programmes provided at the lower secondary stage will also facilitate the choice of the vocational courses at the higher secondary stage.

EDUCATION AND ENVIRONMENT

8.15 There is a paramount need to create a consciousness of the environment. It must permeate all ages and all sections of society, beginning with the child. Environmental consciousness should

inform teaching in schools and colleges. This aspect will be integrated in the entire educational process.

POPULATION EDUCATION

8.16 [Population education must be viewed as an important part of the nation's strategy to contain the growth of population. Starting at the primary and secondary levels with inculcation of consciousness about the looming crisis due to expansion of population, educational programmes should actively motivate and inform youth and adults about family planning and responsible parenthood.]*

MATHEMATICS TEACHING

8.17 [Mathematics should be visualised as the vehicle to train a child to think, reason, analyse and to articulate logically. Apart from being a specific subject, it should be treated as a concomitant to any subject involving analysis and reasoning. With the recent introduction of computers in schools, educational computing and the emergence of learning through the understanding of cause-effect relationships and the interplay of variables, the teaching of mathematics will be suitably redesigned to bring it in line with modern technological devices.]*

SCIENCE EDUCATION

8.18 Science education will be strengthened so as to develop in the child well defined abilities and values such as the spirit of inquiry, creativity, objectivity, the courage to question, and an aesthetic sensibility.

8.19 Science education programmes will be designed to enable the learner to acquire problem solving and decision making skills and to discover the relationship of science with health, agriculture, industry and other aspects of daily life. Every effort will be made to extend science education to the vast numbers who have remained outside the pale of formal education.

* Substituted by Revised Policy Formulations

SPORTS AND PHYSICAL EDUCATION

8.20 [Sports and physical education are an integral part of the learning process, and will be included in the evaluation of performance. A nation-wide infrastructure for physical education, sports and games will be built into the educational edifice. The infrastructure will consist of playfields, equipment, coaches and teachers of physical education as part of the School Improvement Programme. Available open spaces in urban areas will be reserved for playgrounds, if necessary by legislation. Efforts will be made to establish sports institutions and hostels where specialised attention will be given to sports activities and sports-related studies, along with normal education. Appropriate encouragement will be given to those talented in sports and games. Due stress will be laid on indigenous traditional games.]*

YOGA

8.21 [As a system, which promotes an integrated development of body and mind, Yoga will receive special attention. Efforts will be made to introduce Yoga in all schools. To this end, it will be introduced in teacher training courses.]*

THE ROLE OF YOUTH

8.22 Opportunities will be provided for the youth to involve themselves in national and social development through educational institutions and outside them. Students will be required to participate in one or the other of existing schemes, namely, the National Service Scheme, National Cadet Corps, etc. Outside the institutions, the youth will be encouraged to take up programmes of development, reform and extension. The National Service Volunteer Scheme will be strengthened.

THE EVALUATION PROCESS AND EXAMINATION REFORM

8.23 Assessment of performance is an integral part of any process of learning and teaching. As part of sound educational strategy, examinations should be employed to bring about qualitative improvements in education.

* Substituted by Revised Policy Formulations

8.24 The objective will be to re-cast the examination system so as to ensure a method of assessment that is a valid and reliable measure of student development and a powerful instrument for improving teaching and learning; in functional terms, this would mean:

- i) The elimination of excessive element of chance and subjectivity;
- ii) The de-emphasis of memorisation;
- iii) Continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time;
- iv) Effective use of the evaluation process by teachers, students and parents;
- v) Improvement in the conduct of examination;
- vi) The Introduction of concomitant changes in instructional materials and methodology;
- vii) Instruction of the semester system from the secondary stage in a phased manner; and
- viii) The use of grades in place of marks.

8.25 [The above goals are relevant both for external examinations and evaluations within educational institutions. Evaluation at the institutional level will be streamlined and the predominance of external examinations reduced. A National Examination Reform Framework would be prepared to serve as a set of guidelines to the examining bodies, which would have the freedom to innovate and adapt the framework to suit the specific situations.]^{*}

PART IX

THE TEACHER

9.1 The status of the teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level of its teachers. The Government and the community should

^{*} Substituted by Revised Policy Formulations

endeavour to create conditions, which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community.

9.2 The methods of recruiting teachers will be reorganised to ensure merit, objectivity and conformity with spatial and functional requirements. The pay and service conditions of teachers have to be commensurate with their social and professional responsibilities and with the need to attract talent to the profession. Efforts will be made to reach the desirable objective of uniform emoluments, service conditions and grievance-removal mechanisms for teachers throughout the country. Guidelines will be formulated to ensure objectivity in the postings and transfers of teachers. A system of teachers evaluation -- open, participative and data-based -- will be created and reasonable opportunities of promotion to higher grades provided. Norms of accountability will be laid down with incentives for good performance and disincentives for non-performance. Teachers will continue to play a crucial role in the formulation and implementation of educational programmes.

9.3 Teachers' associations must play a significant role in upholding professional integrity, enhancing the dignity of the teacher and in curbing professional misconduct. National level associations of teachers, could prepare a Code of Professional Ethics for Teachers and see to its observance.

TEACHER EDUCATION

9.4 Teacher Education is a continuous process, and its pre-service and in-service components are inseparable. As the first step, the system of teacher education will be overhauled.

9.5 The new programmes of teacher-education will emphasise continuing education and the need for teachers to meet the thrusts envisaged in this Policy.

9.6 District Institutes of Education and Training (DIET) will be established with the capability to organise 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 will be phased out. Selected Secondary Teacher Training Colleges will be upgraded to complement the work of State Councils of Educational Research and Training. The National

Council of Teacher Education will be provided the necessary resources and capability to accredit institutions of teacher-education and provide guidance regarding curricula and methods. Networking arrangements will be created between institutions of teacher education and university departments of education.

PART X

THE MANAGEMENT OF EDUCATION

10.1 An overhaul of the system of planning and the management of education will receive high priority. The guiding considerations will be:

- a) Evolving a long-term planning and management perspective of education and its integration with the country's developmental and manpower needs;
- b) Decentralisation and the creation of a spirit of autonomy for educational institutions;
- c) Giving pre-eminence to people's involvement, including association of non-governmental agencies and voluntary effort;
- d) Inducting more women in the planning and management of education;
- e) Establishing the principle of accountability in relation to given objectives and norms.

NATIONAL LEVEL

10.2 The Central Advisory Board of Education will play a pivotal role in reviewing educational development, determining the changes required to improve the system and monitoring implementation. It will function through appropriate Committees and other mechanisms created to ensure contact with, and co-ordination among, the various areas of Human Resource Development. The Departments of Education at the Centre and in the States will be strengthened through the involvement of professionals.

INDIAN EDUCATION SERVICE

10.3 A proper management structure in education will entail the establishment of the Indian Education Service as an All-India Service. It will bring a national perspective to this vital sector. The basic principles, functions and procedures of recruitment to this service will be decided in consultation with the State Governments.

STATE LEVEL

10.4 State Governments may establish State Advisory Boards of Education on the lines of C.A.B.E. Effective measures should be taken to integrate mechanisms in the various State departments concerned with Human Resource Development.

10.5 Special attention will be paid to the training of educational planners, administrators and heads of institutions. Institutional arrangements for this purpose should be set up in stages.

DISTRICT AND LOCAL LEVEL

10.6 District boards of Education will be created to manage education up to the higher secondary level. State Governments will attend to this aspect with all possible expedition. Within a multi-level framework of educational development, Central, State and District and Local level agencies will participate in planning, co-ordination, monitoring and evaluation.

10.7 A very important role must be assigned to the head of an educational institution. Heads will be specially selected and trained. School complexes will be promoted on a flexible pattern so as to serve as networks of institutions and synergic alliances to encourage professionalism among teachers, to ensure observance of norms of conduct and to enable the sharing of experiences and facilities. It is expected that a developed system of school complexes will take over much of the inspection functions in due course.

10.8 Local communities, through appropriate bodies, will be assigned a major role in programmes of school improvement.

VOLUNTARY AGENCIES AND AIDED INSTITUTIONS

10.9 Non-government and voluntary effort including social activist groups will be encouraged, subject to proper management, and financial assistance provided. At the same time, steps will be taken to prevent the establishment of institutions set up to commercialise education.

REDRESS OF GRIEVANCES

10.10 [Educational tribunals, fashioned after Administrative Tribunals, will be established at the national and state levels]*.

PART XI

RESOURCES AND REVIEW

11.1 The Education Commission of 1964-66, the National Education Policy of 1968 and practically all others concerned with education have stressed that the egalitarian goals and the practical, development-oriented objectives of Indian society can be realised only by making investments in education of an order commensurate with the nature and dimensions of the task.

11.2 Resources, to the extent possible, will be raised by mobilising donations, asking the beneficiary communities to maintain school buildings and supplies of some consumables, raising fees at the higher levels of education and effecting some savings by the efficient use of facilities. Institutions involved with research and the development of technical and scientific manpower should also mobilize some funds by levying a cess or charge on the user agencies, including Government departments, and entrepreneurs. All these measures will be taken not only to reduce the burden on State resources but also for creating a greater sense of responsibility within the educational system. However, such measures will contribute only marginally to the total funding. The Government and the community in general will find funds for such programmes as: the universalisation of elementary education; liquidating illiteracy; equality of access to educational opportunities to all sections throughout the country; enhancing the social

* Substituted by Revised Policy Formulations

relevance, quality and functional effectiveness of educational programmes; generating knowledge and developing technologies in scientific fields crucial to self-sustaining economic development and creating a critical consciousness of the values and imperatives of national survival.

11.3 The deleterious consequences of non-investment or inadequate investment in education are indeed very serious. Similarly, the cost of neglecting vocational and technical education and of research is also unacceptable. Sub-optimal performance in these fields could cause irreparable damage to the Indian economy. The network of institutions set up from time to time since Independence to facilitate the application of science and technology would need to be substantially and expeditiously updated, since they are fast becoming obsolete.

11.4 [In view of these imperatives, education will be treated as a crucial area of investment for national development and survival. The National Policy on Education, 1968, had laid down that the investment on education be gradually increased to reach a level of 6 per cent of the national income as early as possible. Since the actual level of investment has remained far short of that target, it is important that greater determination is shown now to find the funds for the programmes laid down in this Policy. While the actual requirements will be computed from time to time on the basis of monitoring and review, the outlay on education will be stepped up to ensure that during the Eighth Five Year Plan and onwards it will uniformly exceed 6 per cent of the national income.]^{*}

REVIEW

11.5 The implementation of the various parameters of the New Policy must be reviewed every five years. Appraisals at short intervals will also be made to ascertain the progress of implementation and the trends emerging from time to time.

^{*} Substituted by Revised Policy Formulations

THE FUTURE

12.1 The future shape of education in India is too complex to envision with precision. Yet, given our tradition, which has almost always put high premium on intellectual and spiritual attainment, we are bound to succeed in achieving our objectives.

12.2 The main task is to strengthen the base of the pyramid, which might come close to a billion people at the turn of the century. Equally, it is important to ensure that those at the top of the pyramid are among the best in the world. Our cultural well springs had taken good care of both ends in the past; the skew set in with foreign domination and influence. It should now be possible to further intensify the nation-wide effort in Human Resource Development, with Education playing its multifaceted role.

NATIONAL POLICY ON EDUCATION, 1968

Education has always been accorded an honoured place in Indian society. The great leaders of the Indian freedom movement realised the fundamental role of education and throughout the nation's struggle for independence, stressed its unique significance for national development. Gandhiji formulated the scheme of basic education, seeking to harmonise intellectual and manual work. This was a great step forward in making education directly relevant to the life of the people. Many other national leaders likewise made important contributions to national education before independence.

2. In the post-independence period, a major concern of the Government of India and of the States has been to give increasing attention to education as a factor vital to national progress and security. Problems of educational reconstruction were reviewed by several commissions and committees, notably the University Education Commission (1948-49) and the Secondary Education Commission (1952-53). Some steps to implement the recommendations of these Commissions were taken; and with the passing of the Resolution on Scientific Policy under the leadership of Jawaharlal Nehru, the development of science, technology and scientific research received special emphasis. Toward the end of the third Five Year Plan, a need was felt to hold a comprehensive review of the educational system with a view to initiating a fresh and more determined effort at educational reconstruction; and the Education Commission (1964-66) was appointed to advise Government on "the national pattern of education and on the general principles and policies for the development of education at all stages and in all aspects." The Report of the Education Commission has since been widely discussed and commented upon. Government is happy to note that a consensus on the national policy on education has emerged in the course of these discussions.

3. The Government of India is convinced that a radical reconstruction of education on the broad lines recommended by the education commission is essential for economic and cultural development of the country, for national integration and for realising the ideal of a socialistic pattern of society. This will involve a transformation of the system to relate it more closely to life of the people; a continuous effort to expand educational opportunity; a sustained and intensive effort to raise the quality of education at all stages; an emphasis on the development of science and technology; and the cultivation of moral and social values. The educational system must produce young men and women of character and ability

committed to national service and development. Only then will education be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture, and strengthening the national integration. This is necessary if the country is to attain its rightful place in the comity of nations in conformity with its great cultural heritage and its unique potentialities.

4. The Government of India accordingly resolves to promote the development of education in the country in accordance with the following principles:

(1) Free and Compulsory Education: Strenuous efforts should be made for the early fulfilment of the Directive principle under Article 45 of the Constitution seeking to provide free and compulsory education for all children up to the age of 14. Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in schools successfully completes the prescribed course.

(2) Status, Emoluments and Education of Teachers: (a) Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavours must ultimately depend. Teachers must, therefore, be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities.

(b) The academic freedom of teachers to pursue and publish independent studies and researches and to speak and write about significant national and international issues should be protected.

(c) Teacher education, particularly in-service education, should receive due emphasis.

(3) Development of languages: (a) *Regional Languages:* The energetic development of Indian Languages and literature is a *sine qua non* for educational and cultural development. Unless this is done, the creative energies of the people will not be released, standards of education will not improve, knowledge will not spread to the people and the gulf between the intelligentsia and masses will remain if not widen further. The

regional languages are already in use as media of education at the primary and secondary stages. Urgent steps should now be taken to adopt them as media of education at the university stage.

(b) *Three-Language Formula:* At the secondary stage, the State Governments should adopt, and vigorously implement, the three-language formula which includes the study of a modern Indian language, preferably one of the southern languages, apart from Hindi and English in the Hindi-speaking States, and of Hindi along with the regional language and English in the Non-Hindi-speaking States. Suitable courses in Hindi and/or English should also be available in universities and colleges with a view to improving the proficiency of students in these languages up to the prescribed university standards.

(c) *Hindi:* Every effort should be made to promote the development of Hindi. In developing Hindi as the link language, due care should be taken to ensure that it will serve, as provided for in Article 351 of the Constitution, as a medium of expression for all the elements of the composite culture of India. The establishment, in non-Hindi States, of colleges and other institutions of higher education which use Hindi, as the medium of education should be encouraged.

(d) *Sanskrit:* Considering the special importance of Sanskrit to the growth and development of Indian languages and its unique contribution to the cultural unity of the country, facilities for its teaching at the school and university stages should be offered on a more liberal scale. Development of new methods of teaching the language should be encouraged, and the possibility explored of including the study of Sanskrit in those courses (such as modern Indian languages, ancient Indian history, Indology and Indian philosophy) at the first and second degree stages, where such knowledge is useful.

(e) *International Languages:* Special emphasis needs to be laid on the study of English and other international languages. World knowledge is growing at a tremendous pace, especially in science and technology. India must not only keep up this growth but should also make her own significant contribution to it. For this purpose, study of English deserves to be specially strengthened.

(4) **Equalisation of Educational Opportunity:** Strenuous efforts should be made to equalise educational opportunity.

(a) Regional imbalances in the provision of educational facilities should be corrected and good educational facilities should be provided in rural and other backward areas.

(b) To promote social cohesion and national integration the Common School System as recommended by the Education Commission should be adopted. Efforts should be made to improve the standard of education in general schools. All special schools like public schools should be required to admit students on the basis of merit and also to provide a prescribed proportion of free-studentships to prevent segregation of social classes. This will not, however, affect the rights of minorities under Article 30 of the Constitution.

(c) The education of girls should receive emphasis, not only on grounds of social justice, but also because it accelerates social transformation.

(d) More intensive efforts are needed to develop education among the backward classes and especially among the tribal people.

(e) Educational facilities for the physically and mentally handicapped children should be expanded and attempts should be made to develop integrated programmes enabling the handicapped children to study in regular schools.

(5) Identification of Talent: For the cultivation of excellence, it is necessary that talent in diverse fields should be identified at as early an age as possible, and every stimulus and opportunity given for its full development.

(6) Work - Experience and National Service: The school and the community should be brought closer through suitable programmes of mutual service and support. Work-experience and national service including participation in meaningful and challenging programmes of community service and national reconstruction should accordingly become an integral part of education. Emphasis in these programmes should be on self-help, character formation and on developing a sense of social commitment.

(7) Science Education and Research: With a view to accelerating the growth of the national economy, science education and research should receive high priority. Science and mathematics should be an integral part of general education till the end of the school stage.

(8) Education for Agriculture and Industry: Special emphasis should be placed on the development of education for agriculture and industry.

(a) There should be at least one agricultural university in every State. These should, as far as possible, be single campus universities; but where necessary, they may have constituent colleges on different campuses. Other universities may also be assisted, where the necessary potential exists, to develop strong departments for the study of one or more aspects of agriculture.

(b) In technical education, practical training in industry should form an integral part of such education. Technical education and research should be related closely to industry, encouraging the flow of personnel both ways and providing for continuous co-operation in the provision, design and periodical review of training programmes and facilities.

(c) There should be a continuous review of the agricultural, industrial and other technical manpower needs of the country and efforts should be made continuously to maintain a proper balance between the output of the educational institutions and employment opportunities.

(9) Production of Books: The quality of books should be improved by attracting the best writing talent through a liberal policy of incentives and remuneration. Immediate steps should be taken for the production of high quality textbooks for schools and universities. Frequent changes of textbooks should be avoided and their prices should be low enough for students of ordinary means to buy them.

The possibility of establishing autonomous book corporations on commercial lines should be examined and efforts should be made to have a few basic textbooks common throughout the country. Special attention should be given to books for children and to university level books in regional languages.

(10) Examinations: A major goal of examination reforms should be to improve the reliability and validity of examinations and to make evaluation a continuous process aimed at helping the student to improve his level of achievement rather than at 'certifying' the quality of his performance at a given moment of time.

(11) Secondary Education: (a) Education opportunity at the secondary (and higher) level is a major instrument of social change and transformation. Facilities for Secondary education should accordingly be extended expeditiously to areas and classes, which have been denied these in the past.

(b) There is need to increase facilities for technical and vocational education at this stage. Provision of facilities for secondary and vocational education should conform broadly to requirements of the developing economy and real employment opportunities. Such linkage is necessary to make technical and vocational education at the secondary stage effectively terminal. Facilities for technical and vocational education should be suitably diversified to cover a large number of fields such as agriculture, industry, trade and commerce, medicine and public health, home management, arts, and crafts, secretarial training, etc.

(12) University Education: (a) the number of whole-time students to be admitted to a college or university department should be determined with reference to the laboratory, library and other facilities and to the strength of the staff.

(b) Considerable care is needed in establishing new universities. These should be started only after an adequate provision of funds has been made for the purpose and due care has been taken to ensure proper standards.

(c) Special attention should be given to the organisation of postgraduate courses and to the improvement of standards of training and research at this level.

(d) Centres of advanced study should be strengthened and a small number of 'cluster of centres' aiming at the highest possible standards in research and training should be established.

(e) There is need to give increased support to research in universities generally. The institutions for research should, as far as possible, function within the fold of universities or in intimate association with them.

(13) Part-time Education and Correspondence Courses: Part time education and correspondence courses should be developed on a large scale at the university stage. Such facilities should also be developed for secondary school students, for teachers and for agricultural, industrial and other workers. Education through part-time and correspondence courses should be given the same status as full-time education. Such facilities will smoothen transition from school to work, promote the cause of education and provide opportunities to the large number of people who have the desire to educate themselves further but cannot do so on a full-time basis.

(14) Spread of Literacy and Adult Education: (a) The liquidation of mass illiteracy is necessary not only for promoting participation in the working of democratic institutions and for accelerating programmes of production, especially in agriculture, but for quickening the tempo of national development in general. Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible. A lead in this direction should come from the industrial undertakings in the public sector. Teachers and students should be actively involved in organising literacy campaigns, especially as part of the Social and National Service Programme.

(b) Special emphasis should be given to the education of young practising farmers and to the training of youth for self-employment.

(15) Games and Sports: Games and sports should be developed on a large scale with the object of improving the physical fitness and sportsmanship of the average student as well as of those who excel in this department. Where playing field and other facilities for developing a nation-wide programme of physical education do not exist, these should be provided on a priority basis.

(16) Education of Minorities: Every effort should be made not only to protect the rights of minorities but to promote their educational interests as suggested in the statement issued by the Conference of the Chief Ministers of States and Central Ministers held in August, 1961.

(17) The Educational Structure: It will be advantageous to have a broadly uniform educational structure in all parts of the country. The ultimate objective should be to adopt the 10+2+3 pattern, the higher secondary stage of two years being located in schools, colleges or both according to local conditions.

5. The reconstruction of education on the lines indicated above will need additional outlay. The aim should be gradually to increase the investment in education so as to reach a level of expenditure of 6 per cent of the national income as early as possible.

6. The Government of India recognises that reconstruction of education is no easy task. Not only are the resources scarce but the problems are exceedingly complex. Considering the key role which education, science and research play in developing the material and human resources of the country, the Government of India will, in addition to undertaking programmes in the Central sector, assist the State Governments for the development of programmes of national importance where co-ordinated action on the part of the States and the Centre is called for.

7. The Government of India will also review, every five years, the progress made and recommend guidelines for future development.

Right to Free and Compulsory Education Act

1. When was the first demand for RTE made in the country?

Gopala Krishna Gokhale moved in the Imperial Legislative Council on 18th march, 1910 for seeking provision of 'Free and Compulsory Primary Education' in India. This initiative must however be seen as part of the following sequence of events:

2. How was the original Article 45 of the Constitution arrived at?

1946: Constituent assembly began its task

1947: Kher Committee set up to explore ways and means of achieving Universal Elementary Education within ten years at lesser cost.

1947: Constituent Assembly Subcommittee on Fundamental rights places free and compulsory education as a fundamental right of children.

3. Brief the demands of Compulsory education on list of Fundamental Rights

"Clause 23- Every citizen is entitled as of ...right to free primary education and it shall be the duty of the State to provide within a period of ten years from the commencement of this Constitution for free and compulsory primary education for all children until they complete the age of fourteen years."

1947 (April): Advisory Committee of the Constituent Assembly rejects free and compulsory education as a fundamental right (costs being the reason).Sends clause to list of "non-justifiable fundamental rights" (later termed as 'Directive Principles of State Policy').

Article 45 of Directive principles of state policy accepted, "the state shall endeavour to provide within a period of 10years from the commencement of the constitution; for free and compulsory education for all children and till they complete the age of 14 years".

1949: Debate in Constituent Assembly Removes the First Line of 'Article 36'..."Every citizen is entitled as of right to free primary education and it shall be the duty of the State to.." and replaces it with "The State shall endeavour to.."

The Article 21 refers 'the citizens of this country have a fundamental right to

education'. This right is however, not an absolute right and his right to education is subjected to the limits of economic capacity and development of the state. The Article 21 A of the constitution inserted 'Right to Education' and focussed, 'the state shall provide free and compulsory education to all children of the age of 6 to 14 years'.

4. What did the Supreme Court have to say?

The Supreme Court in 1993 held free education until a child completes the age of 14 to be a right (Unnikrishnan and others Vs State of Andhra Pradesh and others) by stating that: "The citizens of this country have a fundamental right to education. The said right flows from Article 21. This right is, however, not an absolute right. Its content and parameters have to be determined in the light of Articles 45 and 41. In other words, every child/citizen of this country has a right to free education until he completes the age of fourteen years. Thereafter his right to education is subject to the limits of economic capacity and development of the State."

5. What is the 86th Amendment?

Spurred by the Unnikrishnan judgment and a public demand to enforce the right to education, successive governments from 1993 worked towards bringing a constitutional amendment to make education a fundamental right. That led to the 86th amendment in December 2002 which inserted the following articles in the Constitution:

1. Insertion of new article 21A- After article 21 of the Constitution, the following article shall be inserted, namely:- Right to education."21A. 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."
2. Substitution of new Article for Article 4.5 of the Constitution, the following shall be substituted, namely:-.

Provision for early childhood care and education to children below the age of six years.
'Article 4.5. The State shall endeavour to provide early childhood care and education for all children until they complete the age of six years."

3. Amendment of Article 51A- In article 51A of the Constitution, after clause (J), the following clause shall be added, namely:-

"(k) who is a parent or guardian to provide opportunities for education to his child or, as the case may be, ward between the age of six and fourteen years."

6. It is said that the 86th amendment diverted from the Unnikrishnan judgment; how?

The original Article 4.5 of the Directive Principles had used the term 'up to 14 years' and the Unnikrishnan judgment said 'till he completes the age of 14years'. Both these definitions contain the age group 0-6 years. Article 21A restricted the age group from 6 to 14, thereby removing the 0-6 age group from the right; relegating it to the new article 4.5 of Directive Principles. The Unnikrishnan judgment had further observed that the right to education existed and would not be contingent upon the economic capacity of the state up to 14years of age. Article 21A said that it would come into force 'in such manner as the State may, by law, determine'. So it was made contingent on a law that the state may bring in. This Act is that law, and it took another eight years to come since the 86th amendment was passed. So it took seventeen years for the right to be enforced since the Unnikrishnan judgment, that too for the restricted age group of 6 to 14 years. It may be noted here that it was the Parliamentary Standing Committee on Education that recommended the age group 6 to 14 years for the eventual 86th constitutional amendment, paving the way for the restricted age group.

7. What was the sequence of events leading to the 2009 Act?

After the 86th amendment in December 2002 the following actions took place:

1. 2008: The Free and Compulsory Education For Children Bill, 2008 (NDA government)
2. 2004: The Free and Compulsory Education For Children Bill, 2004 (NDA government)
3. 2005: The Right to Education Bill, 2005 (June) (CABE Bill) (UPA I government)
4. 2005: The Right to Education Bill, 2005 (August) (UPA I government)+
5. 2006: Central legislation discarded. States advised to make their own Bills based on The Model Right to Education Bill, 2006 (UPA I government) 2008/9: Central legislation revived. The Right of Children to Free and Compulsory Bill, 2008, passed in Rajya Sabha and Lok Sabha, President's assent in August 2009.

However, the notification of the Act and the 86th amendment, issued on Feb 19,

2010 in the Gazette of India, stating that implementation will begin from April 1, 2010, eight months after the presidential assent. (UPA II government). Notice that the word 'Right' was missing in the first two drafts of the Bill and was used from the 200.5 CABE bill onwards. The central legislation was dropped in 2006 in preference to state Legislations based on a token model bill draft, for the recurring 'lack of central resources' argument, but it was intense public pressure based on independent financial estimates that made it possible to revive and bring back the central legislation in 2008.

- The definition of 'free' that goes beyond tuition fees
- The 'compulsion' being on the governments rather than on Parents the stress on ending discrimination, and on inclusion.
- Prescribing quality principles for the teaching-learning process
- An external constitutional body for monitoring the Act Defining minimum norms and standards for the school An external constitutional body for monitoring the Act.
- Addressing the emotional, stress and anxiety issues of children

The Act is also momentous since it took over a hundred years to bring it in. If we take 18.57 war as the milepost for the fight for India's independence, it took ninety years, up to 1947, for that to become a reality. But for the Right to Education, it has taken a decade longer, sixty two of those years being after the nation became independent. That gives the Act a very serious historic significance.

8. When has the RTE Act 2009, come into effect?

The Right of children to free and compulsory Education Act-2009 (Central Act 35 of 2009) has come into effect from 1st April 2010.

9. What Right does the Act provide?

Every child of the age 6 to 14 years shall have a right to free and compulsory admission, attendance and completion of education in a neighbourhood school. A child with disabilities shall also have the right to pursue free and compulsory elementary education up to age of 18 years.

10. Who has issued guidelines for the implementation of the Act?

School Education Department, Government of Tamil Nadu prepared guidelines on the lines of the model guidelines issued by Ministry of Human Resource Development.

11. What are the areas covered under the Act? or Where does the Act extend to?

The Act shall extend to the whole of India except the state of Jammu and Kashmir.

12. What are the Rules issued by the State Government called?

The Rules may be called the Tamil Nadu Right of children to free and Compulsory Education Rules, 2011. (G.O.(Ms.)173, dated 08.11.2011). It is issued based on the powers conferred by sub section (1) of section 38 of Right of children to free and compulsory education Act, 2009 (central Act. 35 of 2009), the Governor of Tamil Nadu makes the rules.

13. What is the implication of 'free education'?

'Free Education' is often meant to imply waiver of tuition fees, since the poor families are often not able to meet the other expenses needed for education. It includes textbooks, uniforms, transportation, support materials for disabled children (hearing aids, spectacles, Braille books, crutches) or even the library and laboratory fee.

14. What is meant by compulsory Education?

It refers to compulsory admission, attendance and completion of elementary education. The implication is that if a child in the age group 6 to 14 years is working at tea shop, home etc., when the school is functioning, the government is violating his / her fundamental / right. It is the duty of State Government to ensure that all children attend school and complete their elementary education.

15. What do you mean by 'Extent of School's responsibility for free and compulsory education?

All Private Schools (the sub clause iii & iv of clause (n) of section 2) shall provide and admit in class I to the extent of at least 25% of the strength of that class, children belonging to weaker section and disadvantaged group in the neighbourhood and provide free and compulsory elementary education till its completion.

16. What does the 'Appropriate Government' mean?

Appropriate Government means the Central Government, State Government and Union Territory which establishes, own or control the functioning of schools.

17. What does 'Capitation Fee' mean?

'Capitation Fee' means any kind of donation or contribution or payment other than the fee notified by the school

18. Who come under 'Child belonging to disadvantaged group'?

As per G.O.(Ms) No.174, School Education (C2) Department, Government of Tamil Nadu (Notification-1). Dated 08.11.2011, child belonging to disadvantaged group means a child who is an orphan or affected with HIV or a transgender or a child of a scavenger in addition to the definition given in the Act i.e., A child belonging to SC, ST, Socially and educationally backward class or such other groups having disadvantage owing to social, cultural, economical, geographical, linguistic, gender or such other factor.

19. Who come under 'child belonging to weaker section'?

As per G.O.(Ms) No.174, School Education (C2) Department, Govt. of Tamil Nadu (Notification- III), dated. 08.11.2011, child belonging to weaker section means a child belonging to such parents or guardians whose annual income is lower than Rs.2,00,000/- (Rupees Two lakh only).

20. What does 'Parent' mean?

'Parent' means either the natural or step or adoptive father or mother of a child.

21. What does 'guardian' mean?

'Guardian' in relation to a child means, a person having the care and custody of that child and includes a natural guardian or guardian appointed or declared by a court or statute.

22. Can a child be prevented to pursue schooling if it does not pay any fees or charges?

No. No child shall be liable to pay any kind of fee or charges or expenses which

may prevent him or her from pursuing and completing elementary education under the sub-section (i) of section 3 of the Act.

23. Can a child above six years of age take claim to get admission in a school?

Yes. Under the section 4 of the Act, a child above six years of age who has not been admitted in any school or though admitted, could not complete his or her elementary education, then he or she shall be admitted in class appropriate to his or her age.

24. What provision is available to children admitted in age-appropriate class?

The children admitted in age-appropriate class have a right to receive special training. The special training shall be based on specially designed learning material approved by the academic authority.

25. Who will identify the children requiring special training? Who will offer such special training to children?

The School Management Committee shall identify the children requiring special training. The teachers working in the school or by teachers specially appointed for the purpose will offer the special training.

26. Where will the Special Training be held?

The special training will be held in the premises of the school or through classes organised in places identified by the Head Teacher.

27. What is the duration of the Special Training?

The duration of the special training shall be for a minimum period of three months which may be extended up to two years based on periodical assessment of learning progress of children.

28. What is the purpose of organising special training to children?

The purpose is to integrate the children with the rest of the class academically and emotionally.

29. Who will provide special training to out of school children admitted in unaided school?

The SSA will provide special training to out of school children and main stream them in age appropriate class.

30. Can a child seek transfer to any other school?

Yes. If there is no provision for completion of elementary education in a school a child shall have a right to seek transfer to any other school excluding the school specified in sub-clause (iii) and (iv) of clause (v) of section 2, for completing his or her elementary education. A child can seek transfer to any other school if he/she is required to move from one school to another either within a state or outside, for any reason, such child shall have a right to seek transfer to any other school, excluding the school specified in sub-clause (iii) and (iv) of clause (v) of section-2, for completing his or her elementary education.

31. What are the documents which can be produced as proof of age of children for admission?

- Birth certificate of child issued under the Births, Deaths and marriages Act, 1886 (Central Act VI of 1886) or
- Hospital or Auxiliary Nurse and Midwife (ANM) register record Anganwadi record.
- Declaration of the age of the child by the parent or guardian.

32. How long the period of admission in a school is extended?

The admission in a school is extended for six months from the date of commencement of the academic year.

33. Is there any assistance given for a child admitted after the extended period?

Yes. When a child is admitted in a school after the extended period, in an age-appropriate class he / she shall be eligible to complete studies with the help of special training (bridge course) as determined by the state Government.

34. Can the delay in producing TC be a ground for either delaying or denying admission for a child in a school?

No, delay in producing TC shall not be a ground for either delaying or denying admission for child in a school.

35. Can a Head Master delay the issuance of TC to a child?

No, Head Master cannot delay the issuance of T.C. In the absence of the Head Master, in-charge of the school must issue T.C. In the case of delay Head master / in-charge shall be liable for disciplinary action under the service rules applicable to him or her.

36. What are the challenges in implementing RTE?

The main challenges in implementing RTE 2009 are viz.

- Ensuring 25% reservation in admission of children who hail from EWS or disadvantaged groups at the entry level either in L.K.G. or Std I.
- Admission of children in age-appropriate classes and offering special training (Bridge course).
- Streamlining Recognition or Un-Aided schools.
- Establishing School Management committees with due representation from parents.

37. Why parents can't be held responsible for sending children to schools?

In a country like India where such a large majority of parents are poor, migrate for work, do not have support systems, putting compulsion on them, with punishment, would imply punishing them for being poor- which is not their choice. As the well-known educationist J.P.Naik once jocularly remarked, if parents are sent to jail for not sending their children to schools, there may be more parents in jails than children in schools.

38. If parents don't send children to school, what should be done?

Section (10) of the Act makes it the duty of the parents to ensure that their children go to schools, without prescribing any punishment. This implies that SMC

members, local authorities and community at large must persuade reluctant parents to fulfil their duty. For child labour and street children, the government would have to ensure that they are not compelled to work and provide schools for them, perhaps residential in many instances. Parents and communities who traditionally forbid their adolescent girls from going to school, or indulge in child marriage would have to be persuaded, or the child marriages act would need *to* be invoked against them. Civil society interventions would be crucial here.

39 Does the Act target only weaker sections?

No, it is universal. Any child who is a citizen of India, rich or poor; boy or girl; born to parents of any caste, religion or ethnicity shall have this right. If a rich parent decides to send his/her child to a school owned by the government/local authority, that child would also have a right to all the free entitlements. Only those children who are sent by their parents to a school that charges fees (private aided/unaided) will surrender their right, as per Section 8(a) of the Act, to free entitlements; they cannot claim reimbursement from the government for their educational expenditure (except for the obligatory 25% quota for children of disadvantaged groups and weaker sections to unaided schools).

40. Have the disabled children been adequately addressed in the Act?

There are deficiencies in the Act as it was passed in August 2009 in relation to children with disabilities. They should have been included in the definition of disadvantaged groups, but were inadvertently left out. The Act says that their education shall follow the provisions of the Disabilities Act 1996, but that Act has deficiencies in as much that it does not include mental disabilities. The central government has acknowledged these lacunae and promised to bring appropriate amendments in the Budget 2010 session of Parliament, as also to amend the Disabilities Act 1996 appropriately.

41. Would home based education to the severely disabled come within the purview of the Act?

No, As the Act stands, education would be inclusive for all categories of disability, including severe and profound. Attempts must be made by the state to educate differently-abled children in the formal schools.

42. What about children not in schools right now?

The Act, at Section 4 lays down that all children who are out of school, as never enrolled or drop outs (in the 6-14 age group), would have to be admitted in age-appropriate class in regular schools, and they would have a right to complete elementary education even after crossing age 14.

43. Can children actually be made equal to age- appropriate class in two years?

Pioneering work by groups like the MV Foundation has shown that it is indeed possible to do so. However certain flexibility could be used after the duration of special training. If a child after completing special training is 15 years old and should be in class 7 by the age-appropriateness criterion, but the teacher / school feels that it would be better for the child, in terms of coping, to be in class 6, they could advise the child / parents accordingly.

44. What if children are admitted in Std I after age 6 and complete VIII Std after 14 years?

They would have the right to get free education till they complete class 8, even if they exceed age 14. This would apply, for example, to a 15 year never enrolled child who may take 5 years to complete class VIII, up to the age of 18 years, or more.

DUTIES OF APPROPRIATE GOVERNMENT, LOCAL AUTHORITY AND PARENTS

45 What are the duties of appropriate Government?

- Provide free and compulsory elementary education to every child.
- Ensure availability of a neighbourhood school.
- Ensure the child belonging to weaker section and disadvantaged group and they are not discriminated against and prevented from pursuing and completing elementary education on any ground.
- Provide infrastructure, school building, teaching staff and learning materials.
- Provide special training facility.
- Ensure and monitor admission, attendance and completion of elementary education by every child.
- Ensure good quality elementary education conforming to norms and standards specified in the schedule.
- Provide training facility for teachers.

46. What do you mean by neighbourhood School?

It refers to the area at limits of neighbourhood within which a school shall be established by the State Government. It is a distance of one kilometre in respect of children in classes I to V and it is of 5 kilometres in the respect of children in classes of VI to VIII.

47. What are the facilities made available by the State Government in the absence of neighbourhood school?

When it is not possible to establish a school within the limits of neighbourhood prescribed by State Government (as of one km to Primary and 3Kms to Upper Primary), and children from small hamlets, the State Government shall make adequate arrangements for free transportation and residential facilities for providing elementary education.

48. When will the State Government relax the limits of neighbourhood?

The State Government shall locate the school and relax the limits of neighbourhood in places with difficult terrain; risk of landslides, or lack of proper roads and approach from their homes to the school.

49. How do you locate the neighbourhood school?

The local authority in consultation with Assistant Elementary Education Officer or District Education Officer shall locate the neighbourhood school through 'School Mapping'.

50. Who will submit the proposal of financial assistance to MHRD for free and compulsory education?

The State Government shall prepare annual estimates of capital and recurring expenditure for the implementation of provisions of the Act. It is also based on the existing level and standards of the education systems. The prepared proposal shall be submitted to MHRD.

51. Who will bear RTE related expenses?

A sharing pattern will be arrived at through mutual negotiations between the Central and State Governments. The sharing pattern will need to be reviewed and recommended 75:25 between the centre and the states.

52. Who will maintain the records of Children?

The Local Authority will maintain a record of all children in its jurisdiction through a household survey from their birth till they attain the age of 14 years and of children with disabilities till they attain the age of 18 years.

53. What are the records to be maintained by Local Authority?

- a) The records of every child to be maintained, include
- b) Name, Sex, Date of birth and place of birth.
- c) Name, Address and occupation of parent or guardian.
- d) School anganwadi centre that the child attends.
- e) Present address of the child.

- f) Class in which the child is studying and if the education is discontinued, the cause for such discontinuance.
- g) The child belonging to weaker section or disadvantaged group.

54. How will children of migrant families receive education?

There are two options. If children migrate with parents particularly small children, the schools in the migrated areas have to admit all children even if they cannot produce Transfer Certificates. Or if the parents demand that their children be given education in their native place while they are away for work, appropriate Government / Local Authorities shall have to ensure the availability of free residential schools for them.

55. Whose responsibility is to ensure children particularly of the disadvantaged groups are not discriminated against?

Legally it is the responsibility of State Government, Local Authorities and the schools monitored by the SMCS / Civil society groups and the National Commission for Protection of Child Rights and the State Commission for protection of Child Rights.

56. Who will decide the academic calendar of the school?

The Local Authority has the right to do so. This will open up the possibility of decentralized school calendars suitable for local conditions.

57. What does pre-school education mean?

It refers to 'readiness programme' to prepare children above the age of 3 years for elementary education.

The State Government will make necessary arrangements for providing free pre-school education.

For areas where there are no anganwadi or balwadi centres, efforts should be made to provide Free Pre-School Education in the neighbourhood school itself.

58. On whom does 'compulsion' of providing free and quality education lie?

As per Section 8 (explanation) (1) and (2), the state is compelled to provide free

education and ensure compulsory admission, attendance and completion of elementary education. The implication is that if a child in the age group 6-14 is working at a tea shop, agricultural field and so on, cooking at home or simply wandering around when the school is functioning, the government is violating his/her fundamental right. It is the government that must ensure that all children are attending school and complete elementary education. This violates both RTE Act, 2009 and child labour Act 1986.

59. Can the norms and standards (schedule) be improved or changed?

Yes, and that shall not require a parliamentary amendment. As per Section 20 it can be done by the central government through a notification. Most likely, the National Advisory Council shall be assigned the task of reviewing the schedule periodically.

60. What kind of a school is envisioned under RTE Act, 2009?

The Act lays down minimum norms and standards for all schools, government and private, through a mandatory schedule. This includes number of teaching days per year, number of teaching hours per day, number of rooms, availability of Teaching Learning Materials, library, toilets, safe drinking water, playground, kitchen for mid-day meals, Pupil Teacher Ratio, subject teachers in classes 6 to 8, part time art, work and physical instructors and so on. Governments and private managements have three years to upgrade their existing schools to these minimum norms, barring which they will not be allowed to operate. Governments have to provide such a neighbourhood school to all children within three years, i.e. by March 31, 2013. The prescribed norms are minimum, which implies that nothing stops state governments/managements to have higher norms than those listed in the schedule. In particular, if some schools already have higher norms, it does not imply that they reduce those norms to match the schedule.

61. Why is 'neighbourhood school' not defined in the Act? Why leave it to Rules?

To ensure that instead of a rigid national norm, the states define it in terms of their geographical, social and cultural realities. The Model Rule (4) indicates these realities, like difficult terrain, risk of landslides, floods, lack of roads, and in general, danger to young children where the 1km and 5 km norm could be reduced.

62. What does 'Screening Procedure' mean?

Any test or interview *or* interaction of the child or interview of parents for the purpose of admission is termed as screening procedure. Section 2(0) along with section 13 (2) (b) prohibits any of these screening procedures and calls for only random procedures to be used for admitting a child to school.

63. What do you mean by 'Random Procedure'?

Random Procedure implies that if the number of children applying to a school exceeds the available seats, an open lottery system or any other random selection process will be used to fill the seats.

64. What is meant by 'Capitation fee'? Is it punishable?

'Capitation fee' is the money or donation or material charged from the child or parent on admission other than tuition fee prescribed for the standards. No school or person shall collect any capitation fee while admitting a child and it is punishable. If any school receives capitation fee shall be punishable with fine which may extend to ten times the capitation fee charged.

65 Can lack of proof of age be the basis of denying admission?

In the absence of birth certificate issued under the Births, Deaths and marriages Registration Act 1886, any one of the following documents shall be deemed to be proof of age of the child.

1. Hospital or Auxiliary Nurse and Midwife register Record.
2. Anganwadi Record.
3. Declaration of age of the child by parent or guardian.

66. Is it true that no child can be expelled or failed?

Yes, no school, government or private can detain or expel any child at elementary stage. The Delhi High Court has already given a verdict in this regard on the basis of the Act. (April 7- 2010) against Saint Xavier's schools Delhi. (Sec G.O. Ms No. 189, Para *I* Dated 12.07.2010).

AUTONOMY IN EDUCATIONAL INSTITUTIONS

1. What is autonomy?

Autonomy may be defined as a functional status given to the institutions by giving greater flexibility towards purely academic development for up-liftment of academic standards and excellence.

2. What is the need for autonomy?

To enable institutions to award certificates by providing more academic and operative freedom to function better with credibility

3. What are the flexible operations that autonomous institutions can adopt?

- Prescribe its own relevant courses of study and syllabi by restructuring and redesigning courses to suit local needs.
- Student centric wide choice in courses wide range of electives. Freedom in choice of courses.
- Periodical change in syllabus as per changing needs
- Prescribe rules in consonance with the reservation policy of the State Government.
- Evolve methods of assessment of student's performance, the conduct of examinations and notification of results.
- Use modern tools of educational technology to achieve higher standards and greater creativity
- Promote healthy practices such as projects, community service, extension programs, projects for the benefit of the community at large and other related programs.

4. How does the examination system function in an autonomous institution?

Students' performance is examined internally and externally. Continuous assessment and range of assessment options. To ensure fairness and justice to students, various alternatives are adopted in the examination system.

5. What is the role of office of Controller of Examinations?

The Exam Committee is responsible for the smooth conduct of the Semester examinations, submission of assignments, and additional examinations. All matters involving the conduct of examinations, spot valuations, tabulations, preparation of Grade Cards etc. fall within the duties of the Office of the Controller of Examinations.

6. Who declares the result?

The grades that are tabulated by the Controller of Examination is reviewed by the Moderation Committee. Any deviation and discrepancies are deliberated and removed. The entire result is discussed in the Academic Evaluation Committee (AEC) for its approval. The result is declared in the website

7. What are the Statutory Committees of an autonomous institution?

The Statutory Committees are

1. Board of Governors (BOG)
2. Academic Council
3. Finance Committee
4. Board of Studies
5. Controller of Examinations

8. What are the non-statutory committees?

The non-Statutory Committees are-

- a) Departmental Academic Committee
- b) Grievance Redressal Committee
- c) Research and Development Committee
- d) Administrative Quality Circle
- e) Planning & Evaluation Committee
- f) Academic Audit Committee

9. Can short term courses be offered by autonomous institutions beyond the curriculum?

Yes. The autonomous institution can offer special need based short term courses under the departments of the institution for the benefit of the students and outsiders can also enrol for them.

10. Who will check whether the academic standard is maintained / improved after Autonomy?

There has to be a built in mechanism in the autonomous institution working for this purpose. An Internal Committee called Academic Evaluation Committee (AEC) is a Non-Statutory body, will keep a watch on the academics and keep its reports and recommendations every year.

11. What is the benefit to the Students and Teachers of autonomous institutions?

An autonomous institution carries a prestigious image for the students and the teachers. Autonomy reflects efforts for excellence in academic performances, capability of self-governance and enhancement in the quality of education.

FEATURES OF AUTONOMOUS INSTITUTIONS

Highlighting the importance of Autonomous Institutions, the UGC document on the XI Plan profile of higher education in India clearly states that: “The only safe and better way to improve the quality of undergraduate education is to link most of the Institutions from the affiliating structure. Institutions with academic and operative freedom are doing better and have more credibility. The financial support to such Institutions boosts the concept of autonomy.”

Need for Autonomy

Institutions that have the potential for offering programmes of a higher standard do not have the freedom to offer them. The 1964- 66 Education Commission pointed out that the exercise of academic freedom by teachers is a crucial requirement for development of the intellectual climate of our country. Unless such a climate prevails, it is difficult to achieve excellence in our higher education system. With students, teachers and management being co-partners in raising the quality of higher education, it is imperative that they share a major responsibility. Hence, the Education Commission (1964-66) recommended autonomy, which, in essence, is the instrument for promoting academic excellence.

Objectives

- **The National Policy on Education (1986-92) formulated the following objectives for autonomous institution. An autonomous institution will have the freedom to:**
 - determine and prescribe its own courses of study and syllabi, and restructure and redesign the courses to suit local needs; and
 - prescribe rules for admission in consonance with the reservation policy of the state government;
 - Evolve methods of assessment of students performance, the conduct of examinations and notification of results;
 - Use modern tools of educational technology to achieve higher standards and greater creativity; and
 - Promote healthy practices such as community service, extension activities, projects for the benefit of the society at large, neighborhood programmes, etc.

Special features of an autonomous institution

Starting of New Courses

An autonomous institution is free to start diploma (undergraduate and postgraduate) or certificate courses without the prior approval of the university. Diplomas and certificates shall be issued under the seal of the institution

An autonomous institution is free to start a new degree or postgraduate course with the approval of the Academic Council of the Institution. An autonomous Institution may rename the existing course after restructuring/redesigning it with the approval of the Academic Council.



CONSTITUTION OF INDIA

WE THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a 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

status and of opportunity; and to promote among them all

FRATERNITY

assuring the dignity of the individual and the unity of the Nation

IN OUR CONSTITUENT ASSEMBLY

this twenty-sixth day of November, 1949, do

**HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS
CONSTITUTION**