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I. Statistical Appendices

1.1 GROWTH OF ELEMENTARY EDUCATION: ENROLMENT (1950-1974)

Plan & Year	Boys/ Girls	Enrolment in grades I-V (Millions)	Partici- pation rates in grades I-V	Enrolment in grades VI-VIII (Millions)	Partici- pation rate in grades VI-VIII
1950-51	Boys	13.8	60.8	2.6	20.8
First	Girls	5.4	24.9	0.5	4.3
Plan	Total	19.2	42.6	3.1	12.9
1955-56	Boys	17.5	72.0	3.4	25.4
Second	Girls	7.6	32.8	0.9	6.9
Plan	Total	25.1	52.8	4.3	16.5
1960-61	Boys	23.6	82.6	5.1	32.2
Third	Girls	11.4	41.4	1.6	11.3
Plan	Total	35.0	62.4	6.7	22.5
1965-66	Boys	32.2	96.3	7.7	44.2
Annual	Girls	18.3	56.5	2.8	17.0
Plans	Total	50.5	76.7	10.5	30.9
1968-69	Boys	34.2	95.6	9.0	47.0
Fourth	Girls	20.2	59.6	3.5	19.3
Plan	Total	54.4	78.1	12.5	33.5
1973-74	Boys	39.4	100.0	10.5	48.0
	Girls	24.4	66.0	4.5	22.0
	Total	63.8	84.4	15.0	36.0

Note: Participation rate = Percentage of children enrolled to total child population in the relevant age-group.

Source : 1. For 1950-51, 1955-56, 1960-61, 1965-66 and 1968-69: Ministry of Education and Social Welfare, Education in the Fifth Five Year Plan (1974-79), 1972, New Delhi.

2. For 1973-74: Planning Commission, Draft Fifth Five Year Plan (1974-79), 1973, New Delhi.

1.2 GROWTH OF SECONDARY EDUCATION: ENROLMENT (1950-74)

Plan & Year	Boys/ Girls	Enrolment in Grades IX-XI (Millions)	Participation rate in Grades IX-XI
1	2	3	4
1950-51 First Plan	Boys	1.09	9.3
	Girls	0.16	1.5
	Total	1.25	5.5
1955-56 Second Plan	Boys	1.65	13.4
	Girls	0.33	2.9
	Total	1.98	8.3
1960-61 Third Plan	Boys	2.47	17.5
	Girls	0.56	4.3
	Total	3.03	11.1
1965-66 Annual Plans	Boys	4.08	25.5
	Girls	1.20	10.4
	Total	5.28	16.9
1968-69 Fourth Plan	Boys	4.90	28.3
	Girls	1.58	9.5
	Total	6.48	19.1
1973-74 (Estimates)	Boys	6.16	31.0
	Girls	2.34	12.0
	Total	8.50	22.0

Note:

1. Enrolments given in column 2 include those in classes XI and XII of Intermediate Classes in U.P. which the state government regards as part of secondary education.
2. Participation rate: see explanatory note under Table 1.1

Source :

1. For 1950-51, 1955-56, 1960-61, 1965-66 and 1968-69: Ministry of Education and Social Welfare, Education in the Fifth Five Year Plan (1974-79), 1972, New Delhi.
2. For 1973-74: Planning Commission, Draft Fifth Five Year Plan 1972, New Delhi.

1.3 : GROWTH OF HIGHER EDUCATION : NUMBER OF INSTITUTIONS
AND ENROLMENT (1950-72)

Year	No. of Universities	No. of Affiliated colleges	Total Enrolment
1950-51	27	695	3,62,223
1955-56	33	1,025	6,08,255
1960-61	45	1,542	8,95,541
1965-66	64	2,572	14,63,719
1971-72	86	3,896	32,62,314

Note : The figure of enrolment for 1971-72 includes enrolment in Intermediate classes of the Board of Higher School and Intermediate Education of U.P. but excludes it in other years.

Source : University Grants Commission, New Delhi.

1.4 : EXPENDITURE/OUTLAY ON EDUCATION IN FIVE YEAR PLANS

(1950-1974)

(Rs. in Crores)

Sl. No.	First Plan	Second Plan	Third Plan	Annual Plan years	Fourth Plan	Total
1. Elementary Education	85 (56)	95 (35)	178 (30)	65 (20)	239 (30)	662 (31)
2. Secondary Education	20 (13)	51 (19)	103 (18)	53 (16)	140 (18)	367 (17)
3. University Education	14 (9)	48 (18)	87 (15)	77 (24)	195 (25)	421 (20)
4. Teacher Education	*	*	23 (4)	9 (3)	*	32 (2)
5. Adult Education	5 (3)	4 (1)	2 (-)	2 (1)	5 (1)	18 (1)
6. Cultural Programme	**	3 (1)	7 (1)	4 (1)	12 (2)	26 (1)
7. Other Educational Programmes	9 (6)	23 (8)	64 (11)	31 (9)	90 (11)	217 (10)
Total Gen. Education	133 (87)	224 (82)	464 (79)	241 (75)	681 (87)	1743 (82)
8. Technical Education	20 (13)	49 (18)	125 (21)	81 (25)	106 (13)	391 (18)
Grand Total	153 (100)	273 (100)	589 (100)	322 (100)	786 (100)	2153 (100)

Note :

1. Figures in parenthesis indicate percentages of total.
2. Single asterisk(*) shows that the figures are included under elementary/secondary education.
3. Double asterisks(**) show that the figures are included under 'Other Educational Programmes'.
4. The figures here do not include allocations for education under ministries other than the Ministry of Education.

Source : Figures for the first three plans: Ministry of Education and Social Welfare, Education in the Fifth Five Year Plan (1974-79), 1972, New Delhi; (the figures: Planning Commission, Draft Fifth Five Year Plan (1974-79), 1973, New-Delhi.

1.5 : TOTAL EDUCATIONAL EXPENDITURE (1950-1974)

(Rs. in Crores)

Object of Expenditure	1950-51	1955-56	1960-61	1965-66	1968-69	1973-74 (estimate)
Direct						
1. Elementary Education	44.30	69.38	116.96	214.14	319.22	500
2. Secondary Education	29.07	45.72	83.52	147.84	294.48	350
3. Higher Education	17.69	29.71	56.88	131.81	148.86	260
Total(Direct)	91.05	144.81	257.36	493.79	763.26	1110
4. All Indirect Expenditure	23.33	44.85	87.02	128.23	139.58	240
Grand Total	114.38	189.66	344.38	622.02	902.84	1350

Source : Statistics & Information Division, Ministry of Education and Social Welfare, Govt. of India, New Delhi.

1.6 : BUDGETED EXPENDITURE OF STATES/UNION TERRITORIES
ON EDUCATION 1973-74

State/Union Territory	(Figures in Thousand of Rupees)			Per Capita budgeted expenditure on Education (Rs.)	%age of Budget Expenditure in Edn. to Total Budget
	Plan	Non-Plan	Total		
1	2	3	4	5	6
Andhra Pradesh	6,74,37	76,06,97	82,81,34	18.3	20.1
Assam	10,40,75	27,94,31	38,35,06	24.2	24.5
Bihar	17,92,25	73,35,20	91,27,45	15.6	24.3
Gujarat	11,48,86	51,88,07	63,31,43	22.6	20.8
Haryana	5,79,52	19,14,37	24,93,89	23.8	18.0
Himachal Pradesh	2,81,16	14,02,44	16,83,60	47.7	22.9
Jammu&Kashmir	2,76,57	10,87,17	13,63,74	28.4	12.5
Kerala	8,92,19	81,95,56	90,87,75	40.7	37.0
Madhya Pradesh	16,19,57	72,67,86	88,87,43	20.4	27.9
Maharashtra	27,36,36	1,01,80,97	1,29,17,33	24.6	18.0
Manipur	1,41,16	4,44,52	5,85,68	52.4	24.4
Meghalaya	1,80,24	2,11,23	3,91,47	27.2	16.0
Mysore (Karnataka)	9,63,86	64,69,11	74,32,97	24.4	18.7
Nagaland	96,59	3,15,00	4,11,59	77.5	12.7
Orissa	8,63,98	32,65,04	41,29,02	18.1	20.0
Punjab	13,80,54	39,25,03	53,05,57	37.8	26.3

1.6 : (contd.)

1	2	3	4	5	6
Rajasthan	11,39,64	48,62,27	60,01,91	22.3	20.0
Tamil Nadu	16,28,57	98,34,52	1,14,63,09	26.8	24.6
Tripura	1,48,61	6,31,01	7,79,62	48.1	22.7
Uttar Pradesh	48,83,28	1,16,29,96	1,65,13,24	18.1	24.4
West Bengal	22,98,60	70,14,70	93,13,30	20.1	23.7
A & N Islands	37,90	68,42	1,06,32	98.6	7.7
Arunachal Pradesh	16,20	97,39	1,13,59	23.3	6.5
Chandigarh	26,42	2,54,69	2,81,11	105.7	28.1
Dadra & Nagar Havezli	3,70	12,80	16,50	21.4	22.1
Delhi	8,82,46	23,07,77	31,90,23	71.7	36.5
Goa, Daman & Diu	1,35,23	3,58,60	4,93,82	55.3	27.1
L.M. & A. Islands	12,60	25,00	37,60	113.9	16.6
Mizoram	35,13	1,74,41	2,09,41	**	15.9
Pondicherry	81,35	1,46,90	2,28,25	46.5	21.9
India	2,59,92,16	10,50,21,29	13,10,13,45	23.0	22.7

Note : Asterisks (**) indicate that the figures are included under Assam.

Source: Statistics and Information Division, Ministry of Education & Social Welfare, Educational Statistics at a Glance (1973), Mimeo, 1974, New Delhi.

1.7 : SELECTED EDUCATIONAL INDICATORS

1. Literacy Rate (1971)

Total : 29.34 per cent
 Men : 39.51 per cent
 Women : 18.41 per cent.

2. Number and Type of Institutions, Enrolment, Teachers & Expenditure.

Type of institutions	Number of institutions (1971)	Enrolment (1967-68)	Teachers (1971)	Expenditure (1967+68)
Primary Schools	404418	3903291	1110249	1523516054
Middle Schools	88567	18439870	612321	1276998281
Higher/Higher Secondary Schools	35773	14206634	575999	1976618362
Arts & Science College	2593	1457897	69335*	578445429

3. Average Annual Cost Per Pupil (1967-68)

	<u>Rs.</u>
Primary Schools	39.0
Middle Schools	69.3
High/Higher Secondary Schools	139.1
Arts & Science Colleges	396.8

4. Average Salary Per Teacher Per Month: (1967-68)

	<u>Rs.</u>
Primary Schools	119.3
Middle Schools	168.2
High/Higher Secondary Schools	225.7
Arts & Science Colleges	415.3

5. Percentage of Enrolment to Population of the Corresponding Age-Group (1971)

I - V	80.3
VI - VIII	34.1
I - VIII	64.3
IX-XI	20.4
University Education (General)	3.7

6. Percentage of Pupils Outside the Age-Group 6-11 in Classes I-V (1967-68):

Below 6 years	9.8
Above 11 years	12.8

7. Percentage of Pupils Outside the Age-Group 11-14 in Classes VI-VIII (1967-68)

Below 11 years	13.3
Above 14 years	28.0

8. Wastage at Primary Stage (1967-68) 65.0%9. Teachers - 1971

<u>Type of Institutions</u>	<u>Total No. of teachers</u>	<u>Percentage of Trained Teachers</u>
Primary Schools	11,10,249	82.8
Middle Schools	6,12,321	83.8
High/Higher Secondary Schools	5,75,999	79.6

Note : Asterisk (*) indicates that the figure relates to 1967-68.

Source: Statistics and Information Division, Ministry of Education and Social Welfare, Education in India since Independence: A Statistical Review, Mimeo, 1972, New Delhi.

II. Constitutional and Other
Appendices

2.1 : ARTICLES OF THE CONSTITUTION RELATING TO EDUCATIONAL
MATTERS

PART - III : Fundamental Rights

Cultural and Educational Rights

29. (1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.
- (2) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of state funds on grounds only of religion, race, caste, language or any of them.
30. (1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.
- (2) The state shall not in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based religion or language.

PART - IV : Directive Principles of State Policy :

41. The State shall, within the limits of its economic capacity and development, make effective provision for securing the right to work, to education and to public assistance in cases of unemployment, old age, sickness and disablement, and in other cases of underserved want.
45. The State shall endeavour to provide, within a period of ten years from the commencement of this constitution, for free and compulsory education for all children until they complete the age of fourteen years.
46. The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular of the Scheduled Castes and the Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

PART - XVII : Official Language :

Chapter IV: Special Directives

- 350A. It shall be the endeavour of every State and of every local authority within the State to provide adequate facilities for instruction in the mother tongue at the Primary stage of education to children belonging to linguistic minority groups; and the President may issue such

directions to any State as he considers necessary or proper for securing the provision of such facilities.

351. It shall be the study of the Union to promote the spread of the Hindi language, to develop it so that it may serve as medium of expression for all the elements of the composite culture of India and to secure its enrichment by assimilating without interfering with its genius, the forms, style and expressions used in Hindustani and in the other languages of India specified in the Eighth Schedule, and by drawing, wherever necessary or desirable, for its vocabulary, primarily on Sanskrit and Secondly on other languages:

(Sources : Government of India, The Constitution of India - as modified upto the 15th May, 1972 - Delhi, Manager of Publications).

2.2 : 'PERIPHERAL' ENTRIES RELATING TO EDUCATION IN THE
THREE LEGISLATIVE LISTS :

Seventh Schedule

List-I : Union List

62. The institutions known at the commencement of this Constitution as the National Library, the Indian Museum, the Imperial War Museum, the Victoria Memorial and any other like institution financed by the Government of India wholly or in part and declared by Parliament by law to be an institution of national importance.
67. Ancient and historical monuments and records, and archaeological sites and remains, declared by or under law made by Parliament to be of national importance.

List II - State List

12. Libraries, museums and other similar institutions controlled or financed by the State; ancient and historical monuments and records other than those declared by or under law made by Parliament to be of national importance.

List III - Concurrent List

20. Economic and Social Planning.
 25. Vocational and technical training of Labour.

(Source : Government of India, The Constitution of India (as modified upto the 15th May, 1972), Delhi, Manager of Publications)

2.3 : CASE LAW RELATING TO THE CONSTITUTIONAL POSITION OF
EDUCATION: SELECTED CASES.

1. Chitralekha V. State of Mysore, A. 1964 S.C. 1823.
2. Gujarat University V. Sri Krishna, A. 1963. S.C. 703.
3. Katra Education Society V. State of U.P. A. 1966 S.C.13007.
4. Subhashini V. State A. 1966 Mys. 40.

2.4 : SELECTED ARTICLES OF THE CONSTITUTION RELATING
TO CENTRE-STATE RELATIONS

Part - XI

Relations Between the Union and the States

Chapter - I : Legislative
Relations

248. (1) Parliament has exclusive power to make any law with respect to any matter not enumerated in the Concurrent List or State List.

(2) Such power shall include the power of making any law imposing a tax not mentioned in either of those Lists.

249. (1) Notwithstanding anything in the foregoing provisions of this Chapter, if the Council of States has declared by resolution supported by not less than two-thirds of the members present and voting that it is necessary or expedient in the national interest that Parliament should make laws with respect to any matter enumerated in the State List specified in the resolution, it shall be lawful for Parliament to make laws for the whole or any part of the territory of India with respect to that matter while the resolution remains in force.

(2) A resolution passed under clause (1) shall remain in force for such period not exceeding one year as may be specified therein :

Provided that, if and so often as a resolution approving the continuance in force of any such resolution is passed in the manner provided in clause (1), such resolution shall continue in force for a further period of one year from the date on which under this clause it would otherwise have ceased to be in force.

(3) A law made by Parliament which Parliament would not but for the passing of a resolution under clause (1) have been competent to make shall, to the extent of the incompetency, cease to have effect on the expiration of a period of six months after the resolution has ceased to be in force, except as respects things done or omitted to be done before the expiration of the said period.

250. (1) Notwithstanding anything in this Chapter, Parliament shall, while a Proclamation of Emergency is in operation, have power to make laws for the whole or any part of the territory of India with respect to any of the matters enumerated in the State List.

(2) A law made by Parliament which Parliament would not but for the issue of a Proclamation of Emergency have been competent to make shall, to the extent of the incompetency, cease to have effect on the expiration of a period of six months after the Proclamation has ceased to operate, except

as respects things done or omitted to be done before the expiration of the said period.

251. Nothing in articles 249 and 250 shall restrict the power of the Legislature of a State to make any law which under this Constitution it has power to make, but if any provision of a law made by the Legislature of a State is repugnant to any provision of a Law made by Parliament, whether passed before or after the law made by the Legislature of the State, shall prevail, and the law made by the Legislature of the State shall to the extent of the repugnancy, but so long only as the law made by Parliament continues to have effect, be inoperative.

252. (1) If it appears to the Legislatures of two or more States to be desirable that any of the matters with respect to which Parliament has no power to make laws for the States except as provided in articles 249 and 250 should be regulated in such States by Parliament by law, and if resolutions to that effect are passed by all the Houses of the Legislatures of those States, it shall be lawful for Parliament to Pass an Act for regulating that matter accordingly, and any Act so passed shall apply to such States and to any other State by which it is adopted afterwards by resolution passed in that behalf by the House or, where there are two Houses, by each of the Houses of the Legislature of that State.

(2) Any Act so passed by Parliament may be amended or repealed by an Act of Parliament passed or adopted in like manner but shall not, as respects any State to which it applies, be amended or repealed by an Act of the Legislature of that State.

254. (1) If any provision of a law made by the Legislature of a State is repugnant to any provision of a law made by Parliament which Parliament is competent to enact, or to any provision of any existing law with respect to one of the matters enumerated in the Concurrent List, then, subject to the provisions of clause (2), the law made by Parliament, whether passed before or after the law made by the Legislature of such State, or, as the case may be, the existing law, shall prevail and the law made by the Legislature of the State shall, to the extent of the repugnancy, be void.

(2) Where a law made by the Legislature of a State with respect to one of the matters enumerated in the Concurrent List contains any provision repugnant to the provisions of an earlier law made by Parliament or an existing law with respect to that matter, then, the law so made by the Legislature of such State shall, if it has been reserved for the consideration of the President and has received his assent, prevail in that State :

Provided that nothing in this clause shall prevent Parliament from enacting at any time any law with respect to the same matter including a law adding to, amending, varying or repealing the law so made by the Legislature of the State.

Chapter - II : ADMINISTRATIVE RELATIONS

256. The executive power of every State shall be so exercised as to ensure compliance with the laws made by Parliament and any existing laws which apply in that State, and the executive power of the Union shall extend to the giving of such directions to a State as may appear to the Government of India to be necessary for that purpose.

257. (1) The executive power of every State shall be so exercised so not to impede or prejudice the exercise of the executive power of the Union, and the executive power of the Union shall extend to the giving of such directions to a State as may appear to the Government of India to be necessary for that purpose.

258. (1) Notwithstanding anything in this constitution, the President may, with the consent of the Government of a State, entrust either conditionally or unconditionally to that Government or to its officers functions in relation to any matter to

to which the executive power of the Union extends.

(2) A law made by Parliament which applies in any State may, notwithstanding that it relates to a matter with respect to which the Legislature of the State has no power to make laws, confer powers and impose duties, or authorise the conferring of powers and the imposition of duties, upon the State or officers and authorities thereof.

258A. Notwithstanding anything in this Constitution, the Governor of a State may, with the consent of the Government of India, entrust either conditionally or unconditionally to that Government or to its officers functions in relation to any matter to which the executive power of the State extends.

263. If at any time it appears to the President that the public interests would be served by the establishment of a Council charged with the duty of -

- (a) Inquiring into and advising upon disputes which may have arisen between States;
- (b) investigating and discussing subjects in which some or all of the States, or the Union and one or more of the States, have a common interest; or
- (c) making recommendations upon any such subject and, in particular, recommendations for the better co-ordination of policy and action with respect to that subject,

it shall be lawful for the President by order to establish such a Council, and to define the nature of the duties to be performed by it and its organisation and procedure.

(Source : Government of India, The Constitution of India - as modified upto the 15th May, 1972), Delhi, Manager of Publications.)

2.5 : STATEMENT OF THE GOVERNMENT OF INDIA ON NATIONAL POLICY
ON EDUCATION (1968) (Abridged)

The Government of India 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 upto the age of 14.

2. Status, Emoluments and Education of Teachers

(a) Teachers must be accorded an honoured place in society. Their emoluments and other service conditions should be adequate and satisfactory.

(b) The academic freedom of teachers to pursue and published 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. 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 upto the prescribed university standards.

(c) Hindi : Every effort should be made to promote the development of Hindi. 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.

(e) International Languages : Special emphasis needs to be laid on the study of English and other international languages.

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. 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.

(c) The education of girls should receive emphasis.

(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

Work-experience and national service including participation in meaningful and challenging programmes of community service and national reconstruction should become an integral part of education.

7. Science Education and Research

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. Other universities may also be assisted 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.

(c) There should be a continuous review of 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

Immediate steps should be taken for the production of high quality text-books for schools and universities. Frequent changes of text-books should be avoided and their prices should be low enough for students of ordinary means to buy them. 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) Facilities for Secondary Education should 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. (These) facilities should be suitably diversified to cover a large number of fields.

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 (available) facilities and the strength of the staff.

(b) New universities should be started only after an adequate provision of funds has been made and due care has been taken to ensure proper standards.

(c) Special attention should be given to the organisation of post-graduate 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 'clusters 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.

14. Spread of Literacy and Adult Education

(a) Employees in large commercial, industrial and other concerns should be made functionally literate as early as possible.

(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.

16. Education of Minorities

Every effort should be made not only to protect the rights of minorities but to promote their educational interests.

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 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.

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 coordinated action on the part of the states and the centre is called for.

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

(Abridged from : Ministry of Education, Government of India, National Policy on Education, 1968, New Delhi)