

DEVELOPMENT SOCIETY FOR POOR
EDUCATION POLICY



Development Society for Poor (DSP)
Rentachintal Post & Mandal, Guntur 522 421, Andhra Pradesh, India

E-mail: dsociety2005@gmail.com

Visit us at: www.developmentsocietyforpoor.org

EDUCATION POLICY

1. INTRODUCTION
2. THE ESSENCE AND ROLE OF EDUCATION
3. EDUCATION FOR EQUALITY
4. ORGANISATION OF EDUCATION AT DIFFERENT STAGES
5. TECHNICAL AND MANAGEMENT EDUCATION
6. MAKING THE SYSTEM WORK
7. THE POLICY OF VALUE EDUCATION
8. A RADICAL CONSTRUCTION OF EDUCATION
9. IN LINE WITH THE NATIONAL POLICY OF EDUCATION, 1968
10. TO SUM UP:

1. INTRODUCTION

1. The Education Policy of Development Society for Poor (DSP) is primarily based on the “National Policy on Education” that was framed by the Government of India in the Year 1968. The GDSSWS was convinced that the education policy was essential for the social and cultural development of children from the Scheduled Caste, Scheduled Tribe and Backward Class communities to whom they are committed. It would instill in them national integration and the ideal of a socialistic pattern of Society. This will involve a transformation of the system to relate it more closely to the life of the people, effort to expand educational opportunity, effort to raise the quality of education at all stages, emphasis on development of science and technology and cultivation of spiritual, moral and social values. The educational system must produce young man and women of character and ability committed to national service and development. Only then education will be able to play its vital role in promoting national progress, creating a sense of common citizenship and culture and strengthening national integration. Only then education will be able to play its vital role in promoting national progress.

2. THE ESSENCE AND ROLE OF EDUCATION

2.1 In our perception, education is essential 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 man power for different levels of the economy. It is also the substrate on which research and development flourish, being the ultimate guarantee of 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 Policy on Education.

3. EDUCATION FOR EQUALITY

DISPARITIES

3.1 The new Policy will lay special emphasis on the removal of disparities and to equalize Educational opportunity by attending to the specific needs of those who have been denied Equality so far.

EDUCATION FOR WOMEN'S EQUALITY

3.2 Education will be used as an agent of basic change in the status of woman. In order to neutralise the accumulated distortions, there will be a well – conceived edge in favour of women. The Education System will play a positive, interventionist role in the empowerment of women. It will foster the development of new values through redesigned curricula, text books, 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 taking up active programmes to further women's development.

3.3 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

3.4 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.

3.5 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) 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.

iii) Recruitment of teachers from Scheduled Castes;

iv) Location of school buildings, Balwadis and Adult Education Centres in such a way as to facilitate full participation of the Scheduled Castes;

v) Constant innovation in finding new methods to increase the participation of the Scheduled Castes in the educational process.

OTHER EDUCATIONALLY BACKWARD SECTIONS AND AREAS

3.6 Suitable incentives will be provided to all educationally backward sections of society, particularly in the rural areas. Remote and inaccessible areas and islands will be provided adequate institutional infrastructure.

HANDICAPPED

3.7 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, 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

3.8 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.

3.9 The diocese of Guntur has pledged itself towards the eradication of illiteracy, particularly in the 15-35 age groups through various means, with special emphasis on total literacy campaigns. We have 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.

3.10 Since involvement of the participants of the literacy campaigns in the development programmes is of crucial importance, we will be geared to the goals such as alleviation of poverty, national integration, environmental conservation, 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.

3.11 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,
- (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.

3.12 A critical development issue today is the continuous up gradation 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.

4. ORGANISATION OF EDUCATION AT DIFFERENT STAGES

EARLY CHILDHOOD CARE & EDUCATION

4.1 The 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.

4.2 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.

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

4.4 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

4.5 The new thrust in elementary education will emphasise three aspects:

- (i) Universal access and enrolment,
- (ii) Universal retention of children up to 14 years of age; and
- (iii) a substantial improvement in the quality of education to enable all children to achieve essential levels of learning.

CHILD-CENTRED APPROACH

4.6 A warm, welcoming and encouraging approach, in which all concerned share 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

4.7 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.

NON-FORMAL EDUCATION

4.8 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

4.9 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.

4.10 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.

4.11 The Diocese will take over-all responsibility for this vital sector.

A RESOLVE

4.12 The 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 up to 14 years of age before we enter the twenty-first century.

SECONDARY EDUCATION

4.13 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.

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.

4.14 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.

VOCATIONALISATION

4.15 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.

4.16 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.

4.17 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.

4.18 The establishment of vocational courses or institutions will be the responsibility of the diocese; the diocese 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.

4.19 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.

4.20 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.

4.21 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.

4.22 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.

HIGHER EDUCATION

4.23 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.

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

4.25 There are around 20 colleges in the diocese 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.

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

4.27 Planning and co-ordination of higher education will be done through the Council of Higher Education. The Council will develop coordinative methods to keep a watch on standards.

4.28 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. Audiovisual 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.

4.29 Research in colleges will be provided enhanced support and steps will be taken to ensure its high quality. Suitable mechanisms will be set up by co-ordinating research in the colleges, 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 college system, with proper forms of management.

4.30 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.

5. TECHNICAL AND MANAGEMENT EDUCATION

5.1 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.

5.2 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.

5.3 In order to improve the situation regarding manpower information, the Technical Manpower Information System will be developed and strengthened.

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

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

5.6 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.

5.7 In order to increase the relevance of management education, particularly in the noncorporate 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.

5.8 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.

5.9 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.

5.10 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.

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

PROMOTING EFFICIENCY AND EFFECTIVENESS AT ALL LEVELS

5.12 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 all 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) 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.

6. MAKING THE SYSTEM WORK

6.1 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.

6.2 The diocese 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.

6.3 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 all levels.

7. THE POLICY OF VALUE EDUCATION

The Policy of Development Society for Poor on Education included:

7.1. Free and Compulsory Education

All out efforts should be made to provide free and compulsory education for all children up to the age of 14, particularly those from the Scheduled Caste (SC), Scheduled Tribe (ST) and Backward Class (BC) communities, who are economically and socially marginalised.

Suitable programmes should be developed to reduce the prevailing wastage and stagnation in schools and to ensure that every child who is enrolled in school successfully completes the prescribed curriculum and attains holistic development.

7.2. Status, Emoluments and Education of Teachers

Of all the factors which determine the quality of education and its contribution to the allround formation of children, national development, the teacher is undoubtedly the most important. Teachers will be accorded an honoured place in the society.

Their emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities.

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. Teacher education, particularly in-service education, should receive due emphases.

7.3. Development of languages

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

static if not widen further. Due emphasis is to be laid in the use of regional language Telugu, at the elementary, primary and secondary stages.

Three-Language Formula: The three-language formula should be adopted which includes the study of a modern Indian language, preferably one of the southern languages, along with regional languages, Hindi and English.

Hindi: Every effort should be made to promote the development of Hindi as the link language. Due care should be taken to ensure that it will serve as provided for in the Article 351 of the constitution, as a medium of expression for all the elements of the composite culture of India.

Sanskrit: Considering the special importance of Sanskrit to the growth and development of the 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.
International Languages: Special emphasis needs to be laid on the study of English.

7.4. Equalisation of Educational Opportunities

Strenuous efforts should be made to equalise educational opportunity.

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

To promote social cohesion and national integration in the common school system as recommended by the Education Commission should be adopted.

Effort should be made to improve the standard of education in all our schools.

All our educational institutions should be required to admit all students on the basis of merit and also to provide free studentships to prevent segregation of social classes such as the SC/ST/BC communities.

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

More intensive efforts are needed to develop education among the backward classes and especially among the Scheduled Castes and the Scheduled tribal people.

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.

7.5. Identification of Talent

For the cultivation of excellence, it is necessary that talent in diverse fields should be identified at as early and is as possible, and every stimulus and opportunity given for its full development.

Quiz and talent tests should be conducted periodically to sharpen the memory of the students and improve their general knowledge skills.

7.6. 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.

7.7. Science Education and Research

With a view to accelerating 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.

7.8. Education for Agriculture and Industry

Special emphasis should be placed on the development of education for agriculture and industry.

Guntur is an agricultural district and people are mainly dependent on agriculture for livelihood. Ground must be prepared for the children to develop strong affinity and interest for the development of agriculture and agro-based industries.

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. There should be provision for continuous cooperation between the two. A research should be undertaken and encouraged on improving facilities for farmers and industries.

7.9. Production of Books

The quality of books should be improved by attracting the best writing talent. Immediate steps should be taken for the production of high quality text books for schools and colleges.

Special attention is to be made to bring out books to children in regional languages to strengthen their spiritual, moral and intellectual calibre. Focus is to be made to inculcate scientific temper in the children.

Frequent changes of textbooks should be avoided and their prices should be low enough for all to buy them.

The possibility of establishing autonomous books corporations on commercial lines should be examined and efforts should be made to have a few basic text books common throughout our institutions.

Special attention should be given to books for children and collegiate education level books in regional languages.

7.10. Examinations

A major goal of examination reforms should be to improve the reliability and validity of examinations and to make evaluation a continuous process, it should aim 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.

7.11. Secondary Education

Educational opportunity at the secondary (and higher) level is a major instrument of social change and transformation. Facilities for secondary education should accordingly be extended to areas and classes. Our secondary education institutions should be well equipped with laboratories, libraries, crafts and arts, physical fitness equipment, games articles, home science, etc.,

There is need to increase facilities for technical and vocational education as per the growing trend and technological advancement. Provision of facilities for secondary and vocational education should conform broadly to requirements of the developing economy and real employment opportunities. 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.

7.12. Collegiate Education

The number of whole - time students to be admitted to a college department should be determined with reference to the laboratory, library and other facilities and the strength of the staff.

Considerable care is needed in establishing new colleges. They should be started only after an adequate provision of funds and due care should be taken to ensure proper standards.

Special attention should be given to the post-graduate courses and to the improvement of standards of training and research at this level.

Centres of advanced study should be strengthened and a small number of 'Clusters of centres' aiming at the highest possible standard in research and training should be established.

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

7.13. Part - time Education and Correspondence Courses

Part - time education and correspondence courses should be developed on a large scale. 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 provide opportunities to the large number of people who have the desire to educate themselves.

7.14. Spread of Literacy and Adult Education

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.

Our Scheduled caste, Scheduled Tribe and Backward class communities particularly women should be made functionally literate as early as possible. The children, who are school dropouts from these communities should be put back into schools after one year period of conducting bridge classes through intensive alphabetization and arithmetic and admitted to mainstream schools.

Teachers and students should be actively involved in organising literacy campaigns.

7.15. Games and Sports

Games and sports should be developed on a large scale with the objective of improving the physical fitness and sportsmanship of the average student as well as of those who excel in this department.

7.16. The Educational structure

It will be advantageous to have a broadly uniform educational structure in all our educational institutions. The ultimate objective should be to adopt the 10+2+3/4+2 pattern, the higher secondary stage of two years being located in schools, colleges or both according to local conditions, 3/4 will be for normal degree or engineering degree and two years for post graduation.

8. A RADICAL CONSTRUCTION OF EDUCATION

8.1. A radical reconstruction of education on the broad lines recommended by our Education Commission, which will involve –

- a) A transformation of the system to relate it more closely to the life of the people.
- b) A continuous effort to expand educational opportunity.

- c) A sustained and intensive effort to raise the equality of education at all stages.
- d) An emphasis on the development of science and technology.
- e) Emphasis on the cultivation of spiritual, moral and social values.

9. IN LINE WITH THE NATIONAL POLICY OF EDUCATION, 1968

Our Policy on Education is in line with the National Policy of Education of India. It was widely welcomed in every institution of DSP.

It was an important historical event for education in our diocesan institutions because this was the first, when an attempt was made to give some sense of direction to the educational system in our institutions.

The three language formula proposed in this policy was very important from the point of view of national integration.

Ensuring equality of educational opportunity was praiseworthy.

Through the policy since 1968 accountability of the Central Government with regard to education has been fully recognized.

Raising the standard of education at all stages has been fully recognized.

Mrs. K. Thomasamma
President
Development Society for Poor,
Rentachintala, Guntur, India