

THE CENTRAL
ADVISORY BOARD
OF EDUCATION

90

**FORTY-EIGHTH MEETING
AUGUST 8, 1992
NEW DELHI**

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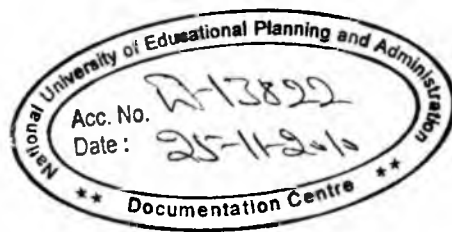


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C O N T E N T S

	PAGES
Minutes of the Meeting of the C A B E held on 8th August, 1992	
ANNEXURES	
I List of participants	9
II Agenda for the meeting	17
III Speech of Shri S. V. Giri Union Education Secretary	18
IV Speech of Km. Selja, Deputy Minister for Education and Culture in the Ministry of Human Resource Development	19
V Inaugural address by Shri Arjun Singh, Minister of Human Resource Development	20
VI Address by Dr. (Smt.) Chitra Naik, Member (Education) Planning Commission	22
VII Written statements of State Education Ministers and other members of C A B E	24

**MINUTES OF THE 48TH MEETING OF THE CENTRAL ADVISORY BOARD OF EDUCATION (CABE)
HELD IN COMMITTEE ROOM 'E' VIGYAN BHAWAN ANNEXE, NEW DELHI ON 8TH AUGUST,
1992**

The 48th meeting of the Central Advisory Board of Education (CABE) was held in Committee Room 'E', Vigyan Bhawan Annexe, New Delhi, on 8th August, 1992 under the chairmanship of Shri Arjun Singh, Union Minister of Human Resource Development. The list of the participants in the meeting is at Annexure-I. The agenda of the meeting is at Annexure-II.

2. Shri S.V. Giri, Union Education Secretary and Member-Secretary, CABE, welcomed the members of the Board and invitees to the meeting. He mentioned that the meeting assumed special significance as it was going to consider the revised Programme of Action (POA) which would guide the course of educational development in the coming years. The revised POA was the outcome of an intensive participatory exercise involving the Government of India, State Governments, resource organisations, and eminent educationist Shri Giri expressed his gratitude to Dr. (Smt.) Chitra Naik, Member (Education), Planning Commission, who had headed the Steering Committee and to the Chairpersons and members of the twenty-two Task Forces constituted to prepare the draft POA. He also mentioned that the draft POA had been discussed in a meeting of State / UT Education Secretaries and Directors held on 3-4, August 1992 and the amendments suggested by them were circulated in the meeting. He pointed out that the main emphasis of the new POA was on action. He exhorted the State Governments to prepare their own Programmes of Action as suggested in the draft POA. The text of Shri Giri's speech is at Annexure-III.

3. In her address, Km. Selja, Union Deputy Minister for Education and Culture, mentioned that the draft POA spelt out concrete measures for action in important areas of national endeavour like the universalisation of elementary education, adult literacy, vocationalisation and enhancement of standards. She stressed the importance of making optimum use of the available resources. She highlighted the importance of women's education. She mentioned that the problem of universalisation of elementary education was virtually the problem of the girl child. She appealed to the State Government to translate into reality the policy formulation that at least 50 per cent of the teachers recruited in future should be women. She concluded her observations with the hope that the deliberations of the CABE would offer valuable suggestions for better implementation of the action plans. The text of the Union Deputy Minister's speech is at Annexure-IV.

4. In his inaugural address, Shri Arjun Singh, Union Minister of Human Resource Development and Chairman, CABE referred to the promise he had made in the 47th meeting of the Board that the POA would be revised. He said that as per the promise a draft document had been prepared in consultation with State Governments and educationists. He stressed the need for effective management of programmes and monitoring of implementation. He pointed out that the revised POA was more practical and action oriented than the previous one. He also said that although the national curricular framework had been formulated after the previous POA, further reorganisation of the content and process of education would be necessary so as to create awareness for national integration and adherence to certain national values and concerns such as secularism, scientific temper, etc. He also referred to the need to pay attention to the cultural dimensions of education and to the modalities of integrating sports and education. He also stressed the need for cooperative efforts by the Centre and States and the entire educational community in implementing the programmes. He hoped that the meeting of the CABE would be a land-mark in the history of the education in the Country. Thereafter, he invited Dr. Chitra Naik, Member (Education), Planning Commission, who was the chairperson of the Steering Committee to initiate the discussion. The text of Shri Arjun Singh's speech is at Annexure-V.

5. In her address, Dr. Chitra Naik mentioned that well designed action for socio-economic change and development was the major theme of the Eighth Five Year Plan. She said that this should be strongly reflected in educational plans and programmes. She briefly recounted the background of the revision of the

POA and complimented the Task Forces for the excellent work done by them. She drew special attention to Chapter 23 of the draft POA regarding management of educational because management was the pivot around which the entire education system was to revolve and depend upon for reaching the targeted goals. She pointed out that the preparation of the new POA was coeval with the finalization of the Eighth Five Year Plan and this planned congruence should immensely help in the implementation of the Programme. She felt that with concerted efforts by all sections of the society, it should be possible for the country to achieve the goal of education for all by 2000 AD. Resources, being scarce and valuable should be utilized optimally for this. Dr.Naik's written speech is at Annexure-VI.

6. The Education Minister of Maharashtra described the draft Programme of Action as an excellent document which had been prepared in such a short time. This, he added, reflected the commitment of the Government of India to improve and sustain the quality of education in Universities and Colleges. He suggested universities should address the developmental needs of the region in which they are situated through research and experiments. On vocational education, he suggested that it should be treated as one stage of education and on completion of the vocational course at the +2 stage, the student should have an option either to pursue his education or to go for wage employment or self-employment. He endorsed the POA provisions on technical education. He, however, wanted the area of education of jurisdiction of AICTE well defined.

7. The Education Minister of Himachal Pradesh welcomed the suggestion that 50 per cent of the teachers to be appointed under the Operation Blackboard scheme be women. He also made a strong plea for allocating more resources for education as programmes proposed would not succeed without adequate funding. Referring to the proposal to have a Commission for Sanskrit and other Classical languages he said that state governments should also be associated with the Commission.

8. Shri P.K. Khrimy, Education Minister, Arunachal Pradesh, appreciated the consultative process through which the revised Programme of Action was prepared. He pleaded for a decentralised approach to the implementation of the programmes. Co-ordinated effort involving functionaries at all levels is needed for the success of the new initiatives. He said that management structure should be cost-effective. He also advocated development of an effective decision making process at all levels of educational administration. While appreciating the proposal to have 50 per cent women teachers under the Operation Blackboard scheme, he drew attention to the problems in remote areas. He wanted flexibility on this score. He also pleaded for restoration of the supply of subsidized paper for production of textbooks. The Minister also suggested coverage of Arunachal Pradesh under the Border Area **Development Programme**.

9. Education Minister, Madhya Pradesh observed that lack of adequate funding was one main reason for non-achievement of many targets of the Programme of Action, 1986. Therefore, there should be specific guidelines about funding of programmes. He also pleaded for decentralisation of the decision-making process. He felt that in the National Literacy Mission there was too much centralization. About the proposal to have tribunals for teachers he wondered whether there was need for a central tribunal when there would be state tribunals. While welcoming the proposal to have three teachers under the Operation Blackboard scheme, he said that the move for providing the third teacher should be taken up after completing the phase of providing two teachers. In the context of increasing cost of production of textbooks, he felt that States should be supplied paper at concessional rate. On the proposal to have voluntary schools he said that States should be given financial assistance. In the area of women's education also, States should be given financial support. The Education Minister of Madhya Pradesh referred to the constitution/introduction of National Testing Service and observed that in view of the existence of Public Service Commission in States, there was no need to setting up a mechanism like National Testing Service. He was of the opinion that such a mechanism would militate against the interests of States and they would have no say in recruitment of teachers in Universities and Colleges.

10. Dr. D.P. Pattanaik referred to the development of languages and said that despite protestations very little was done for the actual development of Hindi. On Sanskrit he observed that it was a constituent part of our culture; it ought to be a part of Indian philosophy course too. He suggested establishment of a commission for the study of language development.

11. Professor Mrinal Miri in his intervention referred to the report of the NPE Review Committee

which had reviewed the implementation status of the Programme of Action, 1986. Referring to the Navodaya Vidyalayas he said that they were originally conceived as pace-setting schools. He made a strong plea for boosting research in social sciences and humanities on a par with Science & Technology. Social Science and Humanities, he said, form the main thread stone of social fabric in developing countries.

12. Professor S.S. Chakraborty, Education Minister, West Bengal referred to changes in the international situation; the bipolar world was becoming unipolar. Our economic and political system therefore should be strengthened to preserve our independence and dignity. Changes effected should not weaken the system. He apprehended that in the move to gradually withdraw all subsidies from the social sectors like health and education there was an undercurrent of abandoning responsibility. He stressed the importance of adequate resource allocation for education. He lamented that it has not yet been possible to implement the recommendation of Kothari Commission to have 6 per cent of the GNP allocated for education. While institutions could be encouraged to raise internal resources, the role of the state in education in a poor country like ours was very important. He felt that while the schemes and programmes proposed were good the role of States was marginalised, since the funds were with the Central Government. He said that states should be allowed to draw up their own schemes. He also criticized the setting up of autonomous colleges. He said that there was an increasing trend towards centralization in education which was not good.

13. Shri Achintya Ray, Minister-in-charge of Education (Primary and Secondary), West Bengal, referred to the Scheme of Vocationalization of Secondary Education and opined that one of the reasons why it had not taken off in West Bengal in particular was that the employment linkages were not sufficient. The scheme should be made attractive to the youth. The Minister was opposed to the introduction of Autonomous Colleges as the objective conditions of the country were being forgotten. He said that resource for higher education needed to be strengthened. He said that 4% people in India were now receiving higher education as against 20% in some African countries. He also said that right to education should be a major point in the POA. He also pleaded for land reforms as a prerequisite for universalisation of elementary education. He said that the Navodaya Vidyalayas were counter to the policy as enormous amounts were spent on a few schools.

14. Smt. Shanti Rathi, Education Minister, Haryana pleaded for more resources for primary education. She welcomed the proposals to have more in-service training for teachers. She drew attention to certain malaise in the education system like teachers giving priority to private tuition over regular teaching. She elucidated various steps taken by Government of Haryana for encouraging girl's education, like free supply of text books and uniforms to the needy, scholarship, etc. she was opposed to grant of autonomy as it was feared that autonomy to the colleges would breed politicization in colleges. She welcomed the training of college teachers during their service and suggested that discussion with students on various facets of university education and university administration need to be opened up.

15. Shri Harikumar Audhichya, Education Minister, Rajasthan said that the revised Programme of Action contained concrete suggestions and action points on all aspects of education. He also described the progress made by Rajasthan in the field of education during the last decade as well as the new initiatives taken by the State Government under various schemes like Voluntary Schools, Operation Blackboard, Total Literacy Campaign, Shiksha Karmi Project, Lok Jumbish, Vocationalisation of Education, DIETS, etc. He suggested integration of early child care and pre-primary education programmes. He warmly welcomed the suggestion to establish State Advisory Boards of Education on the pattern of the Central Advisory Board of Education. He suggested that similar, at district level, different subject committees could be formed. In district committees and village education committees local educationists should be given due place. He also wanted the meeting to seriously examine the proposal for establishment of an Indian Education Service keeping in view the need for bringing uniformity and discipline in the education system.

16. Shri P.G. Momin, Education Minister, Meghalaya said that he fully endorsed the revised Programme of action. He urged formulation of suitable centrally sponsored schemes for development of educationally backward regions. He requested that provision similar to para 3.4.2. of Chapter 3 of POA should be made in Chapter 2 also for SCs and STs. Further, requirement of free land to be given by the Government for starting educational institutions should be waived in the case of North-Eastern States

where land is held by the community as a whole; in such cases, cost of land should be made a part of the project cost.

17. Dr. Ramachandra Purve, Minister (Primary and Middle Education), Bihar gave the details of the various programmes taken up in Bihar in the areas of education for women's equality, education of SCs, STs and other backward sections, education of the handicapped, vocational education, Navodaya Vidyalayas, universalisation of primary education, Bihar Education Project, Early Childhood care and education and middle school education. He welcomed the decision to implement vocationalisation of education at the school level also. About Navodaya Vidyalayas he observed that they should function as pace setting schools. He wanted that vocational education and computer education should be introduced in Navodaya Vidyalayas also. For the Charvaha Vidyalaya programme of the State Government he wanted special central assistance. Financial assistance from the Centre was sought in areas of women's education too. He also requested that the arrears to Bihar on account of revision of pay scales payable to college teachers in the State needed to be expedited as considerable resentment prevailed among the academics there.

18. In his address, Dr. Karsandas Soneri, Education Minister, Gujarat welcomed the proposal to extend Operation Blackboard to the uncovered areas during the Eighth Five Year Plan. He however, pointed out that the provision of a third teacher will pose problems in the hilly and tribal areas. He pleaded for continuous provision of funds under Jawahar Rozgar Yojana for construction of class rooms under the Operation Blackboard. He also referred to the mid-day meal scheme introduced in Gujarat to stem drop-out rates. He urged introduction of a work ethos in the vocational stream. He also stressed the need for correct training of vocational teachers. Dr. Soneri welcomed the suggestion for setting up of a State Board of Teacher Education. The Education Minister of Gujarat regretted that facilities under Open University could not be fully utilized in Gujarat since the medium of instructions was either English or Hindi. He suggested that Open University must concentrate on imparting instruction in all regional languages so that difficulties of students receiving Distance Education were removed. He also demanded that the provisions of the Gnanam Committee Report may be implemented without any further delay. He wanted special attention to be paid to the areas of recruitment of teachers, supervision over academic work and the conduct of examination which are critical to the management of education.

19. Shri M. Veerappa Moily, Education Minister, Karnataka stressed the importance of achieving of universalisation of elementary education. He recounted the measures taken by Karnataka Government for increasing enrolment in primary schools, as well as for ensuring universal retention and universal achievement. He welcomed the move to establish a National Mission for Elementary Education and also the proposal to enlarge the Operation Blackboard. He wanted priority treatment for primary education in the matter of allocation of resources. He supported the TLC strategy in preference to the centre-based approach. The Education Minister, Karnataka commended the inclusion of dyslexia in the Programme of Action for education of the disabled. He said that large number of school going children suffer from learning disability which had not been given due attention in the past. He explained the salient features of the innovative vocational scheme under implementation in his state; the scheme was the result of a Committee under the Chairmanship of Professor S. Rame Gowde. He felt that the experiment was working well in Karnataka and would also work well in other States. The Education Minister of Karnataka in his remarks described the Programme of Action as a forward looking document and suggested that State Councils of Higher Education should be set up in all States which could be vested with the powers of the University Grants Commission. He was of the opinion that a national level statutory mechanism to regulate the growth of higher education was not likely to check sub-standard colleges and universities.

20. Shri Chaitanya Prasad Majhi, Education Minister, Orissa in his address drew attention to the special feature of the education scene in Orissa. He cited the preponderance of tribal population as one reason for the educational backwardness of Orissa. Socio-economic and geographical conditions affected educational development of Orissa. He pointed out that there was a new awareness of the need for education. He suggested incentives like mid-day meals and stipends for promoting girls education. He mentioned the various steps taken by the State Government for promoting women's equality including 30 per cent reservation for women in Gram Panchayats. Shri Majhi also pointed out the difficulty in finding good teachers. Education Minister, Orissa, admitted that the Scheme of Vocationalization of Secondary

Education had not made much headway in his State. He identified the following reasons as the major cause for this:

- insufficient number of trained teachers in Vocational Education;
- lack of opportunities for apprenticeship training;
- students were still dependent on Government employment, even though the ultimate objective of the scheme was to promote self-employment.

The Education Minister of Orissa suggested that the facilities for higher education in tribal areas must be strengthened. The State of Orissa being predominantly populated by tribal people who speak dialects of their own which are different from Oriya and hence the primary education need to be imparted to tribal students in their own mother tongue as far as practicable. The State has also introduced tribal dialect in the Primary Schools. This scheme envisages appointment of teachers specially trained in the tribal dialect and the script. Hence, additional funds are necessary for appointment of such teachers; apart from providing reading and writing materials in respective mother tongue. Government of India is requested to provide for such funds since primary education is mainly funded by the Union Government fully.

21. Shri Subash Shirodkar, Education Minister, Goa said that Goa's was a success story in the fight against illiteracy. He promised that Goa would be a Totally Literate State by 31st March, 1993. He also pointed out that Goa had introduced Yoga in all schools. He also mentioned about the steps taken by the State Government for Value Education, Computer Education and Women's Education.

22. Dr. (Mrs). A. S. Desai, Vice-chancellor, Tata Institute of Social Sciences, suggested that Social Science and Humanities which could be vehicle for social change were not receiving adequate attention. She said that vocational education and training should have a strong agricultural orientation. She was also of the opinion that skills training of school drop-outs should also be given due attention.

23. Shri Prem Bhai appreciated the revised Programme of Action. He said that access to education should be widened. He also stressed the need for using education as an instrument for women's empowerment. He urged adequate budgetary support for educational programmes. Shri Prem Bhai suggested catchment area approach for total literacy campaigns and also emphasised the need for micro planning for achieving the target of universalisation of elementary education. He also said that the Zila Saksharata Model be adapted to suit local conditions and to involving the entire community in literacy movement.

24. Dr. Jyoti Trivedi, former Vice-Chancellor, SNDT University, said that there was no provision for in-house Research Fund in Universities and suggested that adequate priority must be given for provision of Research Grant. She welcomed the policy on Academic Staff College and said that if properly implemented it would go a long way in solving some of the problems faced by the universities. Speaking about education of the handicapped Dr. Trivedi said that disabled children required a different teaching method.

25. Dr. Syed Hasan suggested that States should set up Advisory Boards of Education at the State level as part of decentralisation. He said that Programme of Action of State modelled after the Programme of Action prepared by the Central Government, should be prepared and discussed by the State Advisory Board of Education. The innovations made in States in the field of higher education could be discussed at the CABE for mutual benefits of the States.

26. Shri Harnam Dass Johar, Education Minister, Punjab sought special funds for developing education in the border area of the State as the State government funds were being diverted towards fighting militancy in the State. Elucidating the various steps taken by the State Government he said that enrolment in primary schools in the Punjab had gone up to 91.97 per cent. He assured that the State would achieve total literacy by the turn of the century. He also mentioned about the steps taken by the State Government for vocationalising secondary education. Referring to higher education he said that the policy should be to strive for a balance between regional expectations and the global activities. The Education Minister of Punjab suggested that the management and control of the Punjab University, Chandigarh, should be handed over to Punjab in view of the fact that 57 colleges in Punjab were affiliated to the University.

27. Shri E. T. Mohd. Basheer, Education Minister, Kerala highlighted the importance of implementation of schemes. He said that a time-bound action plan should be prepared. The major hurdle in implementing programmes, he felt, was finance. He advocated a lot of flexibility on centrally sponsored schemes.

28. Shri Raj Nath Singh, Education Minister, Uttar Pradesh detailed the various programmes and steps the state government had taken for promoting women's education. He suggested that educated rural women be given preference in admissions to teacher training institution so that their participation in teaching field is ensured. He also suggested special measures like grant of scholarship to all SC/ST children for universalisation of elementary education among SCs and STs. He mentioned that instead of the word 'Harijan' the terms 'scheduled caste' and 'scheduled tribe' be used. He also pleaded for decentralization in adult education programmes. Referring to voluntary efforts in adult and non-formal education he said that such voluntary organisations should be given grants only on the recommendations of the State Government. At the middle school level he suggested more encouragement for open learning and correspondence education. Education Minister of Uttar Pradesh was of the opinion that focus of vocational education programme should be on self-employment with emphasis on employment for women. He also emphasised the need for value education in all fields of education and at all levels. The Minister said that Vedic Mathematics should be taught in schools.

29. Dr. Sudhir Roy, M.P. was of the opinion that the common school system was the only answer if equal educational opportunities were to be made available to all children. He said that there should be compulsory medical facilities in all schools. Several children have ailments which, if detected early, could be cured. He emphasized the role of higher education and regretted that resource crunch affected higher education most. He said that most of the universities were suffering from resource crunch and State Universities were not able to purchase books, equipment or run the laboratories. He said that UGC should come forward to help the State Universities. He felt that better allocation of resources is required for education sector and at least 6% of GNP may be allocated. He spoke against the capitation fee and felt that private promoters were destroying the education system. He advocated that the total literacy campaign should be given all sorts of encouragement.

30. Dr. Jyotibhai Desai felt that the POA should be discussed at various levels at least for one year before it is launched.

31. Professor (Smt.) Savithri Lakshmanan, Member of Parliament suggested that primary education should be entrusted to women only as the children attending the primary school needed a motherly touch. For increasing the percentage of enrolment of girls, she suggested that cultural programme for the illiterate parents should be organised so that they agree to send their girls for education.

32. Dr. (Mrs.) Annapurna Shukla felt that the names of members on various CABE Committees should not be repeated and there should be equal distribution of members on the various committee constituted by Department.

33. Shri Deb Barman, Education Minister, Tripura pleaded for special schemes like Border Area Development Programme for the North-Eastern region.

34. Shri Surender Nath, Administrator, Chandigarh said that while Chandigarh had made significant progress in education still one fifth of the population was illiterate. One peculiar problem faced by Chandigarh was that of migratory labour. Referring to resources for education he said that providing education was the responsibility of the State. However, private initiatives should also be encouraged. He also observed that the Programme of Action contained an excellent framework; what was required was sincere implementation.

35. Lt. Gen. R. C. Dayal, Lt. Governor, Andaman & Nicobar Islands highlighted the special feature of the Union Territory. He said that one of the innovative and fruitful programmes launched by the UT Administration in the area of girls' education was the Self Financing Scheme for incentives for girl children for attending schools and for promoting late marriages. Under the scheme a deposit is made in the name of the girl child who gets a progressively higher amount depending on the termination stage, like class X pass

marriage after the age of 20, etc. He was of the view that private initiative in education on a selective basis should be welcome.

36. Dr. Ratan Lal, State Minister for Technical Education, Rajasthan said that the infrastructure of technical education needed to be strengthened. The AICTE should not be satisfied with mere issue of guidelines but maintenance of standards should be mandatory. He also pleaded for decentralisation. He said that planning should be at the district level. Referring to vocational education he said that vocational courses should be job-oriented.

37. Shri A. Gandhiraj, Education Minister, Pondicherry presented the education profile of the Union Territory. He said that after Kerala, Pondicherry was the second State/UT to become fully literate. Referring to management of education he said that the concept of participatory educational order should go beyond involvement of educational institutions and should extend to the community itself. He suggested improvement of the ratio of primary and upper primary schools to ensure greater access for girls to higher elementary education. He welcomed the revised Programme of Action, particularly its suggestions on Navodaya Vidyalayas, higher education, teacher training, etc. So far as allocation of resources is concerned he said that the priority should be given to elementary education; higher education should be largely self-supporting.

38. Shri B. J. Heerjee, Advisor to Governor, Jammu & Kashmir opined that the revised Programme of Action was an excellent document. He specially welcomed the suggestion on decentralised management. He said that quality of education was a matter of great concern; to ensure that there should be a system of compulsory training for teachers. Voluntary effort in education should be encouraged. Special stress should be laid on vocational education; the objective of vocational education should be to equip the students for self-employment. He also suggested the association of banks and financial institutions with vocational education.

39. Professor Chattar Pal Singh, Minister of Technical Education, Haryana said that Technical Education in Haryana was being overhauled; he gave brief details of the effort. He suggested industry-institution interaction in technical education. Technical education was free for girls in Haryana; weaker sections had reservation and incentives such as free books and stipends. He also mentioned about the efforts at modernisation of polytechnic education with World Bank Assistance.

40. Shri Hari Vallabha Parikh felt that the programmes included in the POA were very good. He **appropriate delivery** the suggestion to expand the Operation Blackboard Scheme. He felt the need for mass movement for literacy. He felt that people's interest in literacy has already manifested and it would be channelised and effectively fructified if a systematic mechanism is developed. He also made a request for expediting sanction of his tribal education project which is pending consideration by the Grants-in-Aid Committee. The project is proposed to be inaugurated on 2nd of October.

41. Dr. M. P. Parameswaran, Secretary, Bharat Gyan Vigyan Samithi highlighted the importance of **appropriate delivery mechanism** in literacy programme. He said that there was a manifest popular demand of literacy. He described the special characteristics of the literacy campaign. He pointed out that the success of literacy campaigns depended on environment building and synergic efforts.

42. Dr. Narendra Singh Gaur, Minister (Higher Education) Uttar Pradesh suggested that the recommendations of the Gnanam Committee be circulated to all the States and that a grant of one crore rupees be given to all the States Governments to set up State Councils of Higher Education. Besides, financial support for development of Open University in the country should also be considered. He referred to the acute financial crisis faced by universities in Uttar Pradesh. He said that like autonomous colleges, there should be Autonomous Departments in the universities. As regards Delinking of Degree from Job, he was of the view that in view of this being a complex issue, the State Governments should be taken into confidence before this was adopted as a policy.

43. Professor R. S. Randhawa, Vice-Chancellor, Guru Nanak Dev University, Amritsar, mentioned about the need to delete from textbooks statements which run counter to national integration. He said that he had observed as member of the Committee which recommended what should be done in this regard and was wondering why the report of the Committee was not being given due publicity. He was of the

opinion that there should be constant vigil to ensure that nothing against national integration forms a part of text books used in the schools throughout the country. Professor Randhawa recommended that a project for the publication of extracts from various religions and sayings of national leaders should be brought out by the Department of Education. He also said that Autonomous Colleges by themselves were not an end but means to improvement of higher education in the country. The question of qualitative improvement of University & Higher Education was linked to the availability of resource. In this context, he felt that there should be no objection to increase in fees.

44. Professor G. Ram Reddy, Chairman, University Grants Commission informed the meeting that the University Grants commission was setting up four Regional Offices as part of its policy for decentralisation. He pointed out that the introduction of National Eligibility Test for recruitment of university and college teachers and selection of Junior Reserach Fellows was a major development in the field of higher education since the formulation of the New Education Policy in 1986. However, some problems have been noticed at the implementation stage. Successful implementation depends on concerted action by the Central and State Governments and the UGC. The States may also have their own eligibility tests. Referring to the demand for new Central Universities he said that the question of establishment of new universities needed to be examined-in-depth. He conceded that expansion of higher education facilities is required but the availability of finances was a big question mark. Ways to tackle the resource crunch would have to be worked out.

45. Dr. (Smt.) Jyoti H. Trivedi referring to the need for special education for disabled children, mentioned that different teaching methods were required to take care of the disabled. She felt that a statutory body like National Council of Disabled, should be set up.

46. Dr. Syed Hassan welcomed the recommendations of setting up of State Advisory Board of Education and formulation of Plan of Action by the States. He desired that the reports of the State Advisory Board of Education should also be considered by the C A B E and felt that list of works done under the various innovative programmes undertaken should be circulated.

47. The written statements of State Education Ministers and other members are appended at Annexure-VII.

48. In his response, the C hairman of C A B E thanked all members for the due consideration of the revised Programme of Action despite the paucity of time for discussion. He said that the Programme of Action was not the last word; in the light of experience gained, it would be required to make further amendments in it in future so as to incorporate a new goal and direction. The implementation of POA was not to be a central initiative; it should be collectively implemented. In this context, he referred to the specific provision in the POA that the State Government should formulate their own POAs and requested the states to expeditiously prepare the State POAs. He promised that the C A B E Committee on Sports & Physical Education and Decentralised Management of Education would be formed soon. Referring to certain specific points, the Chairman requested Government of Bihar to furnish more particulars about the Chauraha schools. He also promised that the functioning of the AICTE would be streamlined and additional staff provided. This would facilitate its decentralised functioning and quicker decision making.

49. The meeting endorsed the draft Programme of Action with some modifications.

50. The meeting ended with a vote of thanks to the chair.

**List of Participants of the Meeting of Central Advisory Board of Education held in
New Delhi on 8th August, 1992.**

Chairman

1. Shri Arjun Singh
Union Minister of Human Resource Development

Vice-Chairman

2. Km. Selja
Deputy Minister for Education & Culture
Ministry of Human Resource Development

Representatives of State Governments and UT Administrations

3. Shri R.K. Khrimey
Minister of Education
Arunachal Pradesh
4. Dr. Ram Chandra Purve
Minister (Primary & Secondary Education)
Bihar
5. Shri Tulsi Singh
Minister (Adult Education & NFE)
Bihar
6. Shri Md. Mushtafa Munna
Minister, Sports, Culture and Youth Affairs
Bihar
7. Shri Subhash Shirodkar
Minister of Education
Goa
8. Dr. Karsandas Soneri
Minister of Education
Gujarat
9. Smt. Shanti Rathi
Education Minister
Haryana
10. Prof. Chhattar Pal Singh
Minister of Technical Education
Haryana
11. Shri M. Veerappa Moily
Education Minister
Karnataka

12. Shri E.T. Mohd. Basheer
Education Minister
Kerala
13. Shri Anantrao Thopte
Minister for Higher and
Technical Education
Maharashtra
14. Dr. Patangrao Kadam
Minister of State for School Education
Maharashtra
15. Shri Th. Devendra
Education Minister
Manipur
16. Shri P.G. Momin
Education Minister
Meghalaya
17. Shri C.P. Majhi
Education Minister
Orissa
18. Shri Harnam Das Johar
Minister of Education
Punjab
19. Shri L.S. Randhawa
Minister (Technical Education)
Punjab
20. Prof. (Kum) Susheel Mahajan
State Minister for Education
Punjab.
21. Shri Surejder Kapoor
State Minister for Tech. Education
Punjab
22. Shri Hari Kumar Audhichya
Education Minister
Rajasthan
23. Dr. Ratan Lal
State Minister for Higher Education
Rajasthan
24. Shri Raj Nath Singh
Minister for Secondary & Technical Education
Uttar Pradesh
25. Dr. Narender Kumar Singh Gaur
Minister (Higher Education)
Uttar Pradesh
26. Shri Amar Nath Yadav
State Minister for Secondary Education
Uttar Pradesh

27. Shri Anisur Rahaman
Education Minister
West Bengal
28. Shri S.S. Chakraborty
Minister of Education
West Bengal
29. Shri Achintya Ray
Minister (Primary & Secondary Education)
West Bengal
30. Smt. Anju Kar
Minister (Mass Education)
West Bengal
31. Shri Mansa Gopal Choudhury
Minister (Technical Education)
West Bengal
32. Lt. Gen. R.S. Dayal
Lt. Governor
Andaman & Nicobar Islands
33. Shri Surender Nath
Administrator, Chandigarh
34. Shri A. Gandhiraj
Minister for Education
Pondicherry

Elected Members

35. Shri Shankar Dayal Singh
Member of Parliament
Rajya Sabha
36. Prof. (Smt.) Savithri Lakshmanan
Member of Parliament
Lok Sabha
37. Dr. Sudhir Ray
Member of Parliament
Lok Sabha
38. Dr. (Miss) A.S. Desai
President
Association of Indian Universities
New Delhi
39. Shri Syed Khaleefathullah
President, CCIM, Madras

Ex-Officio Members

40. Dr. K. Gopalan
Director, NCERT

41. Shri L. Mishra
Director General, NLM

Nominated Members representing various categories

41. Shri Prem Bhai
Secretary, Banvasi Seva Ashram
Uttar Pradesh
42. Dr. Jyotibhai Desai
Gandhi Vidyapeeth
Gujarat
43. Shri A. Gnanam
Vice-Chancellor
Pondicherry University
Pondicherry.
44. Dr. Syed Hasan
Director, Insan School/College
Kishanganj, Purnea (Bihar)
45. Dr. Radhika Herzberger
Director, Rishi Valley School
Rishi Valley (Andhra Pradesh)
46. Prof. Izhar Hussain
Professor, Aligarh Muslim University
Aligarh.
47. Shri Komal Kothari
Jaipur
48. Shri M.P. Parameswaran
Secretary
Bhartiya Gyan Vigyan Samiti
Delhi
49. Shri Hari Vallabh Parikh
President
Anand Niketan Ashram
Gujarat
50. Prof. D.P. Pattanaik
Bogadi Road, Mysore
51. Prof. Mrinal Miri
Professor of Philosophy
North-East Hill University
Shillong
52. Prof. G.S. Randhawa
Vice-Chancellor
Guru Nanak Dev University
Amritsar
53. Prof. Annapurna Shukla
Prof. and Principal
Banaras Hindu University

54. Dr. (Smt.) J.H. Trivedi
Raj Mahal, Juhu Koliwada
Bombay

55. Shri B.C. Jhaveri
Bombay

Member-Secretary

56. Shri S.V. Giri
Union Education Secretary

Permanent Invitees

57. Shri P. Rama Rao
Secretary
Deptt. of Science & Technology

58. Smt. Mira Seth
Secretary (WCD)

59. Shri M.R. Kolhatkar
Adviser (Education)
Planning Commission

60. Shri R.K. Sinha
Additional Secretary
Deptt. of Education

Other Participants

Ministry of Human Resource Development

61. Dr. (Smt.) D.M. de Rebello
Joint Secretary (S)

62. Shri P. Thakur
Joint Secretary (L)

63. Shri J. Sagar
Joint Secretary (BP)

64. Shri Sudeep Banerjee
Joint Secretary (FA)

65. Dr. J.S. Rajput
Joint Educational Adviser (EE)

66. Shri S.D. Awale
Joint Educational Adviser (T)

67. Prof. S.K. Srivastava
Joint Educational Adviser (T)

68. Shri Durgadas Gupta
Director (Universities)

69. Smt. V. Lakshmi Reddi
Director (P)

Representatives of other Central Ministries/Departments

70. Shri M.S. Dayal
Additional Secretary (Health)
Ministry of Health & Family Welfare
71. Shri S.B. Mishra
Joint Secretary (Family Welfare)
Ministry of Health & Family Welfare
72. Ms. Uma Pillai
Joint Secretary (WCD)
Deptt. of Women & Child Development
73. Shri S.I. Siddiqui
Director (DGET)
Ministry of Labour
74. Shri Hari Krishna
Addl. Director of Employment Exchange
Ministry of Labour
75. Shri Y.P. Bhaskar
Addl. Director of Training
Ministry of Labour
76. Shri Ram Singh
Director
Ministry of Welfare
77. Shri R.S. Kaurya
Under Secretary
Ministry of Welfare

Representatives from State Governments/UT Administrations

78. Shri S. Kasipandian
Principal Secretary (Education)
Andhra Pradesh
79. Shri K.S. Sarma
Education Secretary
Andhra Pradesh
80. Dr. H.K. Sinha
Additional Secretary
Bihar
81. Shri R. Balakrishnan
Principal Secretary (Education)
Gujarat.
82. Shri A.K. Joti
Commissioner, Higher Education
Gujarat

83. Shri Nihal Singh
Director of Education
Haryana
84. Shri B.J. Heerjee
Adviser to Governor
Jammu & Kashmir
85. Ms. Sushma Choudhary
Comm./Secretary (Education)
Jammu & Kashmir
86. Shri T.N. Jayachandran
Commissioner (Secondary & Higher Education)
Kerala
87. Smt. Lizzie Jacob
Secretary (General Education)
Kerala
88. Smt. M.V. Garde
Principal Secretary (Higher Education)
Madhya Pradesh
89. Shri Moti Singh
Commissioner (Higher Education)
Madhya Pradesh
90. Shri S.P. Dubey
Education Secretary
Madhya Pradesh
91. Shri B.K. Sthapak
Addl. Director of Tech. Education
Madhya Pradesh
92. Shri J.D. Jadhav
Secretary (Higher & Tech. Education)
Maharashtra
93. Shri S.A. Deokar
Director of Education
Maharashtra
94. Shri K. Mani Singh
Director of SCERT
Manipur
95. Shri P.J. Bazeley
Comm. & Secretary (Education)
Meghalaya
96. Shri R.S. Pandey
Special Commissioner (Education)
Nagaland
97. Shri R.K. Kar
Director (Tech. Education)
Orissa

98. Shri B.J. Singh
Secretary, School Education
Punjab
99. **Shri Rajesh Chhabra**
Secretary (Higher Education)
Punjab
100. Shri Suresh Kumar
Director, Tech. Education
Punjab
101. Shri I.C. Srivastava
Secretary, Education
Rajasthan
102. Shri V. Sankara Subbaiyan
Education Secretary
Tamil Nadu
103. Shri M. Damodaran
Principal Secretary (Education)
Tripura
104. Shri Karnail Singh
Principal Secretary (Education)
Uttar Pradesh
105. Shri Sanat Kaul
Secretary (Education)
Andaman & Nicobar Islands
106. Shri Satbir Silas
Secretary (Education)
Daman & Diu and
Dadra & Nagar Haveli
107. Shri R.S. Arya
Secretary (Education)
Delhi Administration
108. Shri Shakti Sinha
Special Secretary (Education)
Delhi Administration
109. Shri B.V. Selvaraj
Secretary (Education)
Pondicherry
110. Shri A. Ahmed
Dy. Director-General
ICAR
111. Shri Kuldip Kumar
Head, NCERT

A G E N D A

- (i) Confirmation of minutes of 47th Meeting of CABE held on 5-6 May, 1992.
- (ii) Consideration of action: taken report? on the minutes of the 47th meeting.
- (iii) Consideration of draft Programme of Action, 1992.
- (iv) Any other item with the permission of the Chair.

SPEECH OF SHRI S.V. GIRI, UNION EDUCATION SECRETARY

I deem it a great privilege to welcome you to this 48th meeting of the Central Advisory Board of Education (CABE). The meeting assumes special significance as it is going to consider the revised Programme of Action which would guide the course of educational development in the next few years to come. As a new entrant to the challenging field of education, I look forward to participation in the deliberations of this historic body as a valuable educational experience.

2. The draft Programme of Action, which has been placed for your consideration, is the outcome of an intensive participatory exercise involving the Government of India, State Governments, resource organisations and eminent educationists. In this context I would like to express my heart-full gratitude to the Chairperson of the Steering Committee, Smt. Chitra Naik, members of the Steering Committee and Chairman and members of the 22 Task Forces, who contributed to the formulation of the draft Programme of Action. I should confess that we have been unreasonable and demanding in laying down impossible time schedules for completion of the work by the Task Forces and the Steering Committee. However, the members of the Task Forces and the Steering Committee have been very understanding and did a splendid job and accomplished their work with great care and thoroughness. The draft Programme of Action was considered by the State Education Secretaries and Directors in a meeting specially convened for the purpose on 3-4 August, 1992. While endorsing the draft document they made a few suggestions for amendment of the text. These amendments are brought out in a paper now circulated to you on the table, entitled 'Gist of Recommendations of Conference of State Education Secretaries and Directors held on 3-4 August, 1992'.

3. In the revision of the Programme of Action, we have taken into account the experience gained in the implementation of the previous POA and the different schemes as well as reports of Acharya Ramamurti and Shri Janardhana Reddy. In the revision, the main emphasis is to make the POA more action-oriented. The success of any policy depends on its implementation. Even the best policy can lead to disastrous results if the implementation is faulty. It is, therefore, on implementation that we have to stress. This implementation depends on the grass roots levels. That is why the revised POA suggests that every State Government and UT Administration should draw up its own Programme of Action. In fact this principle has to be extended to the District and institutional levels.

4. For a successful implementation of the POA, there is a need to involve the community, particularly the teachers and students, in a national endeavour to restore the spirit of hard work, integrating all academic pursuits and a feeling of mutual respect among all persons involved in the education system. I am sure this Programme of Action will lead to such a kind of national system of education. I look forward to your valuable suggestions for the implementation of the NPE and POA. Once again I welcome you all to this important meeting and thank you for accepting the invitation.

SPEECH OF KM. SELJA, DEPUTY MINISTER FOR EDUCATION & CULTURE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT.

I wish to join the Union Education Secretary in extending a warm welcome to the members of this August body and the special invitees. I feel privileged to participate in this meeting of the CABE. This meeting has a special significance in that it is considering a Programme of Action which would guide the educational development of the country for the next few years. It is my belief that the draft POA which has been presented to you for consideration spells out concrete measures for action in important areas of national endeavour like the universalisation of elementary education, adult literacy, vocationalisation and enhancement of standards. With your experience and perspective, I am sure, we would be receiving valuable suggestions for better management of programmes.

2. The efficiency of implementation of any programme is to be judged not by the yard stick of money spent but by the effectiveness of these programmes and the contribution to the betterment of the life of the people. This is especially so when the economy is facing a resource crunch. While all efforts are made to ensure higher allocation for education, we will have to make optimum use of the available resources. The monitoring and evaluation of the programmes have, therefore, to be perceived from the utility angle.

3. Vocationalisation of education is very important. We are having more and more youth with graduate and postgraduate degrees but without readily marketable skills. It is true that education does not guarantee employment but it is the bounden duty of educationists to ensure that the products of education institutions are employable. The stress of vocational education, therefore, is on turning out skilled persons who can join wage-employment or self employment. In the vocational education programmes it is necessary to pay specific attention to girls and to impart them non-stereotyped and modern skills.

4. The need of the hour is to lay more stress on the education of women. The problem of universalisation of elementary education is virtually the problem of the girl child. Participation of girls is considerably lower than boys at all stages of education and the drop out rates are invariably high. Girls are grossly under-represented in science courses, vocational and technical education. Gender concerns should cut across all education programmes. Serious efforts need to be made at all levels to create the conducive condition for participation of women and girls on an equal footing with men. The Revised Policy Formulations, which were laid in the Parliament recently, in May 1992, envisaged that at least fifty per cent of the teachers recruited should be women. I would appeal to my colleagues from States to ensure that this provision is translated into a reality, for appointment of women teachers would give a fillip to the enrolment of girls and their retention in schools. In adult literacy programmes there should be a focus on women for women literacy has an important connection with problems like population control, nutrition and health. The torch of knowledge is to be carried through the hands of women as they are the ones who nurse and nurture the young. The light of the home has to become the light of the nation. Then only we will become a nation who can hold its head high with pride in the comity of nations. I am sure the sincere implementation of this Programme of Action will lead us to that prospect.

5. I am sure that today's deliberations would offer valuable suggestions for better implementation of the action plan.

**INAUGURAL ADDRESS BY SHRI ARJUN SINGH,
MINISTER OF HUMAN RESOURCE DEVELOPMENT**

We are meeting here today at the 48th meeting of the CABE to consider the revised Programme of Action. In the annals of this historic body, there are not many occasions when the CABE met twice in a year. The last occasion was in 1986 when two meetings of the CABE were held, one to discuss the National Policy on Education, 1986 and the second to discuss the POA. This precedent is being followed this year.

2. The Revised Policy Formulations approved by the last meeting of the CABE were, as it is, placed in both Houses of Parliament on 7th May, 1992. You would recall that at that meeting, I had observed that the Programme of Action (POA) would be revised. The draft document prepared in consultation with the State Governments and educationists is now placed before you for consideration.

3. The experience in the implementation of the National Policy on Education and the Programme of Action has brought home to us the need for effective management of programmes and monitoring of implementation. I notice that substance is often lost in the seemingly endless debate on forms; unending analysis results in paralysis of action. It is futile to talk of goals in isolation. As has been said,

Show us not the aim without the way
For ends and means on earth are so entangled
That changing one, you change the other too
Each different path brings other ends in view.

(Ferdinand Lassalle)

Given the rising expectations people have from Government, in general, and of education, in particular, it is time to be action-oriented.

4. I am given to understand that the constant endeavours of the Steering Committee and Task Forces has been to make the POA more practical and action-oriented. I look forward to your valuable advice and concrete suggestions for implementing the National Policy on Education and POA.

5. This revised POA has been framed at a time when the country is faced with many challenges; the increasing strains in our country's socio-economic milieu call for greater attention to the value and equality aspects of education. After the NPE and POA the National Curricular Framework has been formulated with a view to inculcating national values in the students. Further re-organisation of the content and process of education would be necessary so as to create awareness about national integration and adherence to certain national values and concerns such as secularism, scientific temper, an understanding of our composite culture with its rich diversities and of our history.

6. At the same time, education has to be an instrument for empowerment of women. Particular attention needs to be paid to the educational needs of SCs and STs, minorities and other disadvantaged groups who feel left out in the development process.

7. It would be necessary to pay particular attention to the cultural dimensions of education and to the modalities of integrating sports and education. The POA does deal with these aspects but there is need to bestow greater attention to them. Therefore, I propose to organise a special meeting of the CABE to discuss these issues in greater detail, in November 1992.

8. The revised POA, I hope, would be a charter for action in the next few years to come, stirring the educational community as a whole to accomplish the national goals and objectives such as UEE, adult literacy, vocationalisation of education and improvement of quality of education at all stages. In this great venture, all of us, the Union, the States, Educationists and public personalities should come together and work in unison and in concert. I would commend to the State Governments the

recommendation in the POA that the States should formulate their own POAs keeping in view the specific situational requirements.

9. I am sure that this meeting of the CABE would be a landmark in the history of education in the country. I now call upon Smt. Chitra Naik, Member, Planning Commission, who was the chairperson of the Steering Committee, to initiate the discussion.

**ADDRESS BY DR. (SMT.) CHITRA NAIK, MEMBER (EDUCATION),
PLANNING COMMISSION**

The forty-eighth meeting of the Central Advisory Board of Education is taking place at a time when the country's Eighth Five Year Plan is being launched against a global scenario of politico-economic upheaval. While our country can derive much strength from past achievements, it is obvious that it must tap further sources of strength through a creative response to the challenges posed by the emergent trends in international relationships, and their multidimensional impact on the Indian society. It is true that the vitality of a nation is derived from its cultural heritage and tested practices; but it is equally true that this vitality gets demonstrated and enhanced only through dynamism, through the rejection of the obsolete and adoption of fresh, relevant, efficient paths towards progress. Well-designed action for socio-economic change and development is the major theme of the Eighth Five Year Plan. This theme had to be strongly reflected in educational plans and programmes, especially for achieving the goal of 'education for all' by the year 2000. So far, we have had enough debate and discourse. We know our problems fully and we have also in sight many a solution to them. But we urgently need widespread action, convincing performance, based on meticulous projectization of each educational programme along with a deep concern for efficiency in every aspect of education.

The National Policy on Education, 1986 was indeed a remarkable landmark in our history of education. Even as that Policy was passed, it contained a clearly enunciated provision for policy-revision every five years. The revision was accelerated by the Report of the Ram Murthy Committee. A wideranging and detailed consideration of the recommendations of that Committee led to certain new policy formulations and thus the revised National Policy on Education came on the scene. Naturally, this necessitated corresponding modifications in the Programme of Action prepared earlier. This responsibility was entrusted by the Department of Education, HRD Ministry to 23 Task Forces. The Draft Programme of Action which is now before us bears witness to the excellent work done by these Task Forces. The work of the Task Force on Management of Education was particularly onerous as it had to mesh together the administrative and financial concerns of the traditional education system with those visualized under new dispensations such as decentralization, the complementarity of budgetary and social finance of education, and new structures for better management of the various subsectors of education. This has been a remarkable effort and I would request the Members of the CABE to give chapter 23 of the POA their most detailed attention because management is the pivot around which the entire education system has to revolve and depend upon, for reaching our declared short-term and long-term goals.

I would also like to point out that there is a felicitous congruency between the new POA and the Eighth Five Year Plan. When the POA (1986) was launched in August, 1986, the Seventh Plan was already in operation and had not taken into account the likely financial implications of the NPE (1986). However, to meet the demand of the POA (1986) additional outlays were given to the Education Department for General Education and Technical Education. AS against the approved outlay of Rs. 5457.09 for the Seventh Plan (Rs. 1738.64 crores at the Centre and Rs. 3718.45 crores at the States level), the actual expenditure was Rs. 7632.53 crores comprising Rs. 2905.53 crores at the Centre and Rs. 4727.00 crores at the State levels. This represented a step up of 140%. But the exercise was rather ad-hoc.

In so far as the Eighth Plan is concerned, the picture is more systematic and promising because the revision of the Policy took place almost immediately after the launching of the Eighth Plan, i.e. in May, 1992. The POA placed before you is being finalized within 6 months of the launching of the Eighth Plan. The Eighth Plan document which has recently been tabled in Parliament indicates that the allocation for the Education Department, both Centre and States together, would be Rs. 19599.75 crores. This represents a step up of 257% over the 7th Plan figure earlier mentioned, namely Rs. 7632.53 crores. Within this overall allocation, we have tentatively allocated Rs. 2880 crores for Elementary Education and Rs. 1400 crores for Adult Education. We expect that the State Governments also would allocate substantial outlays

for these two sectors which are emphasized in the POA and which form part of the Minimum Needs Programme. We are conscious that the Eighth Plan allocations to the Education Sector are not adequate to fully meet the requirements of the revised POA. But it needs to be pointed out that the various targets stipulated in the POA will necessarily go beyond the Eighth Plan and spill over into the Ninth Plan. Realistically, therefore, the goal of Education for All could be achieved by 2000 AD, which is the mid-point of the Ninth Plan, if the entire Indian society strives hard to achieve it, this goal will surely be within our reach. This is not a matter of budgetary allocations. It is a matter of arousing the national will to move forward to build the India of our dreams.

One more point of information: As you are aware, the National Development Council's Committee on Literacy, set up under the Chairmanship of the Chief Minister, U.P. with Chief Minister of West Bengal, Bihar, Punjab & Mizoram and Minister of HRD and Minister of State for I & B as Members, is looking into all aspects of the problems of adult literacy and universal primary education. It will also estimate the funds required during a given time-frame. I happen to be the Member-Secretary of this Committee and hope that the work of the Committee would be completed soon.

It must be admitted that the financial picture not as bright as one could wish. But it is not entirely gloomy either. There is hope that with a result-oriented attitude to work, better management, stress on fast and efficient action, and real collaboration among all sections of the population and administration, we would use the available resources in the best possible way and achieve our goals within the given time-frame of planned action.

I congratulate the officials of the Department of Education, HRD Ministry, who have worked day and night with all the dedication at their command, to support the Task Forces in their labour and to finalize their reports into a cogent document in record time. The leadership and encouragement given to them for this purpose by Shri Arjun Singh, Minister, HRD, has no doubt contributed substantially to their achievements. We from the Planning Commission had the pleasure to help the Ministry steer the entire exercise of the preparation of the POA and the infusion of many a forward-looking innovation in various sub-sectors of education, in this newly drafted document. I am certain that it is the new paths of considered action indicated in the POA that are going to be the most rewarding for reaching the goals of Indian education in a reasonable span of time. In relation to the achievement of goals, the Hon'ble Minister for Human Resource Development has quoted an interesting stanza from Ferdinand Lassalles poem. It brings back to my memory a poem of Robert Frost and tempts me to quote a couple of stanzas relevant to change and innovation. I quote:

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveller, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

2

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less travelled by,
And that has made all the difference.

—Robert Frost

And friends, that is the conclusion. May you find, appreciate and adopt new paths towards educational change and development. That is all that our new Programme of Action in education ultimately means. It is the path that would lead to the socio-economic goals we have been dreaming of for this country we greatly love.

WRITTEN STATEMENTS OF STATE EDUCATION MINISTERS AND OTHER MEMBERS OF CABE

**SPEECH OF SHRI R.K. KHRIMEY, MINISTER OF EDUCATION,
SCIENCE AND TECHNOLOGY, ARUNACHAL PRADESH**

I am happy that the revised National Policy on Education has been finalised as per deliberations of the members of CABE held during May, 1992. The *programme of action* on each item of the revised NPE, 1986 has been further discussed in the meetings of the Directors and Secretaries of the States held on 3rd and 4th August, 1992. It is a matter of great satisfaction that the Task Forces constituted for each item of the Programme fo Action have submitted their reports. This apex body on Education will take a note of the Scientific approach, which the Ministry of Human Resource Development, has adopted to deal with complex problem of "*Education for All*".

Truly speaking we are at the cross-roads after four and a half decades of planned development of the country. The important issues before us for national reconstruction shall have to be taken into consideration while approving the programme of action. If we want that the states should implement the programme of action on NPE, 1986 in the right earnest, the Ministry of Human Resource Development must be fully aware, on the basis of past experience, that all aspects e.g. administrative, political, social and economic shall have to be taken into consideration to provide purposeful education to the people of all age groups. No programme can be successful through centralised approach. Each state has been striving to meet the aspirations of the people.

Educational Administration right from Ministry down to the district and block levels shall have to be reoriented by taking the functionaries of different ministries and departments into confidence for making concerted effort to improve the lot of the people through Education and for self-sustained economic development. Lot of co-ordinated effort is needed rather than institutionalised approach.

Management Structure shall have to be cost-effective, so that it becomes responsive. The decision making process at different levels shall have to be effective so that the functionaries at different levels can play their roles according to job profiles in the present context.

Keeping in view the above observations, we have been making our sincere efforts in the field of Education, Science and Technology in Arunachal Pradesh.

1. Equity in Education

70% of the population of Arunachal Pradesh is Scheduled Tribe. While taking up programmes of qualitative improvement, we cannot put complete check on the programmes of expansion of education. We want to provide educational facilities for all sections of the Society within their reach hrough formal and non-formal systems. Simultaneously we would like that the students should learn while serving their own people.

2. Revamping of Management System

The administrative machinery of the Education Department right from State to block level is still of the order of what it was twenty years back. It requires strengthening to make it responsive. It is hopeful that the Ministry of Human Resource Development will provide necessary assistance for restructuring the management system of the state.

3. Education of Women and Disadvantaged Groups

We shall continue to strengthen the programme of education of girls through integrated approach so that the girls enrolment is increased. Special care shall, however, be taken to recruit more women teachers provided central government provides assistance to the state for improving living conditions of the teachers to motivate them to serve the people in remote areas.

Keeping into consideration the vast area of the state, hostel facilities for boys and girls shall have to be strengthened.

4. Revision of Pay Scales of Staff Working in Interior Areas

The Department of Education has adopted central pay scales of the staff of different categories. Moreover the college lecturers are being paid U.G.C scales. The teachers, who have been serving in difficult areas, are entitled to same scales of pay as applicable to the teachers working in soft areas. It has got demoralising effect upon the teachers working in difficult areas. Certain incentives in the form of special pay shall have to be provided so that the teachers are motivated to serve in difficult areas. Now-a-days the posting in difficult areas is termed as punishment posting.

5. Centrally Sponsored Schemes

The Ministry of Human Resource Development has launched various centrally sponsored schemes. The schemes could not achieve desired results due to defective planning at the Central and State levels. The benefits of such schemes could not reach the target groups through institutionalised approach. More flexibility shall have to be incorporated while formulating schemes and for providing any assistance to the states so that there are no difficulties in implementing the schemes.

a. Operation Blackboard

The Department of Education has to provide residential accommodation to all staff. Hence there should be provision of staff quarters in respect of additional staff being provided under the scheme.

b. Improvement of Science Education

There is acute shortage of science and mathematics teachers in the State. The teachers need necessary support system to do justice to teaching / learning process. Teachers training programme shall have to be strengthened through decentralised approach due to inadequate resources with the State. The State requires special assistance for building up laboratories in secondary and higher secondary schools.

c. Navodaya Vidyalayas

There are five Jawahar Navodaya Vidyalayas in the State. We would like to provide at least one JNV to each of the remaining six districts. The Navodaya Vidyalaya Samiti may come forward to provide necessary assistance for building infrastructural facilities before starting the Vidyalayas. The State Government shall ensure to provide required land free of cost to the Vidyalayas.

6. Special Assistance

Although Arunachal Pradesh has acquired the status of full-fledged state, but still the state lacks resources to provide necessary support to the Department of Education. The Planning Commission, MHRD, NCERT, NIEPA, CBSE, KVS, NVS, should provide special assistance to the state keeping into consideration the working condition in the state to take up various programmes of quantitative and qualitative improvement of Education in the state.

7. Technical Education

There is not a single polytechnic, engineering and medical college in the State. We are still depending upon the seats allotted by the MHRD in various institutions located in different parts of the country. There is no college of management studies. We would like to request the MHRD and also other States to help us in promoting technical education so that our young boys and girls are trained properly to serve the State in particular and the Country in general.

Arunachal Pradesh is a land of vast natural resources. In spite of difficulties in communication, lot of developmental projects in the area of power and proper use of resources can be taken up to provide employment opportunities to the people and also for economic development of the State. We would like the government to provide necessary assistance in research work, to take up economically viable projects in the field of Science and Technology.

I am sure that the C.A.B.E will frequently meet not only for endorsement of the views expressed in the programme of Action but also to review the progress made in different fields of education to advise the Central Government for intervention at appropriate time.

**SPEECH OF DR. RAMCHANDRA PURVE, MINISTER (PRIMARY AND
SECONDARY EDUCATION), BIHAR.**

सर्वप्रथम मैं माननीय मानव संसाधन विकास मंत्री जी के प्रति आभार व्यक्त करना चाहता हूँ जिन्होंने केन्द्रीय शिक्षा सलाहकार बोर्ड के इस सम्मेलन में मुझे प्रतिभाग करने तथा विचार व्यक्त करने का अवसर प्रदान किया है।

राष्ट्रीय शिक्षा नीति 1986 के कार्य योजना को शिक्षा पर गठित विभिन्न समितियों के प्रतिवेदन के आधार पर संशोधन कर अन्तिम रूप देना आवश्यक कदम है। वर्ष 1986 में राष्ट्रीय शिक्षा नीति एवं उसके तहत कार्य योजना तैयार की गई परन्तु आज भी हमारे सामने स्थिति है उसके अनुसार देश में मात्र 52.11 प्रतिशत लोग साक्षर हो सके हैं, इनमें महिलाएं तो मात्र 39.42 प्रतिशत ही हैं। बिहार में अद्यतन आंकड़ों के अनुसार 38.54 प्रतिशत पुरुष एवं 23.10 प्रतिशत महिलाएं साक्षर हैं। बिहार में साक्षरता के स्तर को देखते हुए केन्द्र सरकार को मात्र बिहार के लिये ही नहीं बल्कि अन्य पिछड़े राज्यों के लिये भी निरक्षरता उन्मूलन में विशेष योजना तैयार कर सहायता प्रदान करनी चाहिए।

हम लोगों ने बिहार में शिक्षा में सुधार के लिये बहुत महत्वपूर्ण कदम उठाये हैं विशेष कर पिछड़े वर्गों, अनुसूचित जाति एवं अनुसूचित जनजातियों, महिलाओं एवं बच्चों में शिक्षा को सर्वव्यापी बनाने हेतु राज्य सरकार सतत प्रयत्न कर रही है, लेकिन साधन हमारे पास सीमित हैं, और लक्ष्यों को प्राप्त करना एक चुनौती है, जिसे हम स्वीकार करते हैं।

(1) महिलाओं में समानता की शिक्षा:—

राष्ट्रीय शिक्षा नीति के संशोधित कार्य योजना में महिलाओं की स्थिति में बुनियादी परिवर्तन लाने के लिए शिक्षा को एक साधन के रूप में स्वीकार किया है यह एक सहायक कदम है। महिलाओं को मानसिक तथा शारीरिक रूप से सक्षम बनाने की आवश्यकता है ताकि हर क्षेत्र में उनकी भागीदारी सुनिश्चित हो सके। सामान्य शिक्षा के अतिरिक्त तकनीकी वाणिज्य, विज्ञान एवं व्यावसायिक शिक्षा में महिलाओं को भी शिक्षित करने की आवश्यकता है। बिहार में महिला शिक्षा की स्थिति में सुधार लाने के लिये एक विश्वविद्यालय और दूसरा मानव संसाधन विभाग के स्तर पर महिला-विभाग खोलने की योजना है। यह कोबांग सरकार को जानकारी देगी की किन-किन उपायों से हम लिंग भेद की विकृति को समाप्त कर उन्हें समान स्तर पर ला सकते हैं। एक अलग महिलाओं के लिए निदेशालय खोलने का भी प्रयास है।

(2) अनुसूचित जाति एवं जनजाति एवं अन्य पिछड़े वर्गों के लिये शिक्षा:—

राष्ट्रीय शिक्षा नीति के संशोधित कार्य योजना में अनुसूचित जाति/जनजाति एवं अन्य पिछड़े वर्गों के छात्रों के लिये विशेष अंगीभूत योजना, उनके सुविधानुसार विद्यालयों की स्थापना, प्रेरणा स्वरूप छात्रवृत्ति देना, शिक्षकों की भर्तियों में आरक्षण आदि आवश्यक पहल है।

बिहार में अनुसूचित जातियों के लिये 46 एवं अनुसूचित जनजातियों के लिए 80 आवासीय विद्यालय संचालित हैं, उसी प्रकार उनके लिये क्रमशः 359 तथा 354 छात्रावास खोले गये हैं। 25 करोड़ छात्रवृत्ति के रूप में दिये जाते हैं, अनुसूचित जाति/जनजाति के शिक्षक ही आवासीय विद्यालयों में भर्ती किये जाते हैं तथा अन्य नियुक्तियों में भी समुचित आरक्षण कोटा निर्धारित है।

अल्पसंख्यक संस्थानों को विद्यालय एवं तकनीकी संस्थान खोलने की विशेष सुविधा है, उनके शिक्षकों को सामान्य शिक्षकों की भांति वेतनमान एवं अन्य सुविधायें प्रदान की जाती हैं। मद्रास शिक्षा को सामान्य शिक्षा का दर्जा दिया जा रहा है, उन संस्थाओं में भी व्यावसायिक शिक्षा लागू किया जा रहा है।

(3) विकलांग बच्चों के लिये शिक्षा:—

विकलांग बच्चों के शिक्षा के लिये जो अनुरांसायें की गयी हैं, वह पर्याप्त हैं। इसके कार्यान्वयन पर विशेष ध्यान देने की आवश्यकता है।

बिहार में कुछ जिलों के विद्यालयों में सीट आरक्षित है तथा बिहार शिक्षा परियोजना के अन्तर्गत बेतिया, सासाराम, रांची तथा सीतामढ़ी में आई०आई०सी० योजनान्तर्गत विकलांग बच्चों की उपलब्धता एवं उन्हें शिक्षा में विशेष सुविधा प्रदान करने की योजना है।

(4) व्यावसायिक शिक्षा:—

राष्ट्रीय शिक्षा नीति 1986 के कार्य योजना के अन्तर्गत बिहार में भी 148 शिक्षा विभाग तथा 3 कल्याण विभाग के विद्यालयों में व्यावसायिक शिक्षा लागू किया गया है। यह एक केन्द्र चालित उपमोनी योजना है।

इसके कार्यान्वयन में राममूर्ति समिति के अनुशंसाओं पर विशेष बल देने की आवश्यकता है। केन्द्र सरकार को राज्य स्तर से विद्यालय स्तर तक प्रबंध व्यवस्था के लिये शत प्रतिशत अनुदान देना चाहिये। व्यावसायिक शिक्षा के उत्तीर्ण छात्रों के समुचित अफ़ैट्रीशिप प्रशिक्षण दिलाने, स्वयंजगार स्थापित कराने के लिये वित्तीय संसाधनों की उपलब्धता, तकनीकी संस्थानों में उच्च तकनीकी शिक्षा प्राप्त करने के लिये कुछ स्थान आरक्षित करने, पाठ्य-पुस्तक उपलब्ध कराने, विभिन्न विभागों के नियुक्ति के निबन्धों में प्राथमिकता देने पर विशेष ध्यान देना चाहिए।

व्यावसायिक शिक्षा को माध्यमिक विद्यालयों में भी लागू करने की अनुशंसा सराहनीय है। व्यावसायिक शिक्षा को ग्रामीण क्षेत्र के विशेष कर बालिकाओं, अल्पसंख्यक संस्थाओं, अनुसूचित जाति एवं जनजाति के बीच विशेष रूप से लागू करने से बेरोजगारी की समस्या का समाधान होगा, साथ ही साथ ग्रामीण क्षेत्रों में विकास कार्यक्रमों को लागू करने में काफी हद तक मदद होगी।

प्राथमिक एवं उच्च प्राथमिक विद्यालयों में कार्यानुभव शिक्षा प्रभावी ढंग से लागू करने के लिए एक योजना 15 करोड़ की बनायी गयी है जो केन्द्र सरकार के विचाराधीन है। राष्ट्रपिता महात्मा गांधी के सपनों को मूर्त रूप देने के उद्देश्य से बिहार राज्य 530 बुनियादी विद्यालयों में जिनकी स्थापना आजादी के पूर्व की गयी थी उसमें शिक्षा को श्रम एवं उत्पादकता से जोड़ने के लिये कार्यानुभव शिक्षा लागू करने की योजना है।

(5) नवोदय विद्यालय:—

नवोदय विद्यालय को प्रत्येक जिले में आठवीं योजना के अन्तर्गत लागू करने के हम पक्ष में हैं, इन विद्यालयों के लिये अपना भवन होना अनिवार्य है अन्यथा बच्चों के आवासीय व्यवस्था में काफी कठिनाई हो रही है, जिन जिलों में अभी तक नवोदय विद्यालय स्थापित नहीं हैं, वहाँ के बच्चे इस योजना से लाभान्वित नहीं हो रहे हैं। यह एक विचारणीय विषय है।

नवोदय विद्यालय के छात्रों को भोजन आवास पर जो राशि उपलब्ध करायी जा रही है। वह आज के मूल्य बृद्धि के अनुसार बढ़ते संशोधन की आवश्यकता है।

नवोदय विद्यालय को एक मार्गदर्शक संस्थान के रूप में कार्य करना चाहिये ताकि आस-पास के विद्यालयों के छात्र तथा शिक्षक इससे लाभान्वित हो सकें। सामान्य एवं नवोदय विद्यालय के छात्रों के बीच समय-समय पर शैक्षिक एवं सांस्कृतिक विषयों पर वाद-विवाद प्रतियोगिता का आयोजन होना चाहिए।

नवोदय विद्यालय के छात्रों को भी व्यावसायिक शिक्षा, कम्प्यूटर शिक्षा का लाभ मिलना चाहिये। इनके छात्रों को समाज सेवा की भावना जागृत करने के लिये साक्षरता अभियान में लगाना चाहिये। अच्छे शिक्षकों की नियुक्ति तथा उन्हें समुचित प्रशिक्षण की आवश्यकता है।

बिहार में 52 जिले हैं और अभी तक 29 जिलों के लिये नवोदय विद्यालय स्थापित करने की स्वीकृति मिली है, आठवीं पंचवर्षीय योजना के अन्त तक सभी जिलों में एक-एक नवोदय विद्यालय स्थापित करने के लिये कम से कम प्रत्येक वर्ष 5 नवोदय विद्यालय की स्वीकृति की आवश्यकता है।

(6) प्रारंभिक शिक्षा का सार्वजनीकरण:—

घरवाहा विद्यालय

14 वर्ष तक की आयु के सभी बच्चों को निःशुल्क एवं अनिवार्य शिक्षा की व्यवस्था हमारे देश के संविधान का एक निर्देशक सिद्धान्त है, और इस क्षेत्र में कार्य योजना में प्रावधान किया गया है कि वह प्रशंसनीय है। सिद्धान्त रूप से यह बात स्वीकार की जा चुकी है कि यदि बच्चे विद्यालय नहीं आ सकते हैं तो विद्यालयों को बच्चों के पास जाना है। पहली बार हमारी सरकार ने इस सिद्धान्त को मूर्त रूप देने की दिशा में पहल की है, कामकाजी बच्चों के लिये घरवाहा विद्यालय की योजना लागू की गयी है, तत्काल 113 कृषि फार्म में यह विद्यालय स्थापित है। यहाँ पर पशु पालन, मत्स्य एवं कृषि पर आधारित शिक्षण कार्य, पशुओं के लिये चारागाह होगा। वन एवं पर्यावरण, कल्याण, लघु उद्योग, ग्रामीण विकास आदि संबंधी सभी कार्यक्रम इसमें संचालित होंगे।

केन्द्र सरकार से इसे कार्यान्वित करने के लिये विशेष सहायता की आवश्यकता है।

राष्ट्रीय शिक्षा नीति के तहत बिहार राज्य को शैक्षिक रूप से पिछड़े राज्यों में गिना गया है। राष्ट्रीय औसत प्राप्त करने के लिये प्राथमिक शिक्षा के सार्वजनीकरण के मूलभूत उद्देश्य को पूरा करने की समस्या का आकार बृहत है। विशेषकर अनुसूचित जाति/जनजाति/पिछड़े वर्ग एवं बालिकाओं के नामांकन में सुधार, नये विद्यालयों की स्थापना, शिक्षकों की नियुक्ति, शिक्षण सामग्रियों का प्रबन्ध, भवन निर्माण आदि में अधिक धन राशि की आवश्यकता है। इस वर्ष हम 25000 शिक्षकों की नियुक्ति करने जा रहे हैं।

ऑपरेशन ब्लैक बोर्ड योजना बिहार राज्य में अभी तक मात्र 45 प्रतिशत क्षेत्रों में प्रथम एवं द्वितीय चरण में लागू है, प्रारम्भ में इसे कार्यान्वित करने में काफी कठिनाई हुई लेकिन अब सुसंगठित ढंग से लागू करने के लिए कृत-संकल्प है। संशोधित कार्य योजना के अन्तर्गत ऑपरेशन ब्लैक बोर्ड योजना को उच्च प्राथमिक विद्यालयों में लागू करने तथा प्राथमिक विद्यालयों में तीन शिक्षक तथा तीन कमरा उपलब्ध कराने का बन्दम अति सराहनीय है।

अभी तक राज्य के 124 लाख बच्चों को प्राथमिक शिक्षा देने की व्यवस्था हो सकी है। आठवीं योजना के अन्त तक 229 लाख बच्चे विद्यालय जाने योग्य होंगे इसलिए 105 लाख अतिरिक्त बच्चों की पढ़ने की व्यवस्था करनी है। प्रथम एवं द्वितीय चरण के लिए भारत सरकार को वेतन आदि मद में करीब 52 करोड़ रुपये देने हैं, विद्यालय भवन का निर्माण इस योजना के एक महत्वपूर्ण अंग है। इसके लिये योजना में कोई राशि नहीं दी जाती है।

बिहार का 25 प्रतिशत विद्यालय भवनहीन है। जिसकी संख्या लगभग 13 हजार हैं। सीमित वित्तीय साधनों के चलते राज्य सरकार भवन निर्माण करने में कठिनाई महसूस कर रही है।

छात्रों में न्यूनतम शैक्षिक योजना प्राप्त कराने के लिये जो प्रयास हो रहा है वह भी प्रशंसनीय है।

(7) बिहार शिक्षा परियोजना:—

यूनिसेफ, भारत सरकार एवं राज्य सरकार की साझेदारी से 360 करोड़ रुपये की अनुमानित लागत पर बिहार शिक्षा परियोजना लागू की गयी है। प्राथमिक शिक्षा के सार्वजनिकरण, सामाजिक एवं आर्थिक रूप से पिछड़े वर्ग के बीच शिक्षा का प्रसार, शिक्षा में गुणात्मक सुधार, छाजन में कमी, शिक्षा को संस्कृति की भूमिका, ग्रामीण पुस्तकालयों की पुनर्स्थापना एवं अनवरत शिक्षा की व्यवस्था इस परियोजना का लक्ष्य है।

इसमें साधन की अपेक्षा इच्छा शक्ति के खोज पर विशेष बल दिया गया है। अभी तक इसे सात जिलों में लागू किया गया है, चरणबद्ध ढंग से अन्य जिलों में भी लागू किया जावेगा।

(8) शिशु देखभाल और शिक्षा:—

आयु वर्ग 0—6 तक के बच्चों के शारीरिक, मानसिक, सामाजिक और नैतिक विकास के लिये शिशु देखभाल को एक आवश्यकता के रूप में स्वीकार किया गया है। प्राथमिक शिक्षा के सार्वजनिकरण तथा महिला शिक्षा की दृष्टि से इसकी और महत्ता है।

इस कार्यक्रम के कार्यान्वयन में शिक्षा विभाग, कल्याण विभाग, श्रम, वन एवं पर्यावरण विभाग के समन्वय की आवश्यकता है। बाल विकास समग्र योजना को प्रभावी ढंग से लागू करने के लिये जो अनुशंसा की गयी है उसमें हमारी पूर्ण सहमति है।

(9) माध्यमिक शिक्षा:—

माध्यमिक विद्यालयों में गुणात्मक विकास एवं सुदृढीकरण करने के लिये आवश्यक कदम उठाये गये हैं। विज्ञान शिक्षण विकास कार्यक्रम एवं कम्प्यूटर शिक्षा भी लागू किया जा रहा है।

माध्यमिक शिक्षा बोर्ड को पूर्ण स्वासी निकाय बनाने तथा परीक्षा में व्यापक सुधार लाने का भी प्रयास जारी है। शिक्षकों के गहन प्रशिक्षण के लिये डायट की स्थापना की गयी है।

शिक्षा के माध्यम से समाज के कमजोर एवं पिछड़े वर्गों, महिलाओं में जागृति पैदा कर उन्हें सामाजिक न्याय दिलाने हेतु जो कार्य योजना तैयार की गयी है उससे हमारी सरकार पूर्ण रूप से सहमत है और इसके लिये आभार व्यक्त करती है।

शिक्षा को सार्वजनिकरण करने और इससे जुड़े विभिन्न मुद्दों पर गहन-मनन चिन्तन करने हेतु यह समिति सुसंगत एवं नीति मूलक अनुशंसाएं करेंगी।

SPEECH OF DR. KARSANDAS SONERI, MINISTER FOR EDUCATION, GUJARAT

I would like to congratulate the Hon'ble Union Minister of Education for convening this meeting and giving us an opportunity to express our views on the various aspects of the National Education Policy.

I would also like to congratulate the Ministry of Human Resource Development on the speed with which the Task Forces and the Steering Committee have completed their work and submitted the Working Papers for approval of the CABE.

The NPE, 1986 ushered in a new era in the field of education which was marked by close cooperation between Government of India and the State Governments and launched many new initiatives and innovative schemes in various sectors of education. The experience of the last five years have by and large validated the directions and strategies outlined in the NPE, 1986. However, there have been some lags and some shortfalls. The time has come now to take stock of what progress has been made, what difficulties are being encountered and where and what course corrections are necessary. It is to this task that this August Conference must address itself.

Primary Education

In the field of primary education, Gujarat implemented the Operation Blackboard Scheme in 61 blocks, 7 Municipal Corporations and 22 Municipalities which cover roughly 1/3rd of the State. We are happy to note that the Task Force has recommended the extension of the Operation Blackboard Scheme to the uncovered areas during the Eighth Five Year Plan.

The Task Force on elementary education has however recommended that there should be a minimum of 3 teachers per school under the Operation Blackboard Scheme. This suggestion will present tremendous problems in implementation in the backward areas where teachers are not available. Another implication of increasing the number of teachers to three will be the need for additional class rooms. We have in Gujarat a shortfall of 4,500 class rooms even to fulfil the minimum norm of two class rooms per school. Adding one more teacher would make the shortage more acute so far as the provision of class room is concerned. In the context of the resource constraint being experienced by the States, the minimum norm of teachers per primary school seems to need reconsideration.

The Government of India was providing funds to the extent of 60% under the Jawahar Rojgar Yojana for construction of class rooms. This source of funding has been discontinued since last year and this has resulted in a serious resource crunch for State Governments in the construction of class rooms. For meeting our shortfall of 46,000 class rooms in Gujarat, we would require Rs. 400 crores. Unless the Government of India removes the embargo on the use of JRY or provides funds from some other sources for construction of class rooms, it will be impossible for the State Government to clear the shortfall of class rooms in primary schools.

Drop-Outs

One of the most significant measures we have introduced for reducing the drop-outs in primary education is the Mid-day Meal Scheme. We have at present 30 lakh children covered by the Mid-day Meal Scheme which has had a favourable impact on the attendance in primary schools by children of Scheduled Castes, Scheduled Tribes and the weaker sections of the population.

Vocational Education

One of the programmes of NPE, 1986 on which high hopes were pinned was the introduction of vocational education at the 10+2 level. In Gujarat, we have vocational courses in 350 schools. However, our experience of the last few years has brought us to the conclusion that the vocational stream has not fully achieved the objective originally envisaged in the National Policy of Education. The original concept

of the vocational scheme was that a sizable proportion of the students passing out of the stream should go for the world of work. This expectation has not been realised. Barring a few exceptions, it does not prepare the students for either self-employment or for wage employment. It has virtually become one more stream at the 10+2 level.

It is gratifying to note that the Working Paper has stressed the acquisition of usable and marketable skills by the students in the vocational stream. The vocational streams should aim at specific levels of competence for which there is a demand in the employment market.

In order to make the vocational students ready to launch into self-employment activities or take up wage employment, it is also necessary to introduce in the vocational stream, a work ethos different from the academic culture prevailing in the formal school system. The emphasis should be on acquiring skills and hands-on experience—on acquiring know-how-to-do rather than know-how.

One of the reasons why the results of the vocational stream have by and large not come up to expectations is also that the training for teachers for the vocational disciplines has not so far been adequately high-lighted. It is necessary that the training requirements of vocational teachers are worked out in detail and facilities created for imparting such training. This training should aim at acquainting the teachers with the objectives of the vocational education and the minimum levels of technical competence to be attained by the students at the end of the course. We would request the Government of India to extend financial assistance for introduction of vocational teachers' training in select Colleges of Teacher Education in every State.

It is also necessary that the present ceiling of Rs. 75,000/- towards equipment for the vocational schools is substantially increased, as it is totally inadequate for most of the disciplines and specially for the technical courses.

Teacher Education

We welcome the suggestions in the Working Paper that a State Board of Teacher Education should be set up in each State. The Board of Teacher Education will help in identifying the training needs of teachers at various levels and initiating measures to meet those training needs through pre-and in-service training courses. It will also help in initiating steps to improve the course content of ongoing in-service and pre-service training programmes as well as courses of Teacher education in Universities.

This Board may also work as a monitoring agency for C.T.Es, I.A.S.Es. and other Teacher Education Colleges, besides D.I.E.Ts.

Open University

The Open University is a very important measure for coping with the rush of students for admission in Colleges. The Indira Gandhi National Open University has set up a Regional Centre in Gujarat. However, the medium of instruction being English and Hindi, the vast majority of the students from Gujarat are not able to avail of the courses offered by the IGNOU. We have been pressing the IGNOU to start courses in regional languages. So far we have not received any response from the IGNOU. We feel that the courses of the IGNOU should be translated into major regional languages of the country as otherwise a large proportion of students from the weaker sections will not be able to avail of the excellent courses offered by the IGNOU. We request the Hon'ble Minister of Human Resource Development to accord highest priority to the starting of courses in regional languages by the IGNOU.

Technical Education

In view of the importance given by the State Government to Science and Technology, a separate wing for Science and Technology has been started in the Education Department which is manned by the Officer of the rank of Secretary / Additional Chief Secretary. The allocation for technical education has been

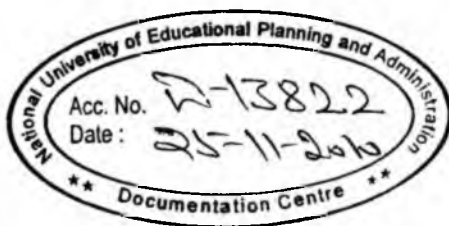
increased almost five-fold to Rs. 90 crores in the Eighth Five Year Plan. A major component of this Plan pertains to the development and improvement of Polytechnics costing about Rs. 65 crores being implemented with the assistance from the World Bank. The World Bank Scheme aims at improving the quality of education at the diploma level by providing better facilities in the form of additional buildings, equipments, teachers, etc. Under this scheme, it has been proposed to confer autonomy to two Polytechnics and to establish Centres of Excellence, Learning Resources Centre, Curriculum Development Centre, etc.

Special emphasis has been laid by the State Government for the education of women for whom education is free at all levels. To further encourage the women to take up technical courses, 15% of the seats in the Engineering Colleges and Polytechnics have been reserved for women. In addition, in four Polytechnics, girls wings are being established and in 8 Polytechnics separate hostels are being provided for women under this Scheme.

Management of Education

Reviewing the implementation of the National Education Policy, 1986 we feel that one of the critical areas for the improvement of education in our country is the area of Management of Education. To a large extent the short-falls which have been noticed in achieving the objectives of NPE 1986 can be remedied by better management in various areas. In this connection, I would like to mention specifically three areas, (1) the recruitment of teachers, (2) the supervision over the academic work and (3) the conduct of examinations. It is necessary that pointed attention is devoted to these issues and steps taken to prevent malpractices, if necessary by introducing new Legislation and prescribing severe penalties for irregularities.

In conclusion, I hope that the deliberations at this Conference will lead to the evolution of a modified Policy on Education which retains all the finer elements of the NPE, 1986 while remedying the shortcomings noticed in the last six years' of its implementation.



SPEECH OF SHRI M. VEERAPPA MOILY, EDUCATION MINISTER, KARNATAKA

Honourable Minister for Education, my esteemed colleagues from other States, distinguished participants, ladies and gentlemen,

It gives me great pleasure to participate in this meeting of Central Advisory Board of Education. The agenda of this meeting is to finalise the Programme of Action of the National policy of Education.

It is unfortunate that we have been unable to implement the constitutional guarantee regarding providing education to all children upto the age of 14. The overall National Development, involving all sections of the society becomes impossible if large sections of our people are illiterate and denied the benefits of elementary education. Universal literacy and universal elementary education is the key to solving the socio-economic problems facing our country to-day.

In this context, in Karnataka, we have undertaken a bold initiative to ensure that all school going children within the age group of 6 to 10 would start attending schools henceforth.

A massive State wide campaign was undertaken from 1st July to 3rd July 1991 for this purpose. All departments of the Government of Karnataka and prominent voluntary organisations as well as social activities and political workers were fully involved in this campaign. A detailed survey was done in the neighbourhood of each and every primary school in the State and parents of children, who were drop-outs or who have not enrolled, were persuaded to send their children to school. I am happy to state that the State wide campaign was an outstanding success. As against a targetted figure of 5 lakh children sought to be enrolled, the actual enrolment achieved was 4,27,000.

Having substantially increased the enrolment in primary schools, we have to tackle the problem of universal retention and universal achievement. The Minimum Level of Learning strategy for improving the quality of elementary education, is an attempt to combine quality with equity. We are fully committed to implementing the MLL programme in the primary schools in our State. We are, in the first instance, selecting 35 Primary schools in each of the 190 educational ranges in State and ensuring that these teachers get extensive training in ways and means of introducing the MLL concept in various schools.

While working out on the details of MLL programme, we realised that most of our text books were dull and uninspiring and have no relevance to the actual life of a vast majority of our people. Hence learning from such text books is always a difficult proposition. We have got Dr. K. Shivaram Karanth and eminent Kannada Literateur to write a text book for students of Class I and II, keeping in mind the requirements of rural children. We have introduced this book on pilot basis in two districts in Karnataka. Dr. Karanth himself has trained the teachers who would be introducing this book in these districts. The initial response to this experiment has been extremely encouraging. If we have to ensure that universal achievement is a reality, we have to make sure, that curriculum and text books are scientifically drawn up and the learning experience of children in schools is made more child centered and enjoyable.

In the matter of UEE we particularly welcome the move to establish a National Mission for Universalisation of Elementary Education. Tackling problems of UEE, which entails persistent efforts with teachers, with the community and with parents must acquire a mission mode management.

We also welcome the proposal to enlarge the Operation Black Board programme and the proposal for opening voluntary schools.

This brings me to the matter of outlays for education. I fully endorse the national resolve that the outlay on education should be increased to atleast 6% of the National Income. Even within this, the highest priority should be given to allocations for Primary Education. Many of our plans for improving access and quality of Primary Education have come to naught because of lop-sided allocations to the deprivation of the Primary Education sector.

We take special note of the TLC approach to eradication of illiteracy. We take pride that the

experience of Karnataka during the 20-Block literacy campaign launched in 1988-89 and the early initiative of TLCs in Dakshina Kannada and Bijapur has been germinal to the evolution of the TLC approach as it has emerged today.

Acknowledging the TLC strategy as the principal strategy for eradication of illiteracy, the Government of Karnataka has taken the bold decision of closing down all the centre-based programmes implemented under RFLP with Central assistance and Akshara Deepa from State Plan funds. We hope to be able to cover all the districts by TLCs within the next 2-3 years.

Our experience has been that TLCs can have a dramatic influence on Primary Education, and more specifically on Education for girls. The participation of women in TLCs, has been especially satisfying, and with more and more mothers becoming literate, the demand for improvement in education for their children is also increasing. While periodically undertaking special drives for enrolment of children in schools, we are also taking a close look at the experience of Shimoga district in our State, where an integrated programme of NFE for all out-of-school children is being implemented as concurrent with the TLC. We are sure that the results will enable us to replicate the programme in other districts of the State as well.

While on the subject of women's and girls' education, I must emphasise that our experience with the Mahila Samakhya programme, which has been born out of the emphasis given in the NFE for women to play on positive interventionist role in development, has been very satisfying. We are happy that the Government of India is expanding the programme to other districts as well.

Vocational Education is a very important area in the field of education and I feel it is necessary to have a fresh look at the vocational content of this programme. In Karnataka, we had set up an expert committee under the chairmanship of Dr. S. Rame Gowda, Vice Chancellor of Karnataka University. This expert Committee found that the several existing vocational programmes in no way enhanced the "employability" of the vocational students. Such courses have not been successful in imparting jobs and skills required by prospective employers. In order to enhance the "employability" of the vocational students and imparting the required job skills, we have opened new vocational courses where one year "on the job training" in industry is mandatory. The response to this programme, specially from prospective employers is very encouraging. There is a great demand for increasing the number of such courses, as the vocational students passing out from such courses are assured of a job thereafter. I feel that such a step needs to be taken throughout the country so as to give vocational education more meaning and purpose.

In Karnataka, in order to improve the quality of Secondary Education we have initiated several measures such as enlarging the scope of Secondary Examination Board to improve academic activities, setting up of school education complexes, giving more administrative powers to High School Headmasters, enhancing and strengthening the teacher training facilities. A special effort has also been made to improve laboratory and library facilities in Higher Primary Schools and High Schools.

We have also paid special attention to introduce Yoga Education and Sports in Schools. School sports at the taluk and district level in 13 selected disciplines have been made. We have also introduced for the first time in the State special cash award to meritorious schools and a special scheme for successful sportsmen. The recruitment of Physical Education teachers both at the Primary and High School level has been made a compulsory part for all future recruitment in the State. Yoga education has been made compulsory throughout the State. An extensive programme of Teacher Training to equip all the physical Education Teachers with necessary skills in organising Physical Education games and yoga as well as sports has been introduced. I am firmly of the opinion that participation of youth in sports and games would lead better general health and fitness, better social integration and eventually to better productivity and output. I would suggest that Physical Education and sports activities throughout the country should form an integral part of the national programme of education.

It is necessary to have a fresh look at the utility of bodies like the University Grant Commission as well as the AICTE. It is not my intention to decry the important role of the U.G.C. and AICTE to secure the planned development of Higher Education so far. However, given the vastness of the country and the immensity of the task, it is a moot point whether these bodies can be effective in the days to come. Any

national level statutory mechanism to regulate the opening of sub-standard colleges and Universities in the country, is not likely to be successful. I feel, it is better if State Councils of Higher Education are set up in all States to exercise the powers of the University Grant Commission and AICTE. The nominees of U.G.C. and AICTE could be on these State Councils. The State Councils can curb the proliferation of sub-standard colleges while at the same time, cut down the time involved in getting UGC and AICTE clearances. The regional offices of U.G.C. and AICTE could be wound up.

The successful implementation of educational programmes, would require the involvement of voluntary and non-governmental agencies. The successful implementation of programmes such as non-formal education, early child-hood education as well as adult education would specifically require people's involvement at the grass root level. In this context, it is desirable that the State Governments develop specific action plans for introducing selected programmes of educational development for non-government organisations. As the first step in this regard, we in Karnataka have ensured that any individual organisation in Karnataka can open Primary School in the State in the Mother Tongue or in the regional language. I feel that the time has come for the Central and State Government to consider the ways and means for enhancing the public participation in educational programmes, so that important educational schemes can be implemented in an efficient and purposeful manner.

The development of Human resources is the most urgent task confronting our country today. It may not be possible to develop physical resources without the concomitant development of human resources. I am confident that this CABE meeting will successfully spell out a clear cut educational policy initiative so that the pace of human resource development throughout the country can be accelerated.

SPEECH OF SHRI ANANTRAO THOPTE, MINISTER FOR HIGHER AND TECHNICAL EDUCATION, MAHARASHTRA

Let me first congratulate the Union Government for bringing out the modified document on National Policy on Education and giving us an opportunity to participate in this Conference. Though, I have many points to be placed before this House, I would like to emphasise only a few of the important ones.

Higher Education

There cannot be two opinions that the Higher Education is the source of development through knowledge and skills which contributes building of a strong nation. Education and particularly Higher Education has a very vital role in preserving and modernising culture of the society and bring together harmonious relationship among human beings to survive and strive for excellence. Maharashtra has a great history and tradition in the field of education. We had the benefit of great thinkers and social workers, who were educationists in their own rights to name a few Mahatma Phule, Shahu Maharaj, Dhondo Keshav Karve, Dr. Ambedkar and many others. We are determined to follow further in the matters of Higher Education on the path shown by these great educationists in the State. As on today we have 800 Colleges catering to various branches of studies and 5.50 lakhs students are enrolled at the University level for different courses from Graduation to Ph.D. degrees.

The focal point of providing directions to the academic institutions is the University in the State and we on our part have provided all possible support to the Universities and academic institutions. I must mention here that recently in the last Session of our Legislature we have introduced a comprehensive Bill substituting the present Universities Act. The Bill emphasises clearly and precisely the objectives of the University, setting up of the State Level Education Councils as an advisory body, creation of machinery for handling the grievances of University non-teaching staff and teachers by setting up the Tribunal under the Chairmanship of Officer not below the rank of High Court Judge. We have also stressed the importance of work culture and interaction of University with the industries and production centres in the economy around and have also proposed to minimise the extent of elections to the various authorities of the Universities and have totally eliminated the element of election to the student council.

We have also proposed a mechanism for accreditation of the academic institutions and also annual evaluation of teachers. We are hoping that these measures would enable us to improve the standard of education and also bring about uniformity in the standard of education throughout the State. We are sure that the Government of India would support these measures initiated by us wholeheartedly.

There are 10 Universities in the State including one Open University and a Technology University. The recognition of Dr. Babasaheb Ambedkar Technological University is still awaited from the University Grants Commission and AICTE. The State Government has requested the U.G.C. to recognise this University and open up various finding channels to this University through various schemes of the U.G.C. However, this is yet to be materialised. I would earnestly request the Honourable Minister to move the U.G.C. to recognise this University which would be more appropriate particularly during the birth centenary year of Dr. Babasaheb Ambedkar.

One of the measures to promote study of languages, we have decided to set up Sanskrit University at Ramtek near Nagpur. Ramtek is well-known for its association with Kalidas. The State Government has written to the Human Resource Development Ministry some time in the last year to take up this University as a Central University under the existing scheme of the Government of India. But we have not received any favourable response. Knowing the importance of Sanskrit we have decided to do it on our own. However, I would once again reiterate our request for setting up this University under the Government of India scheme. We have also proposed to set up Dr. Ambedkar Buddhist University at

Ajantha. The proposal is under consideration of the State Government and we will be approaching the Central Government for the necessary help in this matter as well. I would personally request the Government of India to extend generous help to establish this University in the State.

The problem of admission of students at the first year degree level has been particularly complex in the city of Bombay. I may mention here that more than 30 per cent of the total capacity in Bombay Colleges is utilised by students from outside Maharashtra State. We have no alternative but to call upon these Colleges to expand their facilities in spite of strains and inconvenience caused to the Colleges. Neither the Government of India nor the U.G.C. has any scheme to assist the Colleges at this level to accommodate increasing number of admissions. If this assistance is provided by the Government of India or the U.G.C. it would go a long way to facilitate the students whose inclination for studies either in Science or Commerce fluctuates year to year.

Maharashtra State is perhaps the only State in the country which has taken financial burden of the total cost of salary of teachers and non-teachers in the Universities and Colleges; besides 8 to 12 per cent non-salary grants. This enables Educational Instts. to conduct their courses with least financial burden. However this inflicts a very heavy financial responsibility on the State Government which we find rather difficult to bear particularly in the years of scarcity etc. On our side we have made an effort to raise resources at the University and institutional level by raising fees substantially. But that has not helped us much since the rate of tuition fees charged is hardly about 20 per cent of the per capita cost of education. More importantly we are giving freeships to the students covered under the Economically Backward Classes who constitute about 85 per cent students in areas like Marathwada and about 40 per cent in city of Bombay; inflicts heavy financial burden on the State Government. I would therefore request that the Government of India may consider a suitable scheme for assisting the students from the economically backward classes and also the S.Cs. S.Ts. V.J.N.Ts. and others from the weaker sections of the Society. This assistance can be in the form of loan scholarships to the students, those who are not able to get post matric scholarships. For these loan scholarships Government of India may consider constituting a revolving fund with substantial contribution and the State Government may also share to some extent. Such scheme of loan scholarships should be workable with the help of identified Nationalised Bank if the Government of India takes initiative. I would earnestly request the Government of India to appoint a Committee to undertake indepth study and formulate suitable proposals in this behalf.

I am particularly glad to state in the policy document the intention of Government of India to support research in the Universities. I would suggest that the research particularly related locations specific issues and problems pertaining to socio-economic needs may get a priority. Though this is not to deny the importance of research in basic physical science. I may also add here that the research in social sciences and humanities needs to be encouraged more which may reflect on the various aspects and facets of socio-economic problems, in the emerging situations in developing economy like ours. The association of industrial units, the non-Government organisations working in the rural areas and urban slums, various commerce and trade organisations, may be integral part of the research system promoted at the University level. It should not be entirely based and carried out within the four walls of the University but it should be an exercise in societal studies in its total aspect with an open mind. The conclusions of the research should be made available to the policy makers, administrators, executives and society in general so that the pursuit of excellence can be more meaningful and achievement oriented.

Vocational Education

I would like to place on record the appreciation of the State Government for the policies of vocationalisation adopted by the Union Government. We believe that the introduction of systematic, well planned and rigorously implemented programmes of vocational education is one of the important features of vocational reorganisation as declared in the policy document. We also agree that the vocational education should be a distinct stream intended to prepare students for identified occupations. However,

more than that the vocational education needs to be seen in a holistic angle having capabilities to undertake disciplines of Science and Technology and inclination to Engineering and introducing a student to the emerging service sectors. These activities as distinct from the established or the regular education prepare the student to walk into open world with basic preparedness. However, it is not to expect that at the end of vocational education the student would be adequately equipped to be on his own. I would at the outset suggest that the vocational education must be treated as one stage of education and on completion of the vocational course at the Stage 12 the student should have an option either to pursue his education further in a suitable branch of study and come out and join income earning opportunities either by wage employment or self-employment.

We have proposed the physical targets of covering about 10 per cent of the students passing out at the level of S.S.C. Exam. in the year 1993, 15 per cent in 1994, 20 per cent in 1995 and 25 per cent in 1996. We are organising setting up of infrastructure with the involvements of various educational institutions. As of today, we have started 30 courses in 1050 Schools. We are facing some problems in conducting these courses. However, I am sure that these are the teething problems and we should overcome these problems in the near future. I have few suggestions to make.

The pattern of assistance provided by the Government of India under Minimum Competency in Vocational Courses needs to be little more liberal particularly for infrastructure and management the amount of grant made available by the Government of India needs to be doubled. The Government of India should provide the funds to the State Government for setting the State level Vocational Examination Board which would not only conduct the examinations of the students in these courses but also formulate and develop curriculum in respect of institutions and also provide feedback to the Directorate of Vocational Education for improvement. It is needless to say that the students completing their vocational courses should be given work opportunities. These opportunities can be provided under the Apprenticeship Act. However, I understand that the Directorate of Vocational Education are not provided with any authority under the Apprenticeship Act. The Vocational Education Officers, particularly the Director of Vocational Education and his Deputies should be entrusted with apprenticeship base and also undertake placement activities. The said authorities should have flexibility to identify additional vocational courses depending on the resources and the capabilities available in the State. Besides the instruction part in the vocational subject can also be entrusted to various professional organisations, who may be willing to come forward and the syllabus developed for vocational education needs to be distinctly different than the syllabus available for Higher Secondary School Examination. And lastly I would also suggest that the students coming out of vocational courses should enjoy a priority for admission to the higher level of technical courses including Engineering College.

Technical Education

I am happy to endorse the statement on Technical and Management Education made in the Policy Document. However, I have few observations as follows:

Undoubtedly there is a close relationship between Management and Technical Education. But it is not necessary that the Management Education should be tagged on only to Technical Education. The students from other branches of learning also have equally good potential for Management and it is therefore prudent to segregate Management from Technical Education. The students from social sciences and humanities have better knowledge and better opportunities of learning about the changes in economy, social environment and the human relations. The managerial opportunities in the service sectors particularly is best suited to non-technical students with the Management Education. The All India Council for Technical Education who was mainly and generally concerned with the Technical Education need not be burdened with the task of directing and monitoring the Management Education. It should be left to the local Universities. They are the proper authorities who are in a better position to formulate the Management courses needed at the different levels. As it is proposed to set up Technical Manpower Information System, similarly the Managerial Manpower Information System also needs to be set up.

The minimum exposure in computer education should be available to all the students above XIIth standard. In fact, to promote professionalism and efficiency the computer literacy is an essential component. The Computer Education need not be viewed only as a part of Technical Education but it

should be available as an optional subject to those who desire to learn. I would also like to highlight the issues involved in opening of new Technical Institutions and new courses. My State is having the second largest Professional Institutions in the country only next to Karnataka. The setting up of new Technical Institutes or starting new technical courses must have a relevance to changing needs of the organised sector in the economy. But more important than that the demand from the students for these courses must also be considered. It is our experience that large number of students are disappointed when they find it impossible to get admission to any course in any Technical Institution. It is necessary that we must take into consideration the aspirations and demand of the students for different courses. I may also say here that the Engineering graduates need not be only engaged in Engineering profession but they can also be employed or find their means of living in non-Engineering sector. This has been evident in the last decade or so. To give an example even in the I.A.S. cadre a good number of Engineers are entering since recently. The induction of Engineers into various streams does help to promote the scientific and systematic outlook in the work culture. It is, therefore imperative that there is a need for opening additional Technical Institutions and starting additional new courses. With limited financial resources it is not possible for the State Government to meet this increasing demand and therefore wherever the voluntary organisations or the Non-Government Organisations come forward for opening such Institutions they need to be encouraged. At the same time we may impose suitable conditions and lay down criteria for promoting such organisations to open new Institutions.

I am happy to place on record the good work done by the AICTE in this regard. Nevertheless, there are certain inadequacies which I wish to point out with an intention to make AICTE more effective. Firstly, one gets a feeling that the AICTE's functioning is highly centralised. The State Government have hardly any role to play. The total authority is concentrated in the hands of AICTE at Central level. The State Government has nothing but to recommend suitable cases. We have been doing our job as best as we can. But we fail to understand the long time taken by the AICTE to convey their approval or otherwise to the various proposals sent to them. I would request the Hon'ble Union Minister to consider to decentralise the authorities of AICTE and share these authorities with the State Government appropriately.

Another point I would like to mention about the AICTE is that the area of operation or jurisdiction of AICTE needs to be well defined. Their catchment area appears to be very wide. The different courses, different disciplines and all matters pertaining to them now need approval of the AICTE. It is felt that the area like Management, Art, Applied Art, Pharmacy and entire gamut of diploma courses need not be under the control of the AICTE. Similarly, for the expansion of courses or increasing seats in a particular course the approval of AICTE need not be there. However, the involvement of the AICTE can be retained by prescribing periodical inspection by them. If these suggestions are accepted not only the position of the AICTE but the position of the State Government would be strengthened and the involvement of the State Government would also be meaningful. The AICTE would get enough time to attend to the various problems as curriculum, development, improving the standards of technical education looking into the training of teachers and other matters of vital importance than only giving approval as at present.

In the Management Education the Government of India and the U.G.C. may like to evolve different courses besides general Management available today. The need for working out a course on specific area such as Financial Management, Banking and Insurance, Hotel and Hospitality Industry, Tourism, Labour-union Management, Management of Non-Government Organisations, Estate Managements etc. which are not getting the due attention that they deserve can be provided by formulating different courses and these courses can be best formulated by the local Universities. However, to maintain the uniformity for the study of Management throughout the country the Government of India may like to prescribe unified norms to prescribe such courses.

Culture

We have taken for granted that those who are educated are cultured, which is not necessarily true. Every education system has to have backdrop of cultural awareness and this can be inducted and inculcated at various levels of education right from School to the post-graduation. In this area the awareness of ancient Indian history, the treasures of performing arts like songs, dances and dramas, the heritage of

visual arts needs to be preserved and spread. In the times past, this education of culture was taken care of by the system of Guru Shisya Parampara. With the socio-economic changes and the rapid growth of modernisation this parampra has recieved a setback. The Gurus are not available in good numbers and it is very difficult to identify suitable Gurus in different fields. Besides, most of these old timers are not formally educated and therefore I feel that they are not acceptable to the highly educated teachers community. Gurus can help to promote these arts. This system should be introduced in a suitable manner in the organised system of Education. It is necessary that the education in the performing arts, visual arts and the culture is suitably introduced at the different levels by formulating curriculum, instruction system training of teachers and appropriate examinations but this has to be part of the formal system and need not be different. It may be possible to identify some of the existing cultural institutions as a resources base to launch various programme of culture to support education programmes.

Women and Weaker Sections

In the last but not the least I would like to touch upon the issues pertaining to women and weaker sections in the Higher and Technical education in particular. The participation of women in Higher and non-technical education is though satisfactory in our State, their involvement in the technical education is much below the desired level. Out of total intake capacity of about 17,000 seats in the Engineering Colleges not more than 0.05 per cent are women. The situation is not better in Polytechnics. One reason for this is that the girl and boys are considered together for admission in the single merit list. I propose that we must agree to earmark certain percentage say 25 per cent of the seats for women in every Institution. Similarly, the earmarking of women seats in the total strength of technical teachers is also necessary. This can be introduced gradually.

With the emergence of a large number of private Colleges, the availability of seats in the Technical Institutions has increased. But the students from the weaker sections are not able to take benefit to this because of the higher fees charged by these Institutions and the dismal financial capacity of this section of the students to pay the fees. The Government of India's scheme of post-matric scholarship may be extended to such Institutions as well. Besides, as I have mentioned above, the loan scholarships are bound to be more useful for the students in Technical Education who secure admission in the private Colleges.

Sir, with these words I once again express my thanks to you and Government of India for giving us an opportunity to participate in this Conference and express our views on National Policy on Education.

DR. PATANGRAO KADAM, MINISTER OF STATE FOR SCHOOL EDUCATION MAHARASHTRA

At the outset I would like to thank Shri Arjun Singhji and his colleagues for convening today's meeting of the Central Advisory Board of Education for discussing the Draft Programme of Action for implementation of the revised formulations of the National Policy on Education. The very fact that the Programme of Action has been prepared in a very short time of three months after the last meeting of the C.A.B.E held on 5th and 6th May 1992, in which revised formulations of the National Policy on Education were formulated, shows the earnestness and keenness of the Government of India in implementation of the NPE. I must congratulate you and your colleagues, Sir, for producing such an excellent document in a record time.

After appointment of the Committee to review the National Policy of Education 1986, the implementation of the Policy had suffered a setback. However, a number of important programmes like Operation Blackboard/Education-Technology, Improvement of Science Education in Schools, Navodaya Vidyalayas, Total Literacy Campaigns etc. are now being implemented with renewed enthusiasm because of Government of India's new initiative. I am sure, that the revised Programme of Action, which is based on the experience gained after implementation of the Policy for a period of about six years, would certainly help giving new thrusts and directions to the implementation of the NPE. While we generally agree with the revised Programme of Action being discussed in today's meeting, I would like to try to highlight those areas which need particular attention of the C.A.B.E.

Early Childhood Care and Education

The early childhood education is an important stage in the strategy for achieving the universalisation of elementary education. Our State Government has decided to open a Balwadi/Anganwadi in every village attached to primary schools to ensure that young children develop a liking for school and provided nutrition support at an early stage. There are 16,941 Balwadis in the State attached to primary schools in rural areas, in addition to 24,000 Anganwadis under the ICDS Project. The State Government has decided to open 5,000 more Balwadis in the Zilla Parishad primary schools. The State Government has decided that timings of an Anganwadi should coincide with the timings of primary schools in the village, and as far as possible Anganwadis should be located in the premises of the local primary schools. In the next two years all the primary schools will be covered under this programme. The Maharashtra State Council of Education Research and training has also designed a special programme for providing special input training to the Anganwadi workers. The State Government has increased the honorarium of Balwadi workers from Rs. 100 to Rs. 300 per month.

All these steps have been taken to ensure that Early Childhood Education Programme becomes an effective element in promoting school-going habits amongst the young children and facilitate working girls to enrol their younger brothers/sisters in Balwadis and to attend primary schools regularly. Help of Village Education Committee set up by the State Government is being taken to ensure parental participation in sending the children regularly in Balwadis and primary schools.

Elementary Education

I welcome the commitment of the Central Government by giving high priority to universalisation of elementary education, especially by way of launching of National Mission. I would urge the Ministry of Human Resource Development to finalise the objectives, strategy, functions and structures of the programme of the proposed National Mission at the earliest. It should be an endeavour of all us to ensure that all children who are enrolled in primary schools receive at least seven years' quality education. A number of constructive measures have been incorporated in the revised Programme of Action for elementary education. My Government agrees with the suggestions mentioned here for achieving the goal of universalisation of elementary education by 2000 A.D. In the proposed Mission voluntary schools, micro-planning, extension of the scheme of Operation Blackboard upto upper primary stage, national curricular frame work, minimum levels of learning and strengthening of School administration are areas

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which will require detailed micro-planning and support of funds both by the Central and State Governments. To achieve these objectives, it is essential that there should be smooth co-ordination between the State Government, Planning Commission and the Education Department in the Ministry of Human Resource Development. To ensure that adequate provisions are made in the State Annual Plans for implementation of the schemes, the National Mission should be entrusted with the job of close supervision and monitoring of implementation of the schemes with the participation of the State Governments.

Achievements of the State Government

With regard to the revised Programme of Action, the achievements made in my State in many areas are heartening. All the villages in the State have been provided a primary school. The Policy of the State Government is to open a primary School within a radius of $1\frac{1}{2}$ km. of every village having a population of 200. The State Government has relaxed these norms in hilly or inaccessible pockets, according to which there should be a primary schools within a radius of 1 km. of every village having a population of 100 or more. The State has 56,394 primary schools with a total enrolment of 99.36 lakhs. Out of about 2.60 lakhs primary schools teachers in the State, 93.4 per cent are trained. Enrolment in the age-group of 6 to 14 years in 98 per cent. The Planning Commission also has expressed satisfaction over the coverage of children in primary schools.

The State Government has taken many important decisions for universalisation of elementary education.

Single Teacher Schools— We have converted all 602 single teacher schools opened after 30th September, 1986 into two teacher schools. 12,231 single teacher schools have been converted into two teacher schools in the second and third phase of the Operation Balckboard, leaving no single teacher school in the State.

Village Education Committees.— In Maharashtra, Village Education Committees have been constituted in all the villages to monitor the programmes at the village level, namely, pre-school education, primary education, literacy and continuing education. An important feature of this Committee is that it is a body elected by Gram Sabha and nearly 50 per cent of its members are women. Headmaster of the local primary school is the Member-Secretary of the Committee. The State Government attaches great importance to these committees as a vital micro-level planning, monitoring and implementation unit.

Shaikshanik Uthav.—During the last year the village Education committees have collected over Rs. three crore 'in cash or kind from the local committee under "Shaikshanik Uthav" (School Improvement) Programme for improving the physical amenities in schools.

Minimum Levels of Learning.—The concept of Minimum Levels of Learning in primary education is very important for improving the standards of education and reducing the disparities in education standards of different schools.

The SCERT of Maharashtra has developed evaluation test in Language and Mathematics, in first and second standard to begin with. All the primary schools in the State are provided with handbooks giving guidelines for using the tests. All the Education Extension Officers in the State and 12,800 primary schools teachers in Marathwada, which is an educationally backward region in the State, have been trained. The remaining teachers will be trained in a phased manner.

Attendance Allowance.—The State Government has also decided recently to give Attendance Allowance of Rs. 20 per month to all the girls below the poverty line in the Tribal sub-plan Area and girls below the poverty line outside the Tribal Sub-Plan belonging to Scheduled Castes, Scheduled Tribes, VJ and NT. Approximately eight lakh girls will get this allowance for which the State Government has Rs. 14 crore per annum. These effort will greatly help regular attendance of girls in schools.

Book Banks.—The State Government has provided Rs. 3.85 crores in the current year's budget for the scheme of Book Banks in primary schools for students studying in classes I to IV. About 15.75 lakh student will benefit by this scheme.

The State Government spends 42 per cent. of the total budget of the State's Education Department on Primary Education. Budget of the Education Department forms about 20 per cent. of the total budget of

the State Government. The State Government's spending capacity cannot be stretched more than this. I, therefore, urge the Government of India to provide full support for schemes like Operation Blackboard, Teachers Training and Minimum Levels of Learning.

Adult and Continuing Education

The Total Literacy Campaign launched by the National Literacy Mission has ensured the effectiveness of this approach in motivating the adult to become literate. The highlight of this programme is community participation and motivation created by the adequate environment building. In our State, we have successfully completed the campaign in two districts and in seven districts it is being implemented. In a phased manner, we will be covering all the districts by the end of VIII Plan. For effective post-literacy programme, it is essential to provide an institutional frame-work in the form of learning centre in every village. While the community will be involved in planning of post-literacy programme, it is essential to have a full-time worker who could be given some honorarium to conduct these activities effectively. For linking the post-literacy programme with developmental activities, it is essential to involve Zilla Parishads in the State. Media can play an important role in mass publicity. In Maharashtra the Bombay Doordarshan has very effectively created awareness and motivation amongst large number of illiterates through its programme 'Akshardhara'.

Sports and Physical Education

I welcome the recommendations contained in the Programme of Action with regard to the strengthening of Physical Education and Sports in the school system. In Maharashtra we have accepted the revised curriculum of Diploma in Education Course in the Primary Teacher Training Institutes giving increased allocation of 360 hours for training of teachers in physical education. The subject has been made as an integral part at the elementary level. However, we feel that there is a great need for inservice training of teachers for which the Departments of Sports, Government of India should help the State Government in conducting regular inservice training programmes in sports and physical education. At the instance of the State Cabinet we are currently examining to give more weightage to this subject even at the secondary level in our schools.

Secondary Education

Widening Access to Secondary Education.—At the Secondary stage, the main issue is access the retention of girls and disadvantaged sections of Society in the State. It would be worthwhile to introduce a large number of vocational courses from Std. V onwards to ensure greater participation of children at the secondary level.

We agree with the parameters of the strategy envisaged for secondary education in the Programme of Action.

The State Government has already undertaken an exercise of micro-planning for opening new secondary schools in the State. A Master Plan which identifies 1,559 unserved pockets has been prepared. Secondary Schools will be opened at these places in the near future.

Open School.— With a view to catering to the need of working children and population ingrating for seasonal jobs, the Maharashtra State Board of Secondary and Higher Secondary Education has developed a plan for establishing an Open School at the State Level. The plan prepared by the Board is being examined by the State Government.

Common School Structure— The Government of Maharashtra has already taken a decision to switch over to the common educational structure, i.e. 10 (5+3+2)+2. The educational structure existing in the State is 10 (5+3+2)+2. I, however, feel that it would not be practicable to make a hurry in switching over to the new structure, as this would create a number of difficulties and problems. Unless a detailed plan for solving the difficulties and problems arising out of switching over to the common structure is prepared, it would not be desirable to switch over to the new structure. We should wait for the report of the task force being set up for this purpose.

Navodaya Vidyalayas

At present, there is non-involvement of the local community in the management of the Navodaya Vidyalayas. This has resulted in total segregation of these schools from the local community. I am glad to note that the Revised Programme of Action has recognised the need for accountability of the Navodaya Vidyalayas to the Community it serves. I urge the Government of India to modify the management structure of these schools suitably in this direction and also ensure greater participation of the State Government in the decision-making process in Navodaya Vidyalayas.

Teacher Education

Teacher's performance is the most crucial input in achieving the universalisation of elementary education. I want to compliment the Central Government for undertaking massive teacher's training programme after formulation of the National Policy on Education, 1986. I am glad to note that the Programme of action for "Teachers and their Training" indicates that existing scheme will be modified and continued. It is also essential to strengthen the SCERT in order to provide regular support and benefit inservice training to secondary school teachers, especially in the areas of Science and Mathematics. There is a need for the intervention of the Central Government by preparing a special programme for providing support to the State for inservice training of secondary teachers in these subjects.

Management of Education

The State Government had set up the Panchayati Raj Evaluation Committee under the Chairmanship of Shri P.B. Patil to evaluate the functioning of the Zila Parishads in the State and to give recommendations to make the Panchayati Raj System more effective and participative. The P.B. Patil Committee has recommended setting up of District Boards of Education which could be entrusted with the responsibility of implementation of all education programmes at the elementary level. We are glad to note that the Programme of Action also recommends setting up of district-level bodies for planning and implementation of educational programme at the district-level. I feel such a body can decentralise educational administration and can effectively represent local needs in implementation of all the educational programmes. I would recommend the Ministry of Human Resource Development to finalise the details of this scheme at the earliest.

In our State we have the State Advisory Board of Education consisting of experts and eminent educationists in the State whose advice is taken from time to time.

As has been very rightly pointed out in the introduction of the Programme of Action, the Programme of Action, 1992 has to be perceived as a charter for action of the nation as a whole requiring cooperative effort of the Union, State/Union Territories, the education community, and the community at large. I am glad to note that the Programme of Action recognises the need for having flexibility and suggests formulation of the Programme of Actions at the State, district and institutional levels. In order to enable the State Government to achieve these objectives, a larger share of Central funds in the VIIIth Plan for scheme in elementary and secondary education is essential.

I am sure, we would be able to arrive at pragmatic solutions to the urgent problems that we are facing in different sections of education. Experience that we will be sharing with each other in this meeting will, I am sure, help all of us in gaining better insight into the nature of these problems and finding appropriate solutions to them. For successful implementation of the Policy, all of us need to act in one direction only. Efforts in different and Conflicting directions result in dissipation of energy. With your able guidance, Sir, I am sure that we would be able to achieve the goals envisaged in the National Policy on Education.

REACTIONS OF SHRI TH. DEVENDRA SINGH, HON'BLE MINISTER (EDUCATION), MANIPUR

Hon'ble Union Minister for Human Resource Development, Shri Arjun Singhjee, my colleagues from various States and friends.

I take this opportunity to thank Shri Arjun Singhjee for building up a highly dedicated team of officials. The Draft Programme of Action is well drafted and speaks of the deep application of mind and sound understanding of the vex problems that we face today. I agree with most of the recommendations, but would like to comment on few pertinent issues.

I would also like to put on record our deep gratitude and high appreciation of the role played by the NCERT and the UGC for the constructive attitude to help backward State like Manipur.

EDUCATION FOR WOMEN

Almost 50% of the teachers in Primary & Upper Primary Schools are women in Manipur. In the various competitive examinations for entrance to MBBS/BE etc. women top the list for which we are very proud. We expect that this will encourage others to come forward.

MINORITY EDUCATION

I broadly endorse the recommendations of the Draft Plan of Action. We appreciate the decision to review the textbooks from the stand point of National Integration and for inclusion of Manipur State. I request that the Govt. of Manipur may be involved in the process.

ADULT AND CONTINUING EDUCATION

I fully endorse the need for a more aggressive attack on removal of illiteracy. I would suggest that all areas of confusion in the implementation of Total Literacy Campaign (TLC) should be resolved during this CABE meeting so that we may be able to launch the campaign fully aware of the latest policy decision without waiting for further correspondence. The issue as to whether the on-going NFE Centres are to be withdrawn or not from TLC Districts may be decided. Inclusion of 6-14 age group in the TLC be also made clear.

ELEMENTARY EDUCATION

I endorse the strategy and modifications projected in the revised Plan of Action (POA). I specially welcome the expansion of the scope of Operation Blackboard to provide 3 large rooms and 3 teachers in every Primary Schools and to extend O.B. to the Upper Primary stage.

Since lateral entry system from NFE Centres to Formal Education and vice-versa are being pursued, we have to immediately take up the review of textbooks for NFE Centres. Accordingly, the Instructors in NFE Centres as well as teachers of Formal Schools should be given fresh Orientation Training. Further, qualification of the existing Instructors of NFE may be revised and the honorarium may be suitably enhanced so that they may be able to cope with the new challenges whole-heartedly.

Establishment of schools in unserved habitations and voluntary schools proposed in the the POA will go a long way for the success of U.E.E Programme.

If we have to set target for achievement of Universal Elementary Education and removal of illiteracy, target setting and phasing of the implementation programme should be done along with proportionate allocation of fund without which the entire exercise will be futile. The resources position should, therefore, be clarified and allocation be made according to the minimum requirement as per the existing formula.

SECONDARY EDUCATION

Adoption of entire educational structure and implementation of the National Curricular frame work is a must to avoid confusion and to facilitate prescription of minimum level of learning at various stages. However, I have a strong reservation in the practicability of Semester system in the Higher Secondary

School. Introduction of many changes at a time may create problem for the students, teachers and management of the schools education. I suggest that this issue may be examined further.

Navodaya Vidyalaya

It is good as a concept. However, there is delay in the building construction. Buildings selected for construction in the first stage are not done on the basis of the most urgent need/requirements to make the new campus functional. Whether there is sufficient fund or not, the existing priority system needs a review so that the most urgently required items are taken up first. It is also necessary to incorporate a scheme for review of the performances of the schools so that the weak areas in the implementation may be identified and remedial measures taken without delay. The percentage of seats to be reserved for SC/ST should be based on their percentage of population in the States concerned.

Higher Education

The Government of Manipur have already implemented a policy of consolidation, improvement and standardisation. Opening of new colleges have already been banned unless it is identified by the Government that the area is an unserved and there is genuine need for establishment of a college. Revision of grant-in-aid rules is already under process and is expected to be completed within few months time.

Piece-meal implementation of the UGC scheme resulted in heavy extra financial expenditure without corresponding improvement in the academic standard or performance. I would like to strongly propose that, in future, we should work out the financial implications before implementing a new scheme. We should start implementation only when we are sure of the availability of necessary resources.

The scheme of Academic Staff College for organising Orientation Training of lecturers of University and Colleges may be extended to Manipur in the VIIIth Plan.

Delinking Degrees from Jobs and Manpower Planning

The idea of All India Competition as the basis for recruitment of lecturers for Universities/Colleges is good. However, Education, being a comments subject, would be more pragmatic if we continue recruitment of lecturers through the Public Service Commissions of the States concerned by following the eligibility criteria laid down by the UGC. For Manipur, we have decided that recruitment of lecturers will continue to be done through State Public Service Commission.

Technical Education

Absence of Faculty Improvement Programme for Polytechnic teachers has created problem for their career building and promotion. Faculty Improvement Programme, as designed by the UGC for Colleges and University teachers may be made available.

Further, the minimum marks prescribed for First Class or Second Class differ from University at the First Degree Level. This creates problem. There is need for fixation of National Norm for First Class or Second Class. We may fix First Class at 60% etc.

Development of Language

Though the points suggested in the POA are quite sound, it is necessary to consider whether it is prudent on our part to spend crores of rupees on development of Textbooks only for the purpose of making them available in a particular language while we cannot provide even the barest minimum requirement for our Universities and Colleges. It is, therefore, suggested that we may first provide minimum requirement and consider changes later.

On the issue of Hindi Education for Non-Hindi speaking States, I would like to point out that the present policy of providing teachers requires a review. Till now, the responsibility of giving Education in Hindi is left to the Voluntary Organisations. Outwardly the scheme is sound but there is no regulation of Textbooks or minimum standard to be achieved.

There is no common examination. There is no supervision at any level. As a result, the products

who are holding beautiful certificates cannot teach anything. There is need for standardisation and control mechanism is to be devised.

For this purpose, I would like to propose that the existing Hindi Training College at Imphal, established for training of the existing Hindi teachers, may be expanded to perform the works of checking up of Textbooks, regulation of examination, and conduct of examination in the Voluntary Hindi Schools. Few additional staff with few more lakhs of rupees for development of infrastructure will be sufficient for the purpose.

Evaluation and Examination Reforms

I have gone through the report of the Task Force and the detailed note prepared by the NCERT. I am inclined to strongly recommend the detailed note prepared by NCERT with the following modifications:

1. The practice of declaring results in terms of marks/grades *for each subject*, separately, will not be practicable and is likely to create serious problem.
2. The proposal for *claring exmainations in parts* will also not be desirable nor practicable except in Higher Classes such as Master's Degree, First Degree level and other Higher Technical Educations.
3. The opportunity for improvement of Grade through subsequent attempts should not be unlimited. At best, we may allow upto second attempt.

Teachers and Their Training:

The original proposal for strengthening of SCERT under Central Plan Scheme should be strongly pursued so that the SCERT may be strengthened under Central Plan to cope with the new challenges. No mention is made for strengthening of NCERT though a lot of additional work-load is proposed to be created for them. This issue may also be looked into, and if necessary, NCERT may also be strengthened so that the vital policy decisions may be implemented without hindrance.

The existing scheme for training of Science and Mathematics teachers is inadequate. Every change in the syllabus and revision of textbook should be accompanied by intensive orientation training of teachers in general and science and mathematics teachers in particular, specific amount should also be earmarked for the purpose.

While fixing accountability, teachers should also be responsible to motivate children in the villages to bring them to the field of education either Formal or Non-Formal, apart from improvement in the quality and standard of education.

Management Education

The proposed transfer of Education upto Secondary level to Panchayats may be feasible in many States and more so in the North-East. While appreciating the proposal for establishment of Local Committees for the various category of Schools such as primary, Upper-Primary, Secondary and Higher Secondary Schools, I would like to add that management of schools will never improve until and unless there is proportionate delegation of powers to the Principals/Head Masters so as to enable them to perform the functions expected of them. The role of the Committee should be restricted to render assistance in the from of advice, enlisting community support, enforcement of discipline, prevention or misuse of powers etc. Unless this is done, we will not be able to restore the prestine glory and respect which was originally vested with the teacher.

'JAI HIND'

SPEECH OF SHRI H.D. JOHAR, MINISTER OF EDUCATION, PUNJAB.

Hon'ble Shri Arjun Singh Ji, Union Minister of Human Resource Development, Ministers of Education and Technical Education of various States, Officers of different Departments and friends.

At the out-set I offer my congratulations to the Hon'ble Union Education Minister for preparation of programme of action in a very short duration between the last meeting and today's meeting of the Central Advisory Board of Education. I also wish to thank the Hon'ble Education Minister for providing me with this opportunity to discuss the plan of action and the draft minutes of the 47th meeting of Central Advisory Board of Education held on 5-6 May 1992.

The suggestion given in the last Central Advisory Board of Education meeting by Education Ministers of the States and Union Territories have been fully reflected in the present programme of action. My State has adopted the recommendations made in the National Policy of Education, 1936 in the 7th Five Year Plan period and introduced 10+2+3 structure in the state. The syllabi and course contents have been revised in accordance with the recommendations of the C.A.B.E. Committee on Primary Education. Punjab has already provided a Primary School within one K.M. distance of habitation, thus covering all the 1200 villages in the State. All the primary schools in the State now have atleast two-teachers per school instead of the former single teacher school and is contemplating to provide more teachers where sections of the primary classes have been increased.

I support the recommendations contained in the Draft Paper that priority has to be accorded to **financing and planning Universal Elementary Education, Education of Women and Adult Literacy.** In the matter of U.E.E I would like to mention that the Country has not so far achieved the goal of providing compulsory education to children upto 14 years. While we have taken care to take the school in all villages, the need of the hour is to look after the qualitative aspect of the education i.e. monitoring, guidance, physical facilities, administrative supervision, research etc., and it should receive greater consideration so as to reduce the deficiencies in this field. The quality growth should lead to better education and reduction in drop out ratio. Article 45 of the Constitution already in its wording, covers all children upto the age of 14 years, therefore, it is imperative to concentrate on Universal Elementary Education and by dovetailing the programmes and resources of other Ministries such as health and Family Welfare and Women and Child Development and Education, should be providing better care for this age group.

The State of Punjab is in favour of providing vocational courses at +2 stage but we also desire that these institutions should have linkage with other industrial and commercial establishments so that practical knowledge of trades could be given to students. At present there are nine Navodaya Vidyalayas in the State but I would also desire that Navodaya Vidyalayas should be set up in each of the fourteen districts of the State so that these institutions may become the source of talent-nurturing and pace setters.

Punjab Government appreciates the Central Govt's gesture for providing finances to the tune of Rs. 40.55 crores in the VIth Five Year Plan for the various streams of education. The State Government is spending about 2.6% of the Plan provision on Education and the inadequacy of resources with the state Government necessitates a more active Central role, in achieving National objectives such as U.E.E. and improvement of Secondary Education and Vocational Education. As requested in my earlier meetings with the Hon'ble Union Minister of Human Resource Development for releasing Rs. 47.00 crores under the Centrally sponsored schemes for the development of districts of Boarder Areas, it is again requested that the assurance given to me in this regard may kindly be acceded to during the VIIIth Five year Plan period.

Universalisation of Elementary Education

At present, the enrolment in the primary schools have gone up to 91.97% but greater efforts are needed to improve the quality of education. Under the Operation Black Board Scheme, Single teacher schools have been converted into two to three teachers-schools. Similarly, one room school has been

changed into two or more rooms school. Therefore, the State Government desires that the Operation Black Board which being one of the priority strategies for U.E.E. should continue during VIIIth Five Year Plan in further expanded and extended form. Certain minimum levels of learning have been prescribed and such levels should be improved.

Adult Education and Continuing Education

Punjab State has got no particular problem of Non-Formal Education. However, a lot of effort is required for Adult Literacy. For drop-outs and other disadvantaged sections of student population the programme of post literacy and continuing education for neo-literates are being framed. For this purpose the State Government has already started the open school system in the State and is considering to adopt the model of the Government of Kerala in this regard so that the target of cent-percent literacy could be achieved in the VIIIth Five Year Plan.

Secondary Education

The State Government has made the commitment for total literacy by the end of this Century. Therefore, greater stress on secondary education is being laid particularly in the Border districts of the State. It would be necessary to bring about a planned expansion of secondary education in all the districts of the State. We look forward to a large number of continuous sponsored schemes in this area. As I have already stated the State Government has adopted the Central Model and introduced the 10+2+3 system in the State. Therefore, efforts are being made to bring about uniformity in the management structure for Secondary Education in the State.

Vocationalisation of Education

The State Government has introduced Vocational Education at the +2 level in 255 schools. It is going to strengthen the system by introducing additional trades so that the existing vocational scheme could generate awareness about the jobs. We have introduced 28 trades in the schools so far.

Education for the Scheduled Castes/Educationally Backward Students.

The State Government desires that Scheduled Castes/Educationally Backward students should be given free education upto +2 level. The students of these classes may be given free books, uniforms and stipends. For this purpose, the State Govt. requests the Central Government for much higher financial assistance.

Education for the Handicapped

The integrated scheme of Education for handicapped is already in operation in the State under Centrally Sponsored Scheme. It is being expanded.

Higher Education

The State Government Policy on higher education system strives for a balance between regional expectations of the people and the global activities in education and research. For this purpose, it is suggested that the courses in the Universities and Colleges should be re-designed and the teachers and students participate more actively in educational programmes. We agree with the Draft report that there is no need for a Central regulatory legislation for discouraging colleges and Universities which have not attained certain prescribed standards but the object should be achieved through proper guidance. The Collges of Ferozpur, Ludhiana and parts of Faridkot districts of Punjab are affiliated to the Punjab University Chandigarh but the Adminisitrative Control of the University is with the Central Government. It is requested that Administrative Control of the University may be given to the Punjab Government.

Teacher Education

The State Government has started an Entrance Test for elementary teachers training and B.Ed. courses. It devises a stringent aptitude and attainment test and it does not depend on university grades and marks. We agree that the B.Ed. examination should be through regular attendance and not through correspondence. In service programmes have already been started in the twelve District institutes of Education & Training and in twelve In-service Training Centres. In-service programmes are related to the specific needs of teachers and take care of future needs of teacher's growth, evaluation and follow up.

Language

As envisaged in the National Policy of Education 1986, the three language formula has been working effectively in the State. If ten or more students desire to learn any of the Indian Languages, the trained teachers are provided for them.

In the end, I would like to thank the Chairman once again for placing before this August house my view on the future Education Policy being formulated for the Nation.

SPEECH OF SHRI LAKHMIR SINGH RANDHAWA, HON'BLE MINISTER FOR TECHNICAL EDUCATION AND INDUSTRIAL TRAINING PUNJAB

It gives me great pleasure to participate and share my views with you at this very important national forum on Education. A large number of issues of national concern have been raised and listed for discussion in the Agenda papers. But before I respond to some of the issues which, I feel, are relevant to the State of Punjab, I wish to state before you the position as obtaining in the State of Punjab with regards to Technical Education and our policy responses thereto.

Punjab is **predominantly** an agricultural economy. Nearly 78% population of the State is dependent on agriculture for their survival. The State Government has, therefore, to spend a major chunk of its resources on agriculture and allied areas. Consequently, the State has not been able to provide adequate resources for development in other areas.

Technical Education in Punjab, has, so far, remained backward because of lack of resources. In spite of the fact that the State is considered to be developed, we have, today, only four Engineering Colleges and sixteen Polytechnics. These institutions are not adequate to fulfil the aspirations of our youth. A large number of our youth are forced to seek admission in other States by paying heavy capitation fee. Most of the existing institutions of the State do not offer courses in the areas of emerging technologies.

It need not be over emphasised, Sir, that the Punjabis are known for their strength and dynamism. But rich human resources of the State is under-employed. It needs to be developed by giving Technical education and skill so as to ensure its optimum utilisation.

We have, no doubt, in our mind, Mr. Chairman, Sir, that we will be able to achieve new mile-stones in promoting and strengthening Technical Education in the State with the assistance of the World Bank and resources from the Centre. We have already initiated implementation of an ambitious World Bank assisted Project which not only envisages modernisation and diversification of the Technical Education system in the State but also removal of obsolescence, encouragement to private initiative and updation of existing course designs of various Diplomas being offered by the institutions of Technical Education in the State. Private initiative has been encouraged to set up two Engineering Colleges in the State which are not being given any financial aid from the Government. Our 8th Five Year Plan provides for Rs. 196.00 crores as compared to the 7th Five Year Plan outlay of Rs. 25.00 crores. But the present situation of the State, Mr. Chairman, Sir, is well known to you as you had, in the past, dealt with it as Head of the State. Due to the disturbed situation that has prevailed in the States for many years, resources for development have shrunk, and liberal Central assistance is, therefore, essential.

Coming to the Agenda of today's meeting, we may, at the very outset, state categorically that there cannot be any disagreement with the programme of action in respect of strengthening and promotion of Technical Education. The programme of action is, in fact, highly appreciable and, if carried out in letter and spirit, we are sure that Technical Education will gain with desired momentum in the given areas.

INDUSTRY-INSTITUTION INTER-ACTION

Engineers and Technicians who come out of colleges, are largely to be absorbed by Industry and are a necessary input for industrial production. However, Industry has not yet been adequately forthcoming to share the cost of education and training of this class. We have, in Punjab, signed a Memorandum of Understanding with the Confederation of Indian Industry and linkages have been developed between some Industrial Training Institutes/Polytechnics and Industrial Units. But these linkages are limited to provide on-the-job training to the Engineers and Technicians in Industrial Units. Industry is not prepared to share the financial burden, in any manner, with the State. We would, therefore, suggest that in order to ensure meaningful industry-institute inter-action, a suitable mechanism may be developed at the Central level to ensure that not only are Engineers and Technicians, who become employable after

successful completion of their training, absorbed by the industry, but the cost of training thereof is also shared by them.

STRENGTHENING OF ALL INDIAN COUNCIL FOR TECHNICAL EDUCATION

The All Indian Council for Technical Education, undoubtedly, needs to be strengthened. We have, in the past, urged the Central Government to professionalise the working of A.I.C.T.E. in order to ensure quick processing of proposals and grant of approvals. We are, inclined to support any proposal which aims at stream-lining and strengthening the A.I.C.T.E. The programme of action, out-lined for A.I.C.T.E., underlines the need to strengthen A.I.C.T.E. so that it can discharge both its regulatory and new developmental functions efficiently and effectively. Any attempt to assign these new functions to the A.I.C.T.E. without strengthening it, may not be fruitful. Furthermore, the role of A.I.C.T.E. needs to be elucidated in clear and uncertain terms. It is our experience that the guidelines issued by the A.I.C.T.E. are being flouted in many cases, thereby undermining the whole system of which A.I.C.T.E. is the pivot. Are these guide-lines mandatory, to be followed by the States and the Technical Institutions? If yes, what are the powers of the A.I.C.T.E. with regard to penal action, when these guide lines are violated? We feel that the Council needs the authority to enforce its guide-lines so that these become meaningful. If the authority is vested, it needs an appropriate mechanism to assert this authority.

MINORITIES EDUCATION

The State of Punjab, Mr. Chairman, gives high priority to minorities' Education. We already have two Government Polytechnics for Women, functioning for the last many years. There seven Community Polytechnics in the State which subserve the need of rural areas with regard to Technical Education. During the 8th Five Year Plan, we propose to set up three Government Polytechnics for Women and strengthen the existing Women and community Polytechnics.

DEVELOPMENT OF DATA BASE

The proposal to develop a sound Data Base on Technical Man—Power availability and requirement in both traditional and emerging disciplines is a welcome step. We hope that the transfer of the National Education Manpower Information System to the A.I.C.T.E., will help in making the system, which has, so far, remained weak, sound and useful for the States. We feel that the system should provide for adequate information with regard to availability of jobs, both within and outside the country. You are aware, Sir, that a large number of technicians have traditionally sought and obtained gainful employment opportunities in the Gulf and Middle East region. They have thereby earned valuable foreign exchange for the country. However, the buoyancy of this trend has not been maintained atleast partly because of lack of information on emerging employment trends overseas, and partly because our training and Technical Education Systems have failed to adequately respond to new employment trends. This must be changed by an Improved Education Manpower System.

FUNCTIONAL AUTONOMY TO INSTITUTIONS OF TECHNICAL EDUCATION

Punjab has implemented the National Policy on Education in granting autonomy to all the Engineering Colleges in the State. We have, however, observed that the granting of autonomy has to be dovetailed with careful co-ordination so as to retain some commonality in standards, levels and practices of instruction. Autonomy to Polytechnics would appear to be a logical next step, but given their much larger numbers, this could throw up new management problems of co-ordination and maintenance of quality.

ENTREPRENEURIAL SKILL

We are glad, Mr. Chairman, Sir, to note that the need to make Engineers and Technicians good entrepreneurs has been recognised in the Programme of Action. It has been provided in the policy that in order to encourage students to consider self-employment as a career option, training in entrepreneurship will be provided through modular or optional courses in Degree and Diploma programmes.

In Punjab, we have gone a step forward. The Government of Punjab has set up an Apex Institute

of Entrepreneurship Development with the single objective of developing entrepreneurship amongst Engineers and Technicians. We are confident that the coming of age of this Institute will be a major step forward in developing self-employment as a realistic option to white collar jobs in the organised sector.

THRUST AREA SCHEMES

Sir, it is a matter of great satisfaction to know that the Government of India proposes to enhance the level of funding to the institutions of Technical Education which had adopted Thrust Area Schemes in pursuance of the National Policy on Education. It cannot be denied that greater importance has to be given to these very relevant schemes, keeping in view the growing technological needs of the country and the world at large. In the State of Punjab, funds under the Thrust Area Schemes have been provided to seven institutions of Technical Education and schemes are at different stages of implementation. Further, under the World Bank Assisted Project, we shall be introducing Diploma level courses in new and emerging technologies in a systematic manner. We have identified disciplines which are crucial to our economy, namely, Chemical Engineering, Bio-Technology, Computer Engineering, Computer Application, Production and Maintenance Engineering. We are aware that in order to sustain the level of economic development attained by the State of Punjab, there is no other option but to accelerate the growth of industry. However, keeping in view the predominance of agriculture in our economy, it is the agro-based industry, the development of which can probably be ensured in an effective manner. A large number of Sugar Mills, Paper Mills, Spinning Mills, are proposed to be set up in the State. We have, thus, chosen disciplines which will cater to the requirement of Technicians in these areas. However, given the problem of militancy in the State; we do not have adequate resources to fund the schemes to develop and strengthen instructional infrastructure in these crucial areas. Though the State has received funds the Thrust Area Scheme, we require liberal central financial assistance. We hope that Central Government will be generous and that we will be one of the larger beneficiaries under the Scheme.

RESOURCE GENERATION

Given the over all constraints on funds and realising that Technical Education is highly subsidised, we feel that systematic growth and development of Technical and Management Education will require to be progressively self-financed. On the other hand, it is not easy for Government to abolish the system of 100% funding to Government institutions or funding 95% of the recurring deficit of private institutions which has been continuing for the last many years. It is, thus, felt that subsidies on Technical Education can be curtailed only in a phased manner. The numerous proposals with regard to measures that can be taken for resource generation by the institutions of Technical Education, as stated in the Agenda document, indeed merit attention. However, the single most important measure has to be large scale upward revision of the fee structure. Such a measure will have its social costs and is unlikely to be popular. We, therefore, feel that escalation of fees would be considered in a national perspective and adopted, within given parameters, across the board, throughout the country. A.I.C.T.E.'s calculations on fees to be charged to make the system largely self-financing need to be updated and, thereafter, incorporated into specific guidelines for all technical institutions, to be implemented over a stipulated period of time. This will need to be combined with a comprehensive scheme of graded State and Industry funded scholarships, as well as large scale availability of credit from Banks, designed to finance technical education for meritorious students on easy terms and conditions. It is imperative that scholarship schemes and easier access to credit should be brought into position simultaneously with fee escalation, so as to minimise the inevitable adjustment pains and reduce social tensions. We would suggest that the initiative in this regard be taken by the Ministry of Human Resource Development in consultation with the Ministry of Finance & the Banking system made to respond to the emerging situation in a co-ordinated and transparent manner.

SPEECH OF SHRI HARIKUMAR AUDICHYA, EDUCATION MINISTER, RAJASTHAN

सर्वप्रथम मैं माननीय मानव संसाधन विकास मंत्री जी के प्रति आभार व्यक्त करता हूँ कि उन्होंने इस महत्वपूर्ण सम्मेलन में संभागित्व करने का अवसर दिया।

केन्द्रीय शिक्षा सलाहकार बोर्ड की 48वीं बैठक के एजेण्डा पत्रों में प्रस्तावित कार्ययोजना में लगभग सभी मुद्दों पर रचनात्मक सुझाव और उनका संक्षिप्त विश्लेषण दिया गया है इन मुद्दों पर खुल कर बहस कर पाना अपने आप में एक सुखद अनुभव है। निस्सन्देह देश के विभिन्न भागों में किये जा रहे शैक्षिक उपक्रमों व प्राप्त अनुभवों का निचोड़ इस सम्मेलन के लिए उपयोगी तथा सहायक सिद्ध होगा। संभागियों के क्रियात्मक अनुभव हमारी चर्चाओं को जीवन्त तथा व्यवहारिक बना सकेंगे। हम सार्थक निष्कर्षों तक पहुँच सकेंगे।

हम सभी इस बात पर एकमत हैं कि शिक्षा देश के सामाजिक व आर्थिक विकास का मुख्य आधार है। सक्षम, निष्ठावान एवं सुसंस्कारित नागरिक देश के सर्वाधिक मूल्यवान संसाधन है। वे मूल्यवान संसाधन तो है ही साथ ही हमारे समस्त विकास कार्यक्रमों तथा योजनाओं को गति देने वाले भी हैं। समृद्ध व्यक्तित्व के प्रयास प्राथमिक विद्यालय के शिशु छात्र से आरम्भ किये जाकर जीवन पर्यन्त चलते हैं। विज्ञान, टैकनोलोजी, उत्पादन, प्रबन्ध, कला-संस्कृति, व्यवसाय एवं जीवन स्तर को प्रभावित करने वाले समस्त तत्वों का शिक्षा में समुचित समन्वय करना हमारा लक्ष्य रहा है। स्वभाविक है कि शैक्षिक प्रगति की दिशा में किये जा रहे हमारे प्रयास भी इतने ही बहुआयामी एवं दूरगामी होंगे।

मुझे यह बताते हुए हर्ष होता है कि राजस्थान ने पिछले दशक (1981-91) के दौरान जनसंख्या में 28 प्रतिशत वृद्धि के बावजूद साक्षरता में उल्लेखनीय प्रगति हुई है। साक्षरता में राष्ट्रीय वृद्धि जहाँ 8.55 प्रतिशत हुई, राजस्थान में यह वृद्धि 8.72 प्रतिशत थी। साक्षरता की दृष्टि से राजस्थान आज भी समस्त राज्यों से नीचे है परन्तु गत दस वर्षों की प्रगति से हम उत्साहित हैं। महिला साक्षरता के क्षेत्र में हम अवश्य पीछे रहे हैं लेकिन मैं यह तथ्य भी रेखांकित करना चाहूँगा कि 1951 में राजस्थान की महिला साक्षरता मात्र 3 प्रतिशत थी जो 1991 में 20.84 तक जा पहुँची है। गत वर्षों की उपलब्धियों से हमारे प्रयासों में और भी वृद्धि हुई है। अपने सीमित साधनों के बावजूद राज्य अपने सम्पूर्ण राजस्व आयोजना का लगभग 24 प्रतिशत शिक्षा पर खर्च करता है। बालिका शिक्षा के पिछड़ेपन को दूर करने के लिए इस वर्ष अनेक प्रभावी कदम उठाये जा रहे हैं। नये खुलने वाले उच्च प्राथमिक विद्यालयों में 50 प्रतिशत बालिका विद्यालय होंगे। नये उच्च माध्यमिक विद्यालयों में बालिकाओं के विद्यालय 50 प्रतिशत से भी अधिक खोले जाने पर विचार किया जा रहा है। नव नियुक्त प्राथमिक शिक्षा के अध्यापकों में 50 प्रतिशत आवश्यक रूप से महिलाएँ होंगी। बालिका नामांकन में वृद्धि की दृष्टि से अनेक प्रकार के प्रोत्साहन दिये जा रहे हैं। मुझे विश्वास है हमारे समेकित प्रयासों से बालिका शिक्षा के पिछड़ेपन से हम शीघ्र उभर सकेंगे—राजस्थान की बालिकाएँ भी अक्षरों का आलोक व स्वयं की अस्मिता पहचान सकेंगी। बालिका शिक्षा के क्षेत्र में संलग्न स्वयंसेवी संस्थाओं के अनुदान में 10 प्रतिशत की वृद्धि की गई है। दलक पालक योजना के माध्यम से साधनहीन परिवार की बालिकाओं को अपनी शिक्षा अनवरत चालू रखने के लिए प्रोत्साहन राशि उपलब्ध कराई जा रही है। अनुसूचित जाति/जनजाति की योग्य छात्राओं को प्रतिभा छात्रवृत्ति आरम्भ की गई है।

इसी प्रकार विद्यालयों में बालिकाओं के ठहराव को सुनिश्चित करने की दृष्टि से जनजाति क्षेत्र व महिला शिक्षा के पिछड़े जिलों में बालिकाओं को उपस्थिति छात्रवृत्ति दी जाती है। इसी क्षेत्र की अनुसूचित जाति/जनजाति की छात्राओं को पाठ्यपुस्तकें व पोषाक उपलब्ध कराने के लिए क्रमशः 30 रु० एवं 60 रु० देने का प्रावधान है। शिक्षक प्रशिक्षण विद्यालयों में 52 प्रतिशत स्थान महिला प्रवेशार्थियों के लिए आरक्षित है।

मेरा विनम्र सुझाव है कि राजस्थान में बालिका शिक्षा के पिछड़ेपन को देखते हुए इससे सम्बन्धित राज्य के सभ्यत उपक्रमों/योजनाओं में उदार केन्द्रीय सहायता दी जाये।

ड्राप आउट तथा विद्यालयों से बाहर रह जाने वाले छात्रों की समस्या का संशोधित शिक्षा नीति में विशेष उल्लेख किया गया है। राजस्थान में 41 प्रतिशत बालक समय से पूर्व विद्यालय त्याग देते हैं। इसी प्रकार 54 प्रतिशत बालिकाएँ भी ड्राप आउट हो जाती हैं। शिक्षा के सार्वजनिकरण के सन्दर्भ में जहाँ शतप्रतिशत बालक-बालिकाओं का विद्यालयों में प्रविष्ट न होना एक अहम समस्या है वहीं नामांकित विद्यार्थियों द्वारा विद्यालय परित्याग और भी अधिक गम्भीर तथा चुनौतीपूर्ण समस्या है। शिक्षा के व्यापक प्रसार सम्बन्धी हमारे प्रयत्न अकारथ न जायें, इसके लिए ड्राप आउट बालक-बालिकाओं की जटिल समस्या का प्रभावी समाधान आवश्यक है।

लगभग 40 प्रतिशत बालिकाएँ तथा 10 प्रतिशत बालक अभी भी विद्यालयों में नामांकन से वंचित हैं। इसमें डाप आउट्स की संख्या जोड़ देने पर स्थिति की गम्भीरता और भी स्पष्ट होती है।

राजस्थान में इस गम्भीर समस्या के समाधान हेतु विभिन्न प्रभावी कदम उठाये जा रहे हैं—उनमें से कतिपय शिक्षाकर्मियों योजना, सम्पूर्ण साक्षरता, लोक जुम्बिश परियोजना, सघन नामांकन अभियान, वोलंटरी स्कूल योजना तथा विद्यालयों के भौतिक संसाधनों में यथोचित वृद्धि।

संशोधित राष्ट्रीय शिक्षा नीति में प्रारम्भिक बाल विकास तथा शिक्षा को विशेष महत्व दिया गया है। यह भी कहा गया है कि 1986 की कार्य योजना में बताये गये कार्यक्रमों, प्रक्रियाओं में तथा साधनों की संप्राप्ति तथा योजना की क्रियान्विति में अधिक से अधिक स्थानीय जन सहभागिता का सहारा लिया जाये।

प्रारम्भिक बाल विकास तथा पूर्व प्राथमिक शिक्षा के प्रयासों को मिला जुला स्वरूप दिया जाना उपयुक्त होगा। समन्वित बाल विकास कार्यक्रमों से जुड़े आंगनवाड़ी कार्यकर्ताओं को शिशु पोषाहार तथा शिशु देखभाल के साथ पूर्व प्राथमिक शिक्षक की भूमिका भी दी जा सकती है। देश में अनेक विद्यालय में पूर्व प्राथमिक कक्षाएँ स्थापित की जा रही हैं व उनके लिए प्रशिक्षित शिक्षकों का अभाव है, जो खेलों के माध्यम से बालकों की जिज्ञासाओं को सही मोड़ दे सकें उनकी अभिरूचियाँ जामृत कर सकें। पूर्व प्राथमिक शिक्षा की व्यवस्थित योजना व पूर्व प्राथमिक शिक्षक प्रशिक्षण के आधार पर विद्यालय परित्याग की गम्भीर समस्या पर प्रभावी नियन्त्रण लगाया जा सकता है। अतः आंगनवाड़ी कार्यकर्ताओं के शैक्षिक स्तर को उन्नत करने तथा उनके पारिश्रमिक दरों को संतोषजनक स्वरूप देने में उदार केन्द्रीय सहायता की आवश्यकता है।

आंगनवाड़ी कार्यकर्ताओं को दिया जाने वाला (पूर्व प्राथमिक शिक्षक) प्रशिक्षण किस प्रकार का हो इस प्रश्न पर गहन विचार किये जाने की आवश्यकता है। किन्तु यह निर्विवाद है कि आंगनवाड़ी केन्द्र प्राथमिक विद्यालयों के अत्यन्त समीप हों, ताकि वहाँ अध्ययनरत छात्र-छात्राएँ अपने छोटे भाई-बहनों पर नजर रख सकें, उन्हें घर से केन्द्र तक साथ ला सकें तथा अपनी सुरक्षा में ही वापस घर ले जा सकें। आंगनवाड़ी केन्द्रों के नन्हें शिशु यथोचित समय में समीपस्थ प्राथमिक विद्यालयों में प्रवेश ले कर अत्यन्त सहज रूप से विद्यालयी अध्ययन का शुभारम्भ कर सकते हैं। निस्संदेह इस प्रकार की व्यवस्था से नामांकन वृद्धि पर अनुकूल प्रभाव पड़ेगा, बालक-बालिकाओं का विद्यालयी अध्ययन सुचारू व सुव्यवस्थित होने पर डाप आउट्स संख्या में अपेक्षित कमी आयेगी।

राज्य में लगभग 18000 आंगनवाड़ी केन्द्र कार्यरत है। उन्हें पूर्व प्राथमिक विद्यालयों/क्रीडा केन्द्रों का स्वरूप दिया जाने पर तथा उन्हें प्राथमिक विद्यालयों से जोड़े जाकर प्राथमिक शिक्षा के सार्वजनीकीकरण का मार्ग प्रशस्त किया जा सकता है।

अतिरिक्त शिक्षकों की व्यवस्था

आठवों पंचवर्षीय योजना से सम्बन्धित कार्यदल द्वारा प्रस्तावित लक्ष्यों के अनुसार राज्य में वर्ष 1997 तक लगभग 24 लाख बालक-बालिकाओं का अतिरिक्त नामांकन किया जाना है। इस लक्ष्य की प्राप्ति के लिए लगभग 30000 अतिरिक्त शिक्षकों की आवश्यकता होगी।

मुझे यह बताते हुए प्रसन्नता है कि राज्य के सामान्य क्षेत्रों में 250 की आबादी वाले गांवों में प्राथमिक विद्यालय खोले जा चुके हैं। इसी प्रकार अनुसूचित जाति/जनजाति क्षेत्रों, रेगिस्तानी व पर्वतीय क्षेत्रों में 150 की आबादी वाले गांवों में भी प्राथमिक विद्यालय उपलब्ध कराये जा चुके हैं। किन्तु जैसाकि आपको विदित है राजस्थान की दूरदराज बस्तियाँ-ढाणियाँ अभी भी बड़ी संख्या में विद्यालय रहित हैं। प्राथमिक शिक्षा के सार्वजनीकीकरण की दृष्टि से हमें बड़ी संख्या में शिक्षकों के अतिरिक्त पदों की तथा विद्यालय भवनों—अन्य संसाधनों की नितांत आवश्यकता है।

इस स्थिति का मुकाबला करने के लिए राज्य में वोलंटरी स्कूल योजना पर गभीरतापूर्वक विचार किया जा रहा है। राज्य के प्रशिक्षित बेरोजगार शिक्षकों निर्धारित आर्थिक सहायता दी जाकर उन गांवों तथा बस्तियों में प्राथमिक विद्यालय चलाने के लिए प्रोत्साहित किया जाना प्रस्तावित है जहाँ प्राथमिक विद्यालय बालक-बालिकाओं की पहुंच के बाहर हैं न्यूनतम 40 बालक बालिकाओं के नामांकन व उनके पर्याप्त ठहराव के आधार पर इन स्वरोजगार वाले वोलंटरी विद्यालयों को आर्थिक सहायता दी जा सकेगी। छात्र संख्या 60 की संख्या में प्रति एक नामांकन वृद्धि पर 500 रुपये की आर्थिक सहायता बढ़ाई जा सकेगी तथा नामांकन में गिरावट आने पर तदनुसार आर्थिक सहायता को राशि कम की जा सकेगी।

आठवों योजना में 11-14 आयुवर्ग के बालक-बालिकाओं की शिक्षा पर विशेष बल दिया गया है। वर्तमान में राज्य में लगभग 8600 उच्च प्राथमिक विद्यालय हैं। राज्य में लगभग 31000 प्राथमिक विद्यालयों के मुकाबले में प्राथमिक व उच्च प्राथमिक विद्यालयों का अनुपात क्रमशः 3.60:1 बनता है। यह अनुपात 2:1 का किया जाना अभिष्ट है। इस दृष्टि से आगामी पांच वर्षों में 4000 प्राथमिक विद्यालयों को उच्च प्राथमिक स्तर पर क्रमोन्नत किया जाना आवश्यक होगा ताकि प्रत्येक दूसरा प्राथमिक विद्यालय उच्च प्राथमिक में क्रमोन्नत हो सके।

योजना आयोग के कार्यदल द्वारा निर्धारित प्राथमिक व उच्च प्राथमिक शिक्षा के लक्ष्यों को प्राप्त करने का अर्थ यह हुआ कि आने वाले पांच

वर्षों में 6-11 आयुवर्ग के 68 लाख बालक बालिकाओं को शिक्षित करने की योजना बनानी होगी। इसी प्रकार 11-14 आयुवर्ग की बालिकाओं का अतिरिक्त नामांकन 5 लाख के स्थान पर 15 लाख की सिफारिश योजना अयोग ने की है।

राज्य अपनी शक्ति भर इसके लिए प्रयास कर रहा है लेकिन हमारे साधन सीमित है। इतने बिसट आयोजन के लिए हमारे वर्तमान प्रस्तावों के अतिरिक्त 6-14 आयुवर्ग के कुल बालक-बालिकाओं की शिक्षा पर 591 करोड़ रुपये की आवश्यकता होगी। मेरा प्रस्ताव है कि इसके लिए शत-प्रतिशत अतिरिक्त केन्द्रीय सहायता दिये जाने पर भारत सरकार सहानुभूतिपूर्वक विचार करें।

आपरेशन ब्लेक बोर्ड

गत दिनों हमारे माननीय मुख्यमंत्री जी ने माननीय मानव संसाधन विकास मंत्री जी को पत्र लिखकर आग्रह किया था कि आपरेशन ब्लेक बोर्ड के अन्तर्गत नियुक्त अध्यापकों का वेतन आठवीं योजना काल में भी केन्द्रीय सहायता के अन्तर्गत यथावत दिया जाता रहे। हमें विश्वास है कि इसे उदारतापूर्वक किया जायेगा, अन्यथा इन अध्यापकों का वेतन चुकाया जाना आठवीं योजना की स्वीकृत परिसीमा में सम्भव नहीं होगा।

सम्पूर्ण साक्षरता

अपने सम्पूर्ण वर्गीकृत प्रयासों के बावजूद राज्य की साक्षरता दर अभी 40 प्रतिशत से कम है। सम्पूर्ण साक्षरता एक अभियान के रूप में कतिपय जिल्लों में चलाया जा रहा है इसके सुपरिणाम देखने में आ रहे हैं। अजमेर जिले के बाद डूंगरपुर, सीकर तथा भरतपुर जिले सम्पूर्ण साक्षरता की राह पर अग्रसर हैं। माननीय सदस्यगण यह जानकार प्रसन्न होंगे कि अजमेर के 531000 निरक्षरों में से 450000 व्यक्ति साक्षर हो चुके हैं अर्थात् 90 प्रतिशत साक्षरता का लक्ष्य पूरा किया जा चुका है तथा अन्य 3 जिल्लों में भी साक्षरता का शंखनाद बज चुका है। वर्तमान में सम्पूर्ण साक्षरता कार्यक्रम का व्यय केन्द्र व राज्य के बीच 3:1 के अनुपात में वहन किया जा रहा है। एक जिले को सम्पूर्ण साक्षर करने हेतु 4.5 करोड़ रु० की आवश्यकता होती है जिसमें केन्द्रीय सहायता तीन करोड़ तथा राज्य का अंशदान 1.5 करोड़ है।

राज्य मद में सम्पूर्ण साक्षरता कार्यक्रम हेतु 12 करोड़ का प्रावधान किया गया है। इस राशि द्वारा मात्र 8 जिल्लों में यह कार्यक्रम क्रियान्वित किया जा सकता है। मेरा विनम्र सुझाव है कि सम्पूर्ण साक्षरता की क्रियान्विति के व्यय में केन्द्र राज्य के बीच 3:1 का अनुपात हो ताकि कार्यक्रम लगभग 15-16 जिल्लों में क्रियान्वित किया जा सके। राजस्थान तथा 4-5 अन्य राज्य जो साक्षरता के मामले में निम्नतम की गिनती में आते हैं इस प्रकार का उदार केन्द्रीय सहायता प्राप्त करने योग्य है। इस पावन उद्देश्य में राष्ट्रीय सहमति प्राप्त करने में किसी प्रकार की कठिनाई नहीं होनी चाहिए। अन्यथा राज्यों के बीच साक्षरता का यह भारी अक्षर आने वाले कई वर्षों की प्रगति को नकारता रहेगा। मेरा विनम्र निवेदन है कि राजस्थान के 16 जिले जो अपनी भौगोलिक विषमताओं व पारम्परिक स्थितियों के चलते न केवल देश के सर्वाधिक पिछड़े जिले हैं बल्कि वे राज्य स्तरीय औसत में भी न्यूनतम हैं, अपने सम्पूर्ण साक्षरता कार्यक्रम में अविलम्ब सम्मिलित किये जाने के लिए उपयुक्त है।

राज्य के निवासी साक्षरता उपक्रमों के लिए अपनी तत्परता व उत्कंठा प्रदर्शित कर चुके हैं। गत एक दशक में राज्य की साक्षरता वृद्धि की दर में 8.71 प्रतिशत की वृद्धि दर्ज हुई जो देश की साक्षरता वृद्धि की दर 8.55 से अधिक है वहीं बिहार, गुजरात, महाराष्ट्र, उत्तरप्रदेश व उड़ीसा की साक्षरता वृद्धि की दर से अधिक है।

सम्पूर्ण साक्षरता कार्यक्रमों की सफलता इस तथ्य से भी उजागर होती है कि डूंगरपुर जैसे अपेक्षाकृत पिछड़े जिले में सम्पूर्ण साक्षरता अभियान द्वारा साक्षरता में वृद्धि के चलते प्राथमिक विद्यालयों तथा अनौपचारिक शिक्षा केन्द्रों की मांग में उल्लेखनीय वृद्धि हुई है।

साक्षरता के सन्दर्भ में मैं यह भी निवेदन करना उपयुक्त समझता हूँ कि सम्पूर्ण साक्षरता कार्यक्रम वाले जिलों के अतिरिक्त कुछ ऐसे दूर दराज के अछूते स्थल पाकेट्स हैं जहाँ ग्रामीण क्रियात्मक साक्षरता कार्यक्रम की नितान्त आवश्यकता है क्योंकि सम्पूर्ण साक्षरता की प्रक्रिया से वे अछूते हैं। ग्रामीण क्रियात्मक साक्षरता आर०एफ०एल०पी० उन दुर्गम स्थानों पर आरम्भ नहीं की गई तो विपन्नता के इन द्वीपों के दिन नहीं बदलेंगे।

यह प्रसन्नता की बात है कि भारत सरकार द्वारा साक्षरता कार्यक्रमों पर पर्याप्त ध्यान दिया जा रहा है। जन शिक्षा नियंत्रण को तथा इसी प्रकार की अन्य संस्थाओं को भारत सरकार मजबूत बनाना चाहती है जो उत्तर साक्षरता तथा सतत शिक्षा के क्षेत्र में योगदान दे किन्तु मात्र सोच लेने से ही कार्य नहीं बनता। इनके लिए संसाधनों की आवश्यकता होती है।

शिक्षाकर्मियों योजना

दूरदराज के अनेक इलाकों में सभी प्रयास के बावजूद शिक्षक पहुंच नहीं पाते। अन्य शब्दों में ये इस प्रकार के स्थान हैं जहाँ बाहरी व्यक्तियों के भरोसे प्राथमिक विद्यालय खुल नहीं पाते और खोल भी दिये जायें तो वह चल नहीं पाते। इस प्रकार के क्षेत्रों में बालक बालिकाएं सदैव विद्यालयों से वंचित ही रहे हैं। इन दुर्गम स्थानों पर सौडाकी सहायता से शिक्षाकर्मियों योजना चलाई जा रही है। शिक्षाकर्मियों के रूप में स्थानीय उपलब्ध, अपेक्षाकृत कम शिक्षित पुरुषों/महिलाओं का चयन किया जाता है। उनकी न्यूनतम योग्यता में शिथिलन देकर योजना वहीं तक रुक नहीं जाती वरन् एक सतत सेवाकालीन शिक्षण प्रशिक्षण प्रक्रिया द्वारा उन्हें योग्य शिक्षाकर्मियों के रूप में तैयार किया जाता है। योजना के अन्तर्गत बिचस विद्यालयों एवं प्रहर पाठशालाओं का संचालन किया जा रहा है। नामांकन एवं ठहराव की दृष्टि से यह योजना काफी लाभदायी सिद्ध हुई है।

जून, 92 तक योजना के अन्तर्गत 48550 बालक बालिकाओं का नामांकन किया गया है। इस प्रकार चयनित क्षेत्रों में 6-14 आयुवर्ग के 75 प्रतिशत बालकों एवं 55 प्रतिशत बालिकाओं को लाभान्वित किया जा चुका है। बालक बालिकाओं का ठहराव दिवस विद्यालयों में 79 प्रतिशत तथा प्रहर पाठशालाओं में 67 प्रतिशत रहा है। इस योजना के फलस्वरूप बालकों के नामांकन में 30 प्रतिशत तथा बालिकाओं के नामांकन में 52 प्रतिशत वृद्धि हुई है।

लोक जुम्बिश

भारत सरकार और स्वीडीश अन्तर्राष्ट्रीय विकास अभिकरण की सहायता से "लोक जुम्बिश" एक अत्यन्त महत्वकांक्षी योजना को शुभारम्भ किया गया है। प्राथमिक शिक्षा के सार्वजनिकीकरण का दिशा में लोक जुम्बिश परियोजना एक महत्वकांक्षी कदम साबित हो सकती है। शिक्षा के वर्तमान ढाँचे को वास्तविक अर्थों में जन उन्मुख बनाना इस योजना का पुनीत दायित्व है। लक्ष्य है सन् 2000 तक सबके लिए शिक्षा की व्यवस्था करना। लोक जुम्बिश लोक शिक्षा के क्षेत्र में एक अनूठा कार्यक्रम है। यह एक ऐसा नवाचार है जिससे माइक्रो प्लानिंग में जनता का सीधा जुड़ाव होगा। विभिन्न विभाग स्वेच्छक संगठन, सेवानिवृत्त कर्मचारी और छात्र छात्राएँ इस विषय और विराट कार्य में अपना योगदान देंगे। एक स्वतन्त्र और वित्तीय संगठन के अन्तर्गत चलने वाला राजस्थान में इस शताब्दी का यह सबसे बड़ा साक्षरता का आयोजन होगा।

लोक जुम्बिश के अन्तर्गत प्रत्येक गांव में ग्राम शिक्षण समिति और ग्राम शिक्षण केन्द्र स्थापित किये जायेंगे ताकि शिक्षा की बेहतरी के लिए गांव स्वयं सचेत रहे। जनसामान्य की आवश्यकता के अनुसार विद्यालय, आंगनशाला, महिला शिक्षण केन्द्र तथा महिला समूह गठित किये जायेंगे। महिला शिक्षा के लिए विशेष रूप से महिला सचेतकों को प्रशिक्षित किया जायेगा। नये अनौपचारिक केन्द्र खोलने की व्यवस्था की जायेगी। उपयुक्त स्थानों पर प्राथमिक विद्यालयों को उच्च प्राथमिक विद्यालयों तक बढ़ाया जायेगा। प्राथमिक विद्यालयों के लिए भवन तथा पढ़ने के आवश्यक उपकरण उपलब्ध कराये जायेंगे।

लोक जुम्बिश निरीक्षकों को भी साक्षर कर साक्षरता के मार्ग को प्रशस्त करने का एक कारगर तरीका साबित हो सकता है।

व्यावसायिक शिक्षा

आठवीं पंचवर्षीय योजना में जिन पक्षों पर विशेष जोर दिया गया है उनमें व्यावसायिक शिक्षा भी महत्वपूर्ण पक्ष है। व्यावसायिक शिक्षा से सम्बन्धित उच्च माध्यमिक विद्यालयों की संख्या राज्य में 145 तक पहुंच चुकी है। माध्यमिक स्तर के छात्रों में स्वरोजगार के प्रति आवश्यक कौशल आत्मविश्वास पैदा करने के उद्देश्य से 21 प्रकार के व्यवसायों का प्रशिक्षण दिया जा रहा है। आठवीं पंचवर्षीय योजनावधि में 75 नये व्यावसायिक विद्यालयों की स्थापना पर विचार किया जा रहा है।

प्रसन्नता की बात है कि आचार्य राममूर्ति ने छात्रों के लिए व्यवसायोन्मुखी कार्यक्रम के बारे में जो सिफारिशें की थी, केन्द्रीय शिक्षा सलाहकार बोर्ड की समिति ने उन्हें कार्य योजना में संशोधन के समय समाविष्ट करने का निर्णय लिया है। मेरा प्रस्ताव है कि केन्द्र प्रवर्तित योजना के रूप में व्यावसायिक शिक्षा कार्यक्रम शत-प्रतिशत केन्द्रीय सहायता से चलाया जाये। रोजगारमूलक शिक्षा की अवधारणा को मूर्त रूप देने के लिए इस राष्ट्रीय पहल की आवश्यकता निर्विवाद है।

जिला शिक्षा एवं प्रशिक्षण संस्थान (डाइट्स)

नई शिक्षा नीति में जिला शिक्षा एवं प्रशिक्षण संस्थान का योगदान सेवा पूर्व शिक्षक प्रशिक्षण क्षेत्र में तो है पर साथ ही जिले की समस्त शैक्षिक गतिविधियों को नेतृत्व प्रदान करने, सेवाकालीन विभिन्न प्रशिक्षण पाठ्यक्रम आयोजित करने सभी प्रकार के शैक्षिक सर्वेक्षण करने तथा शैक्षिक नवाचारों को क्रियान्वित करने में भी डाइट्स का उल्लेखनीय योगदान है।

आचार्य राममूर्ति समिति ने देश की समस्त डाइट्स की समीक्षा करते हुए राजस्थान की उपलब्धियों की मुक्त कंठ से प्रशंसा की थी। इससे हमारा आत्मबल बढ़ा है और हम पहले से अधिक तत्परता से काम करने के लिए कृतसंकल्प हैं।

केन्द्र सरकार ने डाइट्स को सुदृढ़ आधार देने के लिए उदार आर्थिक सहायता सदैव से ही है। किन्तु गत वर्षों में अत्यधिक मूल्य वृद्धि के चलते डाइट्स के भवन निर्माण में पूर्व की स्वीकृत धरे निष्पत्ती हो चुकी है अतः वर्तमान लागत मूल्य के आधार पर डाइट्स के शेष भवन निर्माण कार्य में तर्कसंगत राशि प्रदान की जाये। इसी प्रकार राजस्थान के तीन नए जिलों बांरा, राजसमंद तथा दौसा के लिए नवीन डाइट्स भी स्वीकृत किये जाने आवश्यक है ताकि राज्य के समस्त 30 जिलों डाइट्स सुविधा से सुसज्जित हो सकें।

आज की इस महत्वपूर्ण बैठक में अपनी वार्ता के समापन के साथ में दो महत्वपूर्ण सुझाव अपनी ओर से प्रस्तुत करना उचित समझता हूँ। केन्द्रीय शिक्षा सलाहकार बोर्ड द्वारा प्रत्येक राज्य में महत्वपूर्ण शैक्षिक मुद्दों पर निर्णयों के लिए राज्य स्तरीय परामर्शदात्री बोर्ड के गठन की सिफारिश की है। यह एक अत्यन्त उपयोगी कदम हो सकता है तथा इससे शिक्षा में गतिशीलता लाई जा सकती है। राज्य स्तरीय परामर्शदात्री बोर्ड के गठन से महत्वपूर्ण शैक्षिक मुद्दों के मामले में जन सामान्य की इच्छाओं आकांक्षाओं से जुड़ना सम्भव हो सकेगा। राज्य स्तरीय शिक्षा बोर्ड के गठन के

SPEECH OF DR. C. ARRANGANAYAGAM, MINISTER FOR EDUCATION, SCIENCE & TECHNOLOGY, TAMIL NADU.

I. At the outset I thank the Minister for Human Resource Development for convening this Conference to discuss the National Policy on Education 1985—revised Policy formulations and giving an opportunity to offer our views on programme of action (1992). I would also like to take this opportunity to convey the warm greetings of our Honble Chief Minister to all of you and I assure that Tamil Nadu will always take a positive stand in supporting the progressive policies and programmes of the Government of India for achieving universal education for all while guaranteeing qualitative improvement in education.

Tamil Nadu is fully involved in the development of Primary, Secondary and Higher Secondary Education with appropriate emphasis on providing and expanding educational facilities for women and weaker sections of the society. Our State spent Rs. 1,517 crores in our Budget on Education (nearly 21% of the total outlay). The total literacy rate in Tamil Nadu is 63.72%; the female and male literacy rate being 52.29 and 74.88 respectively. Even with the huge outlay the State is not able to provide the adequate infrastructure facilities to the Education which still suffers from physical deficiency and constraint of resources especially in Primary Education. On this occasion we appeal to the Government of India to extend adequate support and provide financial assistance for further improvement of Education in national development.

I. Pre-School Education

Realising the crucial importance of rapid physical and mental growth during early childhood, Government of India started a number of programmes of Early Childhood Care and Education. I strongly support the view that Early Childhood Care and Education is an important input in the strategy of human resource development as a feeder and support programme for Primary Education. It may be appropriate to open pre-primary schools, to inculcate school readiness in the early stage. I would therefore emphasise the need for large scale investment in the development of the young children both through the Government and voluntary organisations.

I am happy to mention that much headway has been made in preparing ECCE programmes with the coordination of UNICEF and NCERT. Converting the existing Balwadies into Pre-Primary schools would be an ideal strategy. There are more than 30,000 Balwadies/Anganwadies in Tamil Nadu which will be progressively converted into Pre-Primary Schools. I would recommend that these children are taught by the pre-basic teachers and the existing organisers of the Balwadies will be trained in teaching methodology through DIET and DTERT.

II. Primary Education

We have taken efforts and pooled our resources in providing schools to all habitations with the population of 500 and within a distance of one km. We have provided incentives for enrolment of children in our State by providing free nutritious meals (Dr. M.G.R. Nutritious Meals Scheme), free supply of textbooks and notebooks, uniforms, footwear and bus passes. In view of the various incentives provided and efforts taken, the State achieved cent per cent enrolment. To improve the quality of education one additional teacher was also provided in all single teacher schools with the generous support of the Government of India under Operation Black Board Scheme. Supply of equipments—Science kits, Tool kits and educational aids were provided. Buildings were constructed under Jawahar Rojgan Yojana Scheme. It is suggested that the Government of India may come forward to increase the assistance of the Operation Black Board Scheme for the appointment of an additional teacher in the 2 teacher schools. It is also encouraging to note that the 9th and 10th standards will be introduced to the upper primary schools also. On this

occasion I request the Government of India to provide buildings in all the schools covered under the Operation Black Board Scheme by giving priority under Jawahar Rojgar Yojana Scheme.

I fully agree with the view of improving the content and process of education which serves as a self-sufficient model. It could be achieved through syllabus enrichment incorporating concepts on health, hygiene, environmental education, value education and National pride.

In Tamil Nadu all Primary Schools which were under the management of the Panchayat Unions/Local Bodies were brought under the direct management of the State Government since 1980-81. The National Policy on Education has suggested for the setting up of Block Level Committees and Village Level Committees for educational administration in the Blocks and villages. While agreeing with the idea of setting up of Block Level Committees, it is suggested to consider the Institutional Committees (Parent Teacher Association) as an alternative to village level committees for administration, management and maintenance of the primary schools in the blocks. After assessing the advantages of the above, decision may be left to the State to decide on the future administrative set up.

III. Adult Education

Making a reference to Adult and Continuing Education, let me point out that all development departments should co-ordinate in implementing the Adult Literacy Programme. This will enable the adult learner to know all the developmental activities of the Government. Only a few departments evince interest in the programme.

I welcome the suggestion of literacy activities being linked with vocational skill training which will provide a boost for the success of the scheme. In all the Adult Education Centres, learners demand income-generating vocational training.

The Government has drawn up total literacy campaign for the State and the first programme commenced on 1992-93 and will be completed by 1993-94. Initially 7 out of the 22 Districts have been taken up for the current year and the remaining Districts will be taken up in the next 2 years. All Developmental Departments are coordinating in the implementation of the Adult Literacy Programme. This will enable the adult learner to know all developmental activities of the State. The literacy activities are also linked with vocational skill training which will pave the way for the success of the Scheme in all adult centres.

Secondary Education

The Hon'ble Union Minister would be very happy to know that the Tamil Nadu Government have accepted the Navodaya Scheme and have decided to extend necessary assistance for setting up of Navodaya Schools as they provide for instruction in mother tongue/regional language upto standard VIII and English as an alternative medium of instruction from Standards IX to XII. We would like to request the Government of India to cover all the Districts in Tamil Nadu with Navodaya Schools within the next 3 years and I would like to assure that our State Government would render all necessary assistance.

With regard to the administration of the Navodaya Vidyalayas, it is my personal view that the same pattern of management that is prevailing in Regional Engineering Colleges, namely joint participation of the Centre and the State and the academicians of the institutions concerned, may be adopted for this. This will ensure attainment of goals of the Scheme better than any other pattern.

Vocational Education

Since 1978-79, 10+2 education pattern is adopted in Tamil Nadu. At the Higher Secondary stage there are two distinct streams. The course of studies for the two streams was so formed that the students of general stream have to study two languages and a combination of four subjects of arts, science or interdisciplinary subjects. The students in the vocational streams have to study the languages, one or two related subjects and the remaining part of the time is spent in the study of the selected vocational subjects. Vocational education provides for both vertical mobility for higher studies and terminal system for self employment.

Four major areas need our attention to improve the quality of Vocational Education; (a) Qualified Teachers, (b) Linkage with skilled manpower of Government/Private Sector, (c) Provision of appropriate infrastructural facilities, and (d) Teaching materials including text books. Under Vocationalisation, Government of India has fixed a target of a coverage of 10% of Higher Secondary students by 1995 and here I would like to mention that Tamil Nadu had already achieved 18% coverage under vocational stream as early as 1991.

Tamil Nadu has taken a positive stand with regard to the introduction of Vocational Education System as perceived in the National Policy on Education. Our system permit the vocational students to pursue higher studies in colleges of Arts and Sciences, Engineering, Medical, Dental, Agricultural and Veterinary. At this juncture I would like to emphasise that Vocational skills have to be imparted much earlier and hence this calls for introduction of Pre-vocational courses even in Secondary level classes.

Realising the importance of creating scientific temper among the students, special efforts have been taken to equip High Schools with Science laboratories and equipments. Government of India's efforts towards realising this, is laudable and I take this opportunity to convey that the financial assistance sanctioned recently by Government of India for strengthening Science labs in 1306 High/Higher Secondary Schools has been a timely move in strengthening Science education.

Women's Education

Importance of Women's Education and equality deserve special mention particularly as a vital component to achieve equity and social justice. We have provided several incentives for the girls' education and that is why our girls' drop out rate is the lowest in the country next to Kerala. Some of the incentive schemes that we are implementing particularly for the girls are the 'Foster Parent Scheme', 'Special Marriage Grant for Educated Girls', and 'special monetary incentive for mothers who adopt small family norms', etc. Some of the schemes which our honourable Chief Minister has introduced in recent months to promote womens' education and equality, are as follows:

- (a) Standards I to V in Primary and Upper-Primary schools will be handled only by lady teachers and this will not only improve the employment opportunities of the women-folk but also serve as stimulus for girls' education.
- (b) For all recruitment to Government or Public Sector appointments 30% reservation is made for women.

Regarding education for S.C., S.T. and for the handicapped we have done quite a lot with our own resources and with a helping hand from the Government of India.

Teacher Education

To update the knowledge of the teachers and give a thrust and exposure to the modern techniques, periodical in-service training programmes and refresher courses are organised by the DTER under the guidance of NCERT, Regional College of Education, Mysore, NIEPA, and CIET, New Delhi. I am happy to say that the content of Teacher Education syllabus in Tamilnadu has undergone a thorough revamping in order to accommodate the challenging needs of the future India.

Educational Technology

Our Educational Technology is antiquated and inadequate. The unattractive teaching adopted by the teachers is one of the main reasons for the drop outs and for the poor quality of students turn-out. It is imperative that special efforts are taken to improve our educational technology immediately. We would like to establish Educational Technology on the pattern of the Institute being run by the NCERT and in a few other States, with the Government of India's assistance. The Government of India has been kind enough to sanction a few components of the Institute of Educational Technology and the hardware and software required for the technology like two-in-ones, Audio Visual Cassettes, T.Vs, etc., The Government of India has also sanctioned a T.V. Studio for Educational Programme. We would request the Government of India

to sanction financial assistance for meeting the entire investment for a full-fledged Institute of Educational Technology to enable us to improve the teaching technology and give it a new thrust during the 8th Plan Period.

Higher Education

We are in total agreement with the recommendations of the NPERC on Higher Education (paragraph 13.8) and we have already initiated action on some of them. Out of the 102 autonomous colleges in the country, 43 are in Tamil Nadu. We are the first among the Southern States to implement UGC Scales of pay with retrospective effect from 1.1.1986.

To ensure proper planning and co-ordination of the development of higher education, State Council of Higher Education is being established for which Tamil Nadu Assembly enacted a Legislation in May 1992.

We wish to congratulate our Minister for Human Resources for taking a long Overdue Policy decision to regionalise UGC operations and we would like to stress that the location of the regional office should be on the basis of objective criteria. We would like you to expedite the setting up of the Regional Office for the Southern Region.

One of the first tasks of our State Council for Higher Education would be to take up the examination reforms and to relieve the Universities of holding under-graduate examinations. We would like to implement all the recommendations of the NPE relating to higher education which are relevant to our requirements. In the 50s and 60s, Tamil Nadu was the first State to accord top priority for primary education and secondary education even without the benefit of the various centrally sponsored schemes that are now available.

I would like to stress here that the regional imbalances in the Central investment in various States on higher education should be made good. The rightful claims of Tamil Nadu in the field of higher education should not be neglected just because Tamil Nadu did not get the benefit of the central schemes in 70s and 80s. Now we are in a position to give a long-overdue thrust to the Higher Education especially to improve its quality and to make it socially more relevant. The priorities of the Government of India should not stand in the way.

The Regional imbalances in setting up of the National Institutes under the various Union Ministries, Central Universities and All India Training Institutes should be studied in depth and a sincere effort should be made to correct these regional imbalances.

Technical Education

We are in agreement with the recommendations of the JRC Report on technical education. I would once again like to reiterate the immediate need to amend the AICTE Act and to implement it in accordance with the spirit of the NPERC without endangering the State's sovereignty. Suitable bodies can be set up at the regional levels as recommended by NPERC to ensure the achievement of the objectives laid down in NPE with regard to technical education. We assure you of our co-operation in this regard.

In this connection I would like to mention two important aspects which should be taken into account while amending the AICTE Act. Because of the limited resources with the State, our Government have permitted a number of private educational agencies to start self-financing colleges. On the basis of our experience in the last 5 years, we feel that there is a need for regulatory Act to ensure that the self-financing colleges also conform to the standards with regard to infrastructural facilities, laboratories, quality of teachers, methods of teaching etc. While amending the Act, the Government of India may also take note of the self-financing engineering colleges and the State's enactments/executive orders in this regard.

Sports and Physical Education

Sports and Physical education may be made a compulsory subject in all schools and colleges. It may also be introduced as a compulsory recreation in all factories and industries, so as to inculcate sports and health consciousness among the masses.

Just as there is a syllabus in any course of study, there should be syllabus for sports and physical education. An uniform syllabus for both physical education and sports may be drawn and followed in all the schools and colleges, so that standard in sports performance can be evaluated. Minimum infrastructure facilities may be provided in all the schools and colleges.

The Tamil Nadu Government have set up Sports Authority of Tamil Nadu to coordinate various activities of sports and physical education and develop play fields in the State Capital for conducting Sports and Games at the national and International standards. The objectives and functions are almost similar to the Sports Authority of India. The Madras City is not having any play-field for playing any match of International standard except for Cricket. The Sports Authority of Tamil Nadu have taken up a Project for construction of a Stadium for conducting matches of International standard at a cost of Rs. 36 crores. It is suggested that the Government of India may assist the State Government for development of Sports and Games and for construction of buildings for Sports and Games.

External Assistance For School Education

Since both the Central and State Government are facing severe resource constraints, we suggest seeking external assistance for the improvement of our school facilities. The Government of India have already cleared a project for U.P. Schools for World Bank assistance. We have formulated a similar project and forwarded to Government of India with the following components:

- a. To strengthen the infrastructural facilities in rural areas;
- b. to improve Science Education in Schools by equipping the laboratories properly;
- c. to impart computer education to the school children;
- d. to improve the quality of education;
- e. to train the teachers and educational administrators;
- f. to set up a curriculum development cell for constant review and improvement of the syllabus.

Once this Project is implemented, our School Education System would conform in all respects to the National Education Policy. We would request the Government of India to recommend this project to the World Bank at a very early date

External Assistance for Technical Education

With a view to develop and upgrade Polytechnic education in 55 Polytechnics, the Tamil Nadu Government is implementing the World Bank Project for modernisation of Phase-II from the year 1991-92 with an outlay of Rs. 76 crores. We formulated a similar Project to improve and expand Engineering Educational facilities in Tamil Nadu and World Bank assistance is sought for Rs. 400 crores. Since the project components are in conformity with the objectives of National Policy on Education we request the Government of India to recommend this project to the World Bank.

Management of Education

I am happy to agree with the recommendations in the National Policy on Education that disaggregated target setting, from the base to the State level, keeping in view, the area specific needs, should be the method for ensuring social justice and equality. Educationally backward areas should be identified using certain indices. Micro level educational planning would be taken up for specific areas in the blocks and villages.

Diversified educational content and planning within the over all framework of national core curriculum is acceptable. The educational needs of the State is being effectively operated through a three tier system at State level, District level, Block level. Creation of Decentralised mechanisms for monitoring the work of voluntary agencies at the local level is a healthy measure. We welcome the suggestions referred to in the National Policy on Education and Programme of Action. We are also in

agreement that the co-ordination and convergence of service down to the grassroot level will be a healthy step.

Conclusion

I wish to emphasize that the distribution of resources among the various States should be need based, equitable and rational. I am sure that this will be ensured by our Honourable Prime Minister and the Minister for Human Resources Development. I would also like to very strongly recommend the implementation of the JRCs recommendation that education should not be treated as a residual sector in the matter of allocation of resources particularly in view of the facts that even international lending institutions like World Bank accord highest priority in their programmes for social sectors like human resources development. Advanced countries like Japan and Germany are what they are today, because of the high priority they have accorded for the development of human resources. I wish to congratulate the Hon'ble Minister for Human Resources Development for convening this conference and giving me an opportunity to put forth our views on this important subject and I hope that my colleagues would endorse my views on the merits of each of them.

SPEECH OF EDUCATION MINISTER, UTTAR PRADESH

माननीय मानव संसाधन विकास मंत्री जी के प्रति सर्वप्रथम मैं आभार व्यक्त करना चाहता हूँ जिन्होंने केंद्रीय शिक्षा सलाहकार बोर्ड के इस अडोलसिम्बे सम्मेलन में मुझे प्रतिभाग करने तथा विचार व्यक्त करने का अवसर प्रदान किया है। इस सम्मेलन का, बोर्ड द्वारा मई, 1992 की बैठक में लिये गये निर्णय के सन्दर्भ में, राष्ट्रीय शिक्षा नीति, 1986, जिसमें 1992 के संशोधन समाहित है, के "प्रोग्राम आफ एक्शन" पर विचार करने की दृष्टि से अति महत्वपूर्ण स्थान है।

केंद्रीय शिक्षा सलाहकार बोर्ड की 47वाँ बैठक में राष्ट्रीय शिक्षा नीति 1986 में कतिपय संशोधनों का अनुमोदन किया गया था जिसे संसद के सदस्यों में प्रस्तुत किया गया। मैं आज इस बैठक में कुछ ऐसे बिन्दुओं पर अपने विचार व्यक्त करूँगा जिनका "प्रोग्राम आफ एक्शन" में विशेष रूप से समावेश किया जाना चाहिए था और ऐसे बिन्दु जिन्हें कार्यक्रम की आवश्यकता एवं महता के दृष्टिकोण से उपयुक्त स्थान नहीं मिला है।

(1) "महिलाओं की समता शिक्षा" बालिका और महिला शिक्षा का प्रसार एवं उसका विकास हमारी शिक्षा व्यवस्था का महत्वपूर्ण और करीयता का क्षेत्र है। इस दिशा में अभी तक उतना कार्य नहीं हो सका है, जितना अभीक्षित है। यह प्रस्तावित है कि ग्रामीण महिला अध्यापिकाओं का एक संवर्ग (केडर) तैयार करने के लिये विशेष कार्यक्रम चलाया जायगा। सैद्धांतिक दृष्टिकोण से यह प्रस्ताव सही हो सकता है किन्तु व्यावहारिक दृष्टिकोण से यह उपयुक्त नहीं है। हमारा सुझाव है कि ग्रामीण क्षेत्रों की शिक्षित महिलाओं को शिक्षक प्रशिक्षण संस्थाओं में प्रवेश के लिये करीयता दी जाय ताकि ग्रामीण महिलाओं की अध्यापन व्यवसाय में भारीगारी सुनिश्चित हो सके। इसी प्रकार केन्द्र तथा राज्य स्तर पर प्रबन्धन संरचना के अन्तर्गत "महिला कोष्ठक" के गठन का भी उल्लेख है जिसका सम्बन्ध पाठ्यक्रम विकास-प्रशिक्षण तथा शोध कार्यों से होगा। कोष्ठकों के गठन की अपेक्षा यह अधिक व्यावहारिक होगा कि उनकी सहभागिता पाठ्यक्रम के विकास तथा प्रशिक्षण एवं शोध कार्य आदि में सुनिश्चित की जाय।

(2) "अनुसूचित जाति तथा अनुसूचित जनजाति एवं अन्य पिछड़े वर्गों की शिक्षा" हेतु सार्वजनिक पहुँच एवं नामांकन सुनिश्चित करने के लिये यह अत्यधिक आवश्यक है कि अनुसूचित जाति/जनजाति बाहुल्य क्षेत्र जो प्राथमिक/उच्च प्राथमिक विद्यालय के लिए निर्धारित मानकों की पूर्ति करते हों, वहाँ विद्यालय अवश्य खोले जायें तथा ऐसे क्षेत्र जो मानक की पूर्ति न करते हों वहाँ शिक्षा की वैकल्पिक व्यवस्था यथा अनौपचारिक शिक्षा आदि की सुविधायें सुलभ करायी जाय। प्रोसाहन कार्यक्रम के अन्तर्गत अनुसूचित जाति/जनजाति के बालिकाओं को माध्यमिक और उच्चतम माध्यमिक स्तर पर अतिरिक्त छात्रवृत्ति प्रदान किया जाना ही पर्याप्त नहीं हो अतितु इस वर्ग के बालक-बालिकाओं को शिक्षित के करने लक्ष्य की प्राप्ति के लिए यह नितान्त आवश्यक है कि कक्षा—1 से 10 तक से सभी अनुसूचित जाति/जनजाति बच्चों को छात्रवृत्ति प्रदान की जाय। इस बिन्दु को गत बैठक में भी मैंने उल्लिखित किया था और पुनः इसे रेखांकित करता हूँ कि भारत सरकार द्वारा इस सम्बन्ध में उदात्तपूर्ण नीति अपनकर आवश्यक अनुदान स्वीकृत किया जाय। हरिजन बस्ती शब्द का प्रयोग किया गया है चूँकि शासकीय कार्य में अब हरिजन शब्द का प्रयोग नहीं किया जाता है अतएव यह उचित होगा कि अनुसूचित जाति/जनजाति बाहुल्य क्षेत्रों शब्दों का प्रयोग किया जाय।

(3) "अल्पसंख्यक समुदाय शिक्षा" व्यवस्था हेतु यह आवश्यक है कि संविधान के प्राविधानों के अनुसार पूरी व्यवस्था सुनिश्चित की जाय और इसी के साथ अल्पसंख्यक समुदाय को प्रदत्त सुविधाओं का पर्याप्त प्रचार एवं प्रसार किया जाय, जिससे कि इस समुदाय के बालक/बालिका एवं व्याक्ति उनका पूरा लाभ उठा सकें। प्रोग्राम आफ एक्शन में किसी स्वीच्छक संस्था का उल्लेख किया जाना उपयुक्त नहीं है।

(4) "श्रीढ़ तथा सतत शिक्षा" के अन्तर्गत "सम्पूर्ण साक्षरता अभियान" कार्यक्रम के अनुभव सुखद एवं उत्साहवर्द्धक रहे हैं। इस सन्दर्भ में यह सुझाव है कि श्रीढ़ तथा सतत शिक्षा के सम्पूर्ण कार्यक्रम में "विकेन्द्रीकरण" को विशेष स्थान दिया जाय। "अभियान उपायम" में अब तक केन्द्र बिन्दु में परियोजना/कार्यक्रम का संचालन हो रहा है। आवश्यकता इस बात की है कि परियोजना की संरचना, उसकी छात्रबीन तथा उसके कार्यान्वयन सभी स्तर पर अभियान उपायम की भावना से कार्य किया जाय, जिससे हम समाज से निरक्षरता के करलक को निकट भविष्य में मिटा सकें। राज्य स्तर पर नोडल एजेंसी का गठन जिसमें राज्य सरकार तथा केंद्रीय सरकार के प्रतिनिधि के अतिरिक्त स्वीच्छक संगठनों तथा अन्य का भी प्रतिनिधित्व हो, को यथाशीघ्र निर्णित किया जाय, ताकि सम्पूर्ण साक्षरता अभियान की परियोजनायें जो स्वीच्छक संस्थाओं द्वारा संचालित की जानी हैं उनकी पहचान, स्वीकृति और अनुश्रवण में अपेक्षित गति प्रदान की जा सके। उत्तर साक्षरता कार्यक्रम के अन्तर्गत "जन शिक्षा निलयम" एक महत्वपूर्ण कार्यक्रम है किन्तु वर्तमान व्यवस्था की समीक्षा अलग से की जा रही है। इस समीक्षा के फलस्वरूप जो निकर्ष निकलेंगे उनके अनुसार कार्यक्रमों को दिशा देना उपयुक्त होगा। उत्तर साक्षरता परियोजनाओं में अनौपचारिक शिक्षा को एक आन्तरिक अंग के रूप में रखना जाय।

(5) "प्राथमिक शिक्षा" के अन्तर्गत स्वीच्छक स्कूल की योजना (स्वीम आफ वालेन्टी स्कूल) का समावेश किया गया है। इस अवसर पर मैं सिर्फ यह कहना चाहूँगा कि इस योजना के क्रियान्वयन के पूर्व और अधिक गम्भीरता से विचार करने की आवश्यकता है। स्वीच्छक स्कूल की संकल्पना को सुदृढ़ आधार दिये जाने की आवश्यकता है। ऐसे सभी विद्यालय जो राज्य अथवा केन्द्र सरकार द्वारा संचालित नहीं किये जाते हैं वे सभी स्वीच्छक स्कूल की श्रेणी में आते हैं। श्रीढ़ शिक्षा तथा अनौपचारिक शिक्षा के क्षेत्र में ऐसी तमाम संस्थायें हैं जो विभिन्न कार्यक्रमों/परियोजनाओं

का संचालन कर निरक्षर को साक्षर करती है। शिक्षा प्रदान करती है। इस क्षेत्र में कार्य करने वाली स्वैच्छिक संस्थाओं को अनुदान राख्य सरकार की संसृति के उपरान्त ही मानव संसाधन विकास मंत्रालय द्वारा स्वीकृत किया जाय। प्राथमिक शिक्षा के क्षेत्र में पंचायत राज संस्थाओं को सम्बद्ध किया जाय और उनकी अयोक्षित भूमिका सुनिश्चित की जाय। प्राथमिक शिक्षा के सार्वभौमिकरण के सन्दर्भ में एक "राष्ट्रीय मिशन" आरम्भ किये जाने के प्रस्ताव पर गम्भीरता पूर्वक चिन्तन करने की आवश्यकता है इसी के साथ यह भी निर्धारित किया जाना उपयुक्त होगा कि यह मिशन किस भाँति लक्ष्य की प्राप्ति करेगा और राश्यों की क्या भूमिका होगी।

(6) "माध्यमिक शिक्षा" के प्रसार के सन्दर्भ में माध्यमिक विद्यालय तथा उच्च प्राथमिक स्कूलों का मानक 1:1.86 प्रस्तावित किया गया जो सिद्धान्तः ठीक प्रतीत होता है किन्तु इसके क्रियान्वयन के विभिन्न पहलुओं पर भी विशेष ध्यान दिया जाना अपेक्षित है। आवश्यकता इस बात की है कि ओपन लर्निंग सिस्टम, पत्राचार तथा द्विपक्षी स्कूल व्यवस्था को अधिक प्रोत्साहित किया जाय जिससे कि माध्यमिक स्तर की शिक्षा आवश्यकतानुसार सुलभ हो सके, बोर्ड की गत बैठक में इसकी संसृति भी की गई थी।

(7) "नवोदय विद्यालय" में राष्ट्रीय मानक के अनुसार अनुसूचित जाति तथा जनजाति की शिक्षा के लिये प्रवेश में स्थान आरक्षित किये जाने के सन्दर्भ में मैं यह कहना चाहूँगा कि उत्तर प्रदेश के नवोदय विद्यालयों में आरक्षण नीति के अनुसार प्रवेश में स्थान आरक्षित कर अनुपालन सुनिश्चित कराया जाता है। "प्रोग्राम आफ एक्शन" में यह उल्लिखित किया जाना उपयुक्त होगा कि ऐसे राज्य जहाँ पर प्रवेश में आरक्षण की नीति न अपनायी जा रही हो वहाँ अपनायी जाय। इसी प्रकार छात्रवासों में भी आरक्षण की नीति का कार्यान्वयन सुनिश्चित कराया जाय।

(8) "माध्यमिक शिक्षा के स्तर पर व्यावसायिक पाठ्यक्रम" को लागू किये जाने के सन्दर्भ में निर्धारित बिन्दुओं पर विशेष रूप से ध्यान दिये जाने की आवश्यकता है:—

1. व्यावसायिक शिक्षा प्राप्त करने वाले छात्रों को खरोजगार प्रारम्भ करने हेतु वित्तीय संसाधनों की उपलब्धता सुनिश्चित कराये जाने की व्यवस्था की जानी चाहिए।
 2. बालिकाओं को व्यावसायिक शिक्षा की धारा से जोड़ा जाय, जिससे राष्ट्र समाज एवं परिवार के विकास का भार प्रशस्त होगा।
- व्यवसायिक शिक्षा को सुदृढ़ आधार प्रदान करने के लिये प्राथमिक तथा उच्च प्राथमिक स्तर पर "कार्यानुभव" तथा माध्यमिक स्तर पर पूर्व व्यावसायिक पाठ्यक्रमों को लागू/संचालित किया जाना उपयुक्त है। किन्तु आवश्यकता इस बात की है कि इसमें सम्मोहित किये जाने वाली गतिविधियों की व्यवस्था लचीली रखी जाय, जो विद्यालय के उपलब्ध अध्यापकों एवं अन्य संसाधनों पर आधारित हो। इसमें ऐसे इनपुट्स का समन्वय न किया जाय जो व्यय साध्य हों।

(9) "मूल्यांकन प्रक्रिया और परीक्षा के सुधार" के अन्तर्गत सतत् मूल्यांकन व्यवस्था को विशेष रूप से प्राथमिक स्तर पर लागू किया जाना नितान्त आवश्यक है तथा न्यूनतम स्तर पर अधिगम (मिनिमम लेवल आफ लर्निंग) सुनिश्चित किया जा सकता है। इस दिशा में गम्भीरता पूर्व चिन्तन समय की मांग है।

(10) "शिक्षक और उनके प्रशिक्षण" के सन्दर्भ में अब तक जिला शिक्षा और प्रशिक्षण संस्थान की स्थापना नामक महत्वपूर्ण योजना का क्रियान्वयन किया गया है। हम मानव संसाधन विकास मंत्रालय के आभारी हैं कि उत्तर प्रदेश को 62 जिला शिक्षा और प्रशिक्षण संस्थानों की स्वीकृतिवां प्रदान की गयी है, किन्तु द्वितीय तथा तृतीय चरण में स्वीकृत संस्थानों के भवनों के निर्माण में उनके लागात में निर्माण वस्तुओं के बढ़े हुए मूल्य के सन्दर्भ में संशोधन अपेक्षित है। इसी के साथ कम्प्यूटर की व्यवस्था भी सभी संस्थानों में किया जाना अपरिहार्य है।

(11) "शिक्षा का प्रबन्धन" के अन्तर्गत उल्लिखित विकेन्द्रीकरण तथा जनमानस की सहभागिता नितान्त आवश्यक है। उत्तर प्रदेश में बैसिक शिक्षा अधिनियम के अन्तर्गत बैसिक शिक्षा समिति तथा प्राय्य स्तर पर ग्राम शिक्षा समिति गठित हैं। जनपद स्तर पर न तो यह आवश्यक है और न ही उपयुक्त है कि एक पृथक बोर्ड का गठन किया जाय। जिसके क्षेत्र में माध्यमिक शिक्षा भी हो। माध्यमिक शिक्षा की विषय वस्तु उसका आच्छादन तथा विचार वस्तु भिन्न है। अतः इसे पृथक रखना ही श्रेयस्कर है। राज्य स्तर पर सलाहकार बोर्ड के गठन की संसृति का क्रियान्वयन वांछनीय है किन्तु किस स्तर पर किस प्रकार के प्रबन्धन की क्या क्रिया-विधि और प्रणाली हो यह राज्य सरकार अपने प्रदेश की आवश्यकताओं और वास्तविकताओं को देखते हुए निर्धारित करती है। अतः यह राज्य सरकार का ही क्षेत्र और दायित्व रहना चाहिए।

मैंने संक्षेप में, प्राथमिक, माध्यमिक तथा प्रौढ़ शिक्षा के क्षेत्र से संबंधित कौन्सिल गीत विषयक बिन्दुओं को आपके सम्पक्ष प्रस्तुत किया है और कुछ ऐसे बिन्दुओं की ओर भी ध्यान आकृष्ट किया है जिसके सम्बन्ध में बोर्ड की पिछली बैठक में उन्हें अनुमोदित किया गया था किन्तु विभिन्न दलों द्वारा तैयार किये गये "प्रोग्राम आफ एक्शन" में इसका समावेश नहीं किया गया। राष्ट्रीय शिक्षा व्यवस्था और गौरवमयी परम्परा निर्वहन के लिए यह उचित नहीं है।

केन्द्रीय शिक्षा सलाहकार बोर्ड की गत बैठक में दिये गये कथकथन के इस अंश से मैं पुनः उद्धृत करते हुए अपने कथकथन को विराम दूँगा कि हमें शिक्षा की प्रकृति, भूमिका और प्रक्रिया के निर्धारण में यह ध्यान रखना चाहिए कि भविष्य की समन्वित शिक्षा मनुष्य के शरीर, मन और

आत्मा की आवश्यकता को सम्बद्ध करते हुए शक्ति का नियमन करें जिससे हर बच्चे को पूर्ण और उत्कृष्ट विकास का अवसर मिले। ऐसी उत्कृष्टता-जो राष्ट्रीय विशिष्टता में समाहित हो तथा बड़ी सावधानी और विवेक से नैतिक और सांस्कृतिक मूल्यों को सुरक्षित रखे। प्रवेश स्तर पर हम इसी शैक्षिक परिदृश्य को बनाने की कोशिश कर रहे हैं जिसे यदि सूत्र रूप में कहें तो बच्चों में "इर्द न मम्" अर्थात् यह केवल मेरा नहीं और का भी है—की संवेदनशीलता को विकसित कर सकें। आज राष्ट्र को शिक्षा द्वारा सम्भवतः इसी संवेदनशीलता की सबसे अधिक जरूरत है।

SUGGESTIONS BY SHRI ACHINTYA RAY, MINISTER OF EDUCATION (PRIMARY & SECONDARY), SHRIMATI ANJU KAR, MINISTER OF STATE FOR MASS EDUCATION, SHRI BANSA GOPAL CHOUDHURY, MINISTER OF STATE FOR TECHNICAL EDUCATION AND SHRI ANISUR RAHAMAN, MINISTER OF STATE FOR PRIMARY & SECONDARY EDUCATION, WEST BENGAL.

The Government of India in the Department of Human Resources Development has come out with a policy revision and Programme of Action regarding the 1986 Education Policy.

The voluminous recommendations are more or less realistic but difficult to implement as the suggestions are devoid of basic socio-economic realities of rural and urban situations in India. No firm commitment with regard to financial liability is assured. Only a pious wish of 6% of GNP is mentioned which became a fashion since the Kothari Commission days.

Point 1—Elementary Education cannot be imparted to all in the age-group between 5-14 years, if not basic question of subsistence is solved. Land reforms and elementary education within fifteen years were the basic objectives of the Constitution. Without solving the land problem, Universal Elementary Education for all will be a far cry. It should be included in the POA.

Point 2—Right to education is denied in the Constitution. It is put in Article 41, in the Directive Principles of State Policy. It should be included in Article 19 of the Constitution. It should be a major point in the POA. Verdict of the Division Bench of the Supreme Court may please be remembered in this connection.

Point 3—Equality of women is related to social and economic structure of the country. Without changing the economic base, super-structure cannot be built. In West Bengal, there is a directive to allot surplus land in the names of the women of the family, selected for the purpose. Similar is the picture of the Scheduled Caste and Scheduled Tribe community. The rate of drop-outs in these categories cannot be minimised without changing the economic base.

Point 4—There is a proposal for National Mission for Universal Elementary Education (UEE). Though National Literacy Mission has done commendable works but Total Literacy Programme is purely a time-bound programme and is implemented from the top. Whereas UEE has developed through the formal Education System as recommended by previous Education Commissions. Some statutory structural growth has been achieved from the lower level. Concept of N.M. may be implemented as a campaign and supervisory system, otherwise it will be a devastating bureaucratic contradictory approach.

Point 5—It is heartening to note that Operation Black Board Scheme is contemplated to be extended up to the upper primary level. In West Bengal there is neither one-teacher nor two-teacher school system. It would be helpful if flexibility is allowed to the States to appoint third teacher if shortages are there in such school.

Point 6—Science Education and Computer Education and Teachers' Training Schemes are directly handled by the Centre. State should be given opportunity to introduce such schemes which are benefitting to the actual needs of the students with prior approval of the Centre.

Point 7—Non-formal Education, TLC and Continuing Education are the major achievements of the educational programme. We thank the Minister of Human Resource Development for giving fresh emphasis to these sectors with a holistic goal of achieving at least 75% literacy attainment at the end of the VIIIth Plan. Shri Jyoti Basu, Chief Minister, West Bengal in his National Development Council's speech during the formation of the 7th Plan document insisted in this. Now a definite role by the Centre

and the State is needed for Post-Literacy Programme. West Bengal Government has prepared a scheme in this regard.

Point 8—For IITs and other Government funded Institutions which are treated as Centres of excellence, consumed much of the people's money.

There should be a condition during entry into these Government funded Institutions that a student have to serve at least five years in the country after the end of the study. Permission may be allowed for study connected continuing research work only for certain years.

Point 9—Vocationalisation at the school stage is far from expectation. Students are crowding for formal plus two and college education. In Class XI and XII production-based courses are inadequate. Apprenticeship system is nowhere in sight. Without compulsion no industry including the public sectors are inclined to accommodate the students. Now the door is opened for multinationals without any restrictions. There are Gatt recommendations, 301 and super 301. How could we progress in such a period of Industrial and Agricultural degradation and recession?

In fine—Navodaya—It is a mirage in the midst of desert of illiteracy, poverty, unemployment, obscurantism in India. Not a single Education Commission set up by the Government of India since Independence has recommended such type of elitist Institutions. When money is needed for betterment of on-going Institutions huge fund from the Human Resource Development Department is spent for meagre section of the population. Now it is proposed that fees will be charged, agencies will be given grant-in-aid and Navodaya Vidyalaya Samiti will be given autonomy. The sooner the scheme is stopped the better. Hard-earned money should be channelled for Universal Elementary Education.

SPEECH BY THE MINISTER FOR EDUCATION, PONDICHERRY

Education, as often said, is our investment in the future and we make our decision to yield the maximum benefits for the National interest. There are moments in history when a new direction has to be given to an age-old process. This is truth of great significance. Therefore, Education and its Planning must be organically linked with the larger socio-cultural economic and political context. Specifically, it must be linked with live issues of development of the Society.

At the outset, the nation had set up itself on a course enunciated by the National Policy on Education 1986 and the Plan of Action. I, wholeheartedly agree and appreciate that the concept of Participatory Educational Order should go beyond involvement of Educational Institutions and should extend to the community itself and have social consensus and relevance. It is for this reason that we attach utmost importance to the concept of Village Education Committees, and other Participatory Mechanisms between school and public and the active involvement of the people in ensuring full school enrolment and the quality of Education.

As far as my Union Territory is concerned, I am proud to say that we have achieved both qualitative and quantitative improvement in all spheres of Education. We also agree that women's equality and women's education go hand in hand and that we should improve the ratio between Primary Schools and Upper Primary form Schools so as to ensure that girls from all Sections of Society have adequate access to higher Elementary Education in the first instance.

Early childhood care and Education is one of our areas of concern. We should view education as a continuous Primary form from Pre-Primary right upto University and adequate care has to be taken about the pedagogical inputs that we give to very young children. As Minister in charge of Social Welfare also, I feel that the continuance of the I.C.D.S. Programme is necessary. We must evolve desiderata of curriculum content, teacher-pupil ratio, service conditions, training and preparation of ECC personnel, linkage between Primary Education and ECCE and involvement of the Local communities. In my State, we have set up a Committee to go into the question of ECCE.

Going through the concept of Universalisation of Elementary Education, we have, no doubt, at all that UEE and Adult Literacy and Continuing Education are priority areas in the VIII Plan. We have very graphic examples of how UEE and Adult Education are closely inter-related in our efforts to form a truly literate society. We have gained many experiences from our achievement of total literacy in our State and we intend to utilise them in our quest to eradicate drop-outs among children in the school-going age in the Union Territory of Pondicherry.

The Scheme "Operation Black Board" has been successfully implemented in the Union Territory and we have already achieved close to 100% of its target. 99% of all habitation of Pondicherry are within 1 km walking distance of a Primary School. In fact, we estimate that our drop-out rate in Elementary Education may be as low as 2.5 to 3.5%. We have also taken to the concept of minimum levels of learning as the main plan of our Strategy to improve the quality of Elementary Education in the next five years.

A Working Group consists of classroom teachers, Heads of Institutions and Educational Administrators and this has been working for the sets of Minimum levels of learning for various subjects from Stds. I-V. We plan to implement M.L.L. for all children at the Primary level after a massive training programme for the Elementary teachers. We have formulated a Scheme called "Action 6-14" which calls for the identification of drop-outs and non-school going children in the 6-14 age group by the active participation of villagers and post-literacy structure using Micro and Macro level Planning and closer interaction between the village and school through village Education committees. As a follow-up, we have planned to adopt a programme called "Back to School" in order to give basic learning skills to the drop-outs and send them back to school. Re-Orientation training programmes would also be organised for such teachers to bring about attitudinal changes among them to view their work as being most critical and crucial to the health of

the entire educational system. Thereafter, we need to set up a parallel non-formal education stream, where the drop-outs would be covered at par with formal education system. In this context, we attach more importance to the National Open School System which has been recently worked out by the Ministry.

Pondicherry has the distinction of being India's Second Constituent Unit to be declared, totally Literate in the 15-40 age group. This was achieved by using an amalgam of Govt. and non-Governmental Agencies which provided the necessary infrastructure on the one hand and the necessary motivational thrust on the other to make total literacy a reality. We are now engaged in the Post-Literacy Phase in providing Post-Literacy materials for Neo-Literates and in reinforcing and applying the literacy, while sustaining the tempo gained during the total literacy campaign.

We have a good record of building up Secondary Education in our Union Territory and I am proud to say that the achievement gap between the Govt. schools and Private sectors in our Union Territory is very narrow. In fact, a unique feature of Pondicherry is the rush for Govt. schools every year in the Secondary Education. We will continue in right earnest in the VIII Five Years Plan. It is our endeavour to see that there should be no discrimination in the facilities available between the schools in rural and urban areas. At this juncture, I feel it here, worth mentioning about the improvement of Science Education in all our schools. All the schools were provided with equipments and Library books in Science at the cost of Rs. 32 lakhs under the Scheme "Importance of Science Education in Schools". In order to overhaul the teaching of science at Primary school level, comprehensive and continuous In-service programmes are conducted throughout the year at the District Research Centre for Science, set up under this Scheme, in Pondicherry.

Pondicherry has been imparting Vocational Education at the Secondary level for the past two decades. 17.7% of our Secondary school-going population have taken up vocational courses against the National Norms of 10%. We have received generous help from the Ministry in the recent past and we hope to increase this percentage to about one-third in near coming years also. I also feel that there is merit in the proposition that vocational course could also be introduced from Std. IX. Work experience must address itself to the first ideal, while Vocational education must be seen as serious training and practice that leads to gainful employment or self-enterprise. A sense of guidance and counselling should be developed in the minds of teachers and the parents also so that children are encouraged to take up occupations at the end of schools education. This also means proper implementation and expansion of the scope of the Apprenticeship Act and change of Recruitment Rules of various posts in both Govt. and Public Sectors to enable such students to gain employment.

We have four Navodhaya Vidhyalayas in our Union Territory of Pondicherry, two of which have their own campus and I can testify that they have been running extremely well, meeting the objectives of giving quality Education to the poor and deprived, from our rural areas. We can see qualitative changes in scholastic achievement and health levels and physique of the poor children almost immediately. I can say that this is truly Shri Rajiv Gandhi's gift to the poor children of India.

I broadly agree that there is certainly a great need to curb and proliferation of colleges without adequate facilities through vigorous regulation by Universities and State Legislation. State Councils of Higher Education would be helpful in this regard. In our State, all the colleges including professional Institutions have adequate facilities and record a tremendous qualitative and quantitative expansion in all branches. With regard to youth activities, there can be no two opinions about the usefulness of the National Service Scheme and National Cadet Corps to harness the energies of youth for the great task of National Integration and reconstruction. Our technical Institutions have made tremendous improvement in quality and standards. They develop linkages with Industries under Entrepreneurship Schemes with proper technology watch and manpower planning.

The National Council for Teacher Education has to play a vital role in standardising the school syllabi, content and certification of teacher education in the country. We agree that the First Degree in Teacher Education should not be given through correspondence courses as an adequate exposure to school conditions is not possible and mere bookish knowledge do not make a professional teacher.

The In-service training programme are a major area of teacher education and realising this aspect, this Union Territory has four In-service Teacher Training Centres to organise various programmes for all

categories of teachers right from Pre-primary to Collegiate level. Utmost care has been given to planning and their implementation to see that innovation and creativity are corner stones of the teachers' continuing education. In addition to these Institutions, a District Institute of Education and Training will be established in Pondicherry under the centrally sponsored scheme, very shortly to impart both pre-service and in-service training at Elementary level. In any case, the essence of good school system is tight management. Monitoring, maintenance of levels of learning, testing and evaluation, adequate delegation of powers of Heads of Institutions, early redressal of grievances and more localised units of administration, all amount to better management. We, in Pondicherry, enjoy these benefits because of its smallness. I am happy to say that my **Union Territory is one** of the few States which have a transfer policy for teachers.

Finding adequate resources for education is a very crucial area. We have our economic difficulties, but despite this, our priority should be for UEE. In Higher Education, we must see that it should become largely self-supporting by revising fees structure, while at the same time providing generous help for those who cannot afford it.

I feel that this is the right time to overhaul various strategies involved in our educational system by giving utmost importance and thrust to the children's enrolment and their retention at Elementary level and to make education a joyful experience.

**REMARKS OF DR. (Ms.) A. S. DESAI, DIRECTOR, TATA INSTITUTE OF SOCIAL SCIENCES,
BOMBAY AND PRESIDENT, ASSOCIATION OF INDIAN UNIVERSITIES**

1. One gains an impression from the report that the universities are seen merely as passive recipients of change rather than as the partners in change. Involvement of universities in leadership roles is not alluded to but, rather, it is the centrally established institutions such as NCERT or NIEPA which are mentioned. On the contrary, there are outstanding departments in some universities which could be involved in the Plan of Action for curriculum development, production of training materials, conducting training programmes and creative thrusts related to priority areas in the Plan of Action, such as, early childhood education, elementary/secondary education, adult/continuing education, or women's development. This should come through in the report, particularly in the chapter on Higher Education, with respect to the role of universities in the Plan of Action. They should not be seen only as the recipients of inputs from the Plan but also as contributing to its implementation in the various sectors.

2. The majority of learners in our country belong to the poverty groups. Injustice and economic inequity and polarities are endemic. In such a society, education must aim towards sustainable development without deprivation for the weaker sections. Such education must lead to change in social attitudes, a heightened social awareness and ability to take action for change towards sustainable development.

In the Plan of Action, there is a heavy emphasis on technology, science and management which will not in any way touch the lives of these millions in poverty. We need to consider, therefore, the best way to reach the grassroots, through the education process, in order to bring about social change towards development. Thinking on this must permeate education from the primary level upwards. For instance, we need to consider how we can develop a curriculum which is able to make education relevant to development needs and systemic problems. As majority of our learners' lives are related to an agricultural environment—agriculture, animal husbandry, social forestry, fisheries and agro-industries are important to their survival. There is a dire need to examine our curriculum and relate it to these basic agricultural requirements. Instead of having to bring adults in to Krishi Vigyan Kendras, we need to start such education at a young age. We cannot dismiss it in a couple of lines related to basic education, "naee talim". If we are going to have a full chapter on science and technology, we should also do so on what is more likely to affect positively the lives of the poor in our rural society.

3. Moreover, we need to examine higher education in the social sciences and humanities to mould it towards a developmental thrust. In a very conscious way, teaching of sociology, economics, political sciences and related subjects must have a strong developmental thrust. We must focus on analysis of systemic issues and problems to make students entering higher education socially aware. Secondly, we must link such learning to opportunities to contribute to the development needs of the country, such as for example, formation of cooperatives, rural banking, political training for members of local bodies, sanitation, health and related subjects. For each social science area, one could identify the areas through which a graduate could contribute in the development sector. Hence, we need to make our education in the social sciences more developmentally oriented.

The report does not give adequate space to the social sciences or humanities.

4. Moreover, there is a need to develop qualitative education for social change functionaries from grassroots upwards to prepare social change agents for work towards change. Unless we have change agents to organise and mobilise the poor, we will not be able to achieve change. We have relied on Government staff and machinery for all development activities which only committed change agents can do. Science and technology, which are not appropriate to the lives of these persons, will create a bipolar society with a minority of advantaged who will continue to exploit the poor to sustain the life style to which they become accustomed. Social sciences, humanities and human service, professions like social work, find no place in a

policy document which intends to inspire new values and social change, Education in the humanities, social sciences, and human service professions, should find a proper place if we want to develop a socially aware, more value based society.

5. Research related to our society, social problems and interventions for change, needs also to be stressed in the chapter on research which is too heavily loaded in the area of scientific and industrial research.

6. It is also necessary to place students of social sciences in the corresponding programmes for experience. Why only vocational students in industry? Anthropology undergraduates should be exposed to tribal culture. Political science students should be exposed to political institutions, especially at the local level. Hence, the Plan of Action should break the current mould of our education system and lift it (a) to a greater degree of relevance to the immediate life situation, and (b) make it development oriented to induce change in that situation.

7. The chapter on Rural Institutes is too narrow in its focus. The emphasis is mainly on basic education and lower level training. There is no examination of university education in a rural context with major emphasis on rural development and curricula which would prepare the graduates to function in a rural context. This is a vast area for exploration. A beginning should be made to open up the thinking in this area.

STATEMENT OF DR. M.P. PARAMESWARAN ON THE BHARATH GYAN VIGYAN SAMITHI—ITS ORIGIN, MANDATE AND WORK

The BGVS is a registered society sponsored by the National Literacy Mission Authority. It came out of the efforts of Shri Sam Pitroda, at that time Advisor on Technology Missions to the then Prime Minister, late Shri Rajiv Gandhi, and Shri Anil Bordia the then Education Secretary. Having appreciated the effectiveness of the Bharat Jan Vigyan Jatha of 1987 sponsored by NCSTC, DST in communicating to people and propelling them to action during the very first meeting of General Council of NLM Authority held in July 1988, they together with the then minister of HRD Shri Shivshankar urged the People's Science Movements which organized the BJVJ to give all out support to the cause of literacy and plan a jatha similar to BJVJ-87 but now for literacy. The Bharat Gyan Vigyan Jatha 1990 was the result. The Bharat Gyan Vigyan Samithi comprising of science communicators, educationists, academicians officers from the ministries of HRD and DST, etc. was formed in December 1989. Dr. Malcolm S. Adiseshiah well known educationist is the chairperson of the Samithi. Since then the BGVS has been functioning as a field arm of the NLMA, in close cooperation with it.

Today India is witnessing a movement, unprecedented in its history both in character and in magnitude. What during forty years of independence could not be achieved is now being achieved. Today we can hope that illiteracy can be eradicated from this country. The problem is not small. But the effort too is not small. Nearly four million volunteers, without being paid a single pie, are now helping to make nearly 40 million illiterates literate and even beyond. In a country, where increasingly everything is being measured in terms rupees and paise, the emergence of patriotism and humanism as can be witnessed from the tireless efforts of these volunteers is a silverline, a ray of hope. Interestingly enough, science popularization groups, generally known as people's science movements, have played a cardinal role in this. They knew that the matrix of science can be woven only on a fabric of literacy.

The Kerala Sastra Sahitya Parishad, initiated this chain reaction with the Total Literacy Campaign in Eranakulam district and subsequently in the entire state of Kerala. The Pondicherry Science Forum, the Tamil Nadu Science Forum, the Andhra Pradesh Jana Vignana Vedika, the Madhya Pradesh Vigyan Sabha all these organizations followed suit.

They provided the initial core of activists for the BGVS, which has since grown several times. Today literacy has become a people's movement which is characterized by:

- * a massive and total area approach
- * involvement of the entire community in some form or other
- * predominantly voluntary nature
- * clear objectives and sense of excitement
- * close cooperation of bureaucracy with voluntary workers
- * very high commitment
- * changes in the social outlook of participants
- * shift from cynicism to optimism
- * and shared joy

And this optimism is contagious. BGVS, it can be said, is mainly responsible for this new turn of events.

However, some members of this body and many outside have indirectly expressed serious reservations

about BGVS. Many feel that BGVS is only one voluntary organization, just like any other and that NLMA is unduly favouring it. Some others feel that BGVS is a political organization, looking at its spread and activists.

Firstly BGVS is not just “a voluntary organization”. It is an informal arm of the NLMA. It was created with the mandate

- to interlink all the literacy efforts in the country,
- to instil in field activists enthusiasm and excitement and
- to reach to every corner of India a call to stamp out illiteracy from India.

With the success of the Bharat Gyan Vigyan Jatha and the emergence of Total Literacy Campaign in Kerala and elsewhere this mandate was enlarged to assist in planning and conduct of all aspects of the total literacy campaign—environment building, training and monitoring in such a way as to ensure that the spirit of a people’s movement is preserved and strengthened and also to identify, orient and network committed individuals and organizations so as to build a people’s network to provide grassroots support to total literacy campaigns.

Total literacy campaign are successful because of the fruitful union of the governmental machinery on the one side and committed people’s network on the other side. The BGVS helps to build up the people’s network.

Secondly, many Zilla Saksharatha Samithies have registered themselves as district BGVS, because of the goodwill the name enjoys—but they are not the branches of the National BGVS. In most cases the district Collector is the chairperson of this Samithi. The name of BGVS and the association with activists possessed with the zeal to eradicate illiteracy, imparts to it a real missionary character.

Thirdly, BGVS is not a political outfit. Its ranks come from various convictions. But this does not pose a problem so long as they have the conviction that we have to and that we will eradicate illiteracy from the soil of India. Only those who have been exploiting the illiteracy of the people, only those to whom illiteracy provided employment and a permanent source of income, only they will feel threatened by the spread of literacy. Any attempt to politicise literacy work, any attempt to reap electoral-political dividends from literacy work will kill the spirit of a people’s movement for literacy.

True, spread of literacy will have its impact on the society—but that is what we welcome. The poor and the down trodden should be able to improve their plight, should be able to live as human beings. In a situations when the society is rent with caste and communal tensions, when its economy is stressed to the limits, the positive and optimistic environment created by the sheer magnitude of the cooperative endeavours, offers us a ray of hope. Reports from districts, traditionally notorious for caste conflicts indicate substantial relaxation in tension, mainly because of the intensity of cooperation demanded by literacy work and the joy they derive out of such work. Any act which will hamper the growth of this movement will be an unpatriotic act.

May I entreat the members of this board, to visit villages in Madhepura or Madhubani in Bihar, Raebareilly or Bilaspur in Madhya Pradesh, Pasumpon or Pudukkottai in Tamilnadu or in any other district where literacy campaign is going on and experience for themselves, the changing face of the rural India. I request every one of you to become active partners in this crusade against illiteracy, to see that we enter the twenty first century as a fully literate nation.

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